Environment template (REF5)

Institution: University of Sussex

Unit of Assessment: UoA 22 Social Work and Social Policy

1. OVERVIEW

We have a strong international research profile and established excellence in participatory and interdisciplinary research, making a significant contribution to knowledge development and exchange. This submission includes 12.4 FTE Cat A staff, including 2 early-career researchers (ECRs), co-located in the School of Education and Social Work (ESW). Social Work research is organised as a cross-cutting activity, along with the Centre for Innovation and Research in Childhood and Youth (CIRCY) (2012), and the new Centre for Innovation and Research in Adult Wellbeing (CIRA) (2013). A formal partnership with Psychology and Neuroscience links us to the Rudd Centre for Adoption Studies (2013).

2. RESEARCH STRATEGY

Achievement of strategic aims during the assessment period: Our overall aim has been to build on RAE achievements, producing internationally excellent research that contributes to social work and social care theory and evidence, is directly relevant to service-users and carers, and influences policy, practice and pedagogic change. Mechanisms to achieve this are set out below, each with exemplars.

To ensure balanced staffing for a sustainable future through retention or replacement of faculty and additional strategic research appointments: Capacity has increased since 2008 by 82%, with new full-time appointments of 1 senior lecturer (2013),3 lecturers (2009, 2010, 2013), and 4 ECRs (3 in 2011; 1 in 2013). Three professors have recently been appointed – Thomson (2012) to lead CIRCY; Watters (2013) to lead CIRA; and Ruch (2013, 0.4 FTE) to support Social Work research. We have achieved our aim of recruiting staff who are doctorally trained, research-active, reflect a strong disciplinary and skills mix and contribute to high-quality research-informed teaching. Of the staff, 69% hold doctorates (44% in 2008). Apart from 2 planned post-RAE departures (retirement, emigration), we have enjoyed 100% retention, attributed in part to assiduous attention to staff development. Institutional commitment to sustainability is exemplified by internal promotions and support for proleptic appointments to replace Professors Taylor and Braye, retiring in 2014.

To extend creative partnerships within the University to further promote interdisciplinarity: Co-location with Education enables a rich disciplinary mix of social work, social psychology, social policy, sociology and education, with extended links across the University and the possibility of new and creative collaborations. Thus, Thomson has led CIRCY's development of creative partnerships beyond ESW and the Social Sciences to Law, the Medical School, Arts and Humanities, and further to Informatics to co-research 'digital childhoods'. This provides a rich exemplar for CIRA, the sister centre. The interdisciplinary Rudd Centre for Adoption Studies will provide a platform for new partnership with Psychology and Neuroscience.

To increase research bidding activity and grant capture from wider funding sources and prioritise new funders: It was important to target funders new to Social Work if we were to increase our success rate with bidding activity. Research funding has doubled to £723,166 (£342,324 in the RAE period), generated by the 13 staff in post before 31 July 2013. A specific target was to successfully bid to the ESRC: Sharland won our first award (2008); Thomson won 3 awards (2012–13); and Ruch is co-investigator on a UK-wide ESRC project. Nolas won our first European Research Council award (2013).Taylor and Braye attracted our first Technology Strategy Board Knowledge Transfer Partnership (TSB KTP, 2010–13). Our first Department of Health (DH) (2010) award to Braye was followed by two further DH awards and a first award from Skills for Care (Braye and Orr 2013), establishing a major body of research on adult safeguarding. Other new funders included: Care Council for Wales, General Social Care Council, Nuffield Foundation, and the Office of the Children's Commissioner.

To build national and international research networks to further promote knowledge generation and exchange, and extend our reach and significance: The reach and significance of our work has benefited from new partnerships. Regionally, the TSB-KTP participatory action research initiative (2010–13) has involved a new third-sector partner – Newhaven Community Development Association (NCDA) – engaged service-users, providers and commissioners of community-development services, and led to collaboration with further third-sector organisations (e.g. Bromley-by-Bow Centre, London). Nationally, Thomson (2012) successfully led a knowledge exchange bid with 7 other UK universities to

the ESRC National Centre for Research Methods (NCRM) for a Methodological Innovation Network on Qualitative Longitudinal Research (QLR), providing a platform for a second NCRM project (2013) and an ESRC knowledge exchange award (2013) co-funded with Brook. Ruch is co-investigator with the Universities of Cardiff, Edinburgh and Queens Belfast on an ESRC study. Internationally, the ERC project 'Connectors', led by ECR Nolas (starts January 2014), builds on established partnerships in London, Athens and Mumbai for a 5-year cross-national study.

To increase doctoral registrations and completion rates: We have developed our postgraduate funding offer. Since 2008 we have registered 11 PhD (10 completed the MSc Social Research Method, the 11th is due to start Oct 2013) and 22 DSW students. Ten have held studentships (8 ESRC, 1 TSB-KTP project studentship, 1 from the Ghanaian government), in contrast to 2 studentships offered in the RAE period. Doctoral completions have more than doubled, achieved by closely monitoring progress, rigorously reviewing requests for extensions, and enhanced supervisor training. Staff member Lefevre was supported to achieve a DSW (fees paid, study leave); a second staff member is registered for the DSW commencing 2013–14.

Post-REF strategic objectives: Our overall aim is to conduct research of the highest international quality that enables theory development and policy/practice innovation, reduces threats to personal well-being and social participation across the life course, and facilitates change locally, nationally and internationally. Within this, our aims are to ensure that our work is ethical, critical, conceptually sophisticated and methodologically rigorous, further develops participatory approaches to engage research-users through the research process, develops outputs of the highest quality, and creatively builds knowledge exchange across practice, professional and organisational contexts.

To deliver these objectives we will further develop: i) research mentoring, support and peer review to enhance faculty and doctoral researcher capacity, with a particular focus on methodological (especially quantitative), technical and innovative design capacity and developing excellent outputs; ii) social work, School-wide and cross-University interdisciplinary collaboration and bidding platforms; iii) partnerships at all levels, in particular extending practitioner-inquiry research between the University, partner agencies and users; iv) international partnerships and collaborations, leading and participating in research networks, exchanges and conferences; and v) reach-out to research-users and beneficiaries, developing innovative knowledge exchange activities. The monitoring of achievement of objectives will be undertaken by the ESW Director of Research and Knowledge Exchange and Research Committee, led by the Head of School reporting to the University Pro-Vice Chancellor for Research and the Director of Research and Enterprise.

New and developing initiatives of strategic importance: Reflecting University commitment to our continuing growth, we have stepped up our research ambition and delivered on 3 new interdisciplinary research initiatives that aim to develop large-scale, cutting-edge research and to access new funding streams.

The Centre for Innovation and Research in Childhood and Youth (CIRCY) mission is to develop international, interdisciplinary and 'in-the-real-world' research. Led by Thomson, CIRCY identified 4 organising research themes: Digital youth; Emotional lives; Extraordinary children, and A good childhood? Contributing departments include Education, Psychology, Anthropology, Sociology, Law, History and English. CIRCY builds on social work research undertaken by nationally known researchers on childhood (e.g. Luckock and Lefevre), partnerships with other universities (e.g. the Open University) and with national (e.g. the Office of the Children's Commissioner) and local (e.g. NCDA) organisations. CIRCY has enjoyed a 100% success rate with research bids, with 5 awards focusing on childhood and youth and on methodological innovations. Developing international links include, in 2013, hosting a Marie Curie Fellowship to develop methodologies for tracking young people through European care systems and hosting a visiting doctoral student from the University of Milan. http://www.sussex.ac.uk/esw/circy/.

The Centre for Innovation and Research in Adult Wellbeing (CIRA) was initiated with the appointment of Watters (ex-Rutgers, New Jersey) with a strong record in interdisciplinary research leadership in mental health and migration, thriving partnerships with universities (e.g. Brasilia, Brazil; McGill, Canada; Ghent, Belgium) and the Nordic School of Public Health, and European Commission work on migration and health. CIRA will develop international and interdisciplinary research in collaboration with key University groups – the Medical School, Medical Sociology, Psychology and Neuroscience – and external partners. It will respond to the UK health and care agenda, and enable access to new funders

(e.g. the National Institute of Health Research). The Centre will build on social work research, (e.g. Braye and Orr's research on adult safeguarding and self-neglect), partnerships with other universities (e.g. Luckock with Warwick and Loughborough on the evaluation of the impact of innovative models of interfacing between the NHS and children's social care), and partnerships with local providers (e.g. Braye and Taylor's evaluation of carer support through the hospital process, commissioned by Brighton and Hove City Council). Partnership with our established user–carer network will contribute to all stages of the research process.

The Rudd Centre for Adoption Studies. Social Work will bring to Psychology and Neuroscience key expertise in adoption policy and practice, including Luckock's research track record (e.g. DfE-funded study with Lancaster of contested adoptions, 2012), and established research advisory role with the British Association for Adoption and Fostering and, more recently, with DfE. This Centre formally links to the University of Massachusetts' Rudd adoption research programme. http://www.sussex.ac.uk/adoption/about.

To deliver on our post-REF strategic objectives (above), priority developmental areas include:

Enhanced researcher capacity targeted to enable growth: It is essential to continue to take a strategic approach to new appointments. For example, in addition to the significant international networks and research-funding expertise delivered by Thomson and Watters, Senior Lecturer Maglajlic (October 2013) brings expertise in EU bid-writing (e.g. European Commission 'Fundamental Rights and Citizenship', 2012) and co-ordinating transnational projects in S.E. Europe and Africa; and the ambitious 5-year ERC Connectors project (2014–19) will include the development of researcher capacity in India, Greece and England.

Scaled-up proposals, including those to new funders: Further development of interdisciplinary bidding platforms within and between the new Centres and their stakeholders is viewed as essential to target large-scale grants. For example, in October 2013, CIRCY was approved for University Research Centre status, a new structure designed to foster cutting-edge interdisciplinary research across the University and internationally. Building on the TSB-KTP project experience of using graffiti art as a participative activity to engage young people in Newhaven, and an ensuing invitation from the AHRC to attend a briefing on the Connected Communities and Design opportunities, Watters is working with partners in the NCDA to prepare a bid focusing on the development of new designs in areas such as community cultural services and arts programmes.

Innovative knowledge exchange activities to enhance impact: Our priority is to transfer our creative approaches to user participation to impact activities. For example, building on University Kickstart funding (HEIF) to establish a network of Sussex academics, practitioners, children, young people and families to generate ideas and strategies for innovative public-engagement research and practice, a CIRCY project included a highly successful public education event at the 2013 Brighton Fringe Festival on the theme of children's digital media use, with a popular short-film competition for young people. Further such activities are planned for 2014. The ESRC Knowledge Exchange project with Brook will use participatory film-making on 3 levels: with a popular audience, including young service users; with practitioners via training development; and with opinion-formers in advocacy work. Finally, building on TSB-KTP experience of successfully involving Sussex Media, Film and Music students in making films to present NCDA activity and supporting a graffiti artist to engage the hopes and aspirations of Newhaven young people (winning an East Sussex County Council local award), the AHRC project is focusing on using the arts and design in community-building.

Developing international doctoral collaborations: This is essential to sustain our doctoral community. Our doctoral networks and collaborations have positioned us well for future developments. Examples are the ESRC NCRM QLR Network which includes 10 Sussex PhD bursaries to enable participation in QLR workshops, and the ERC 'Connectors' project which includes three PhD studentships to start in 2014 in London, Athens and Mumbai. Access to Mumbai builds on partnership with the Tata Institute of Social Science (TISS) where, following a keynote (2012), Taylor successfully collaborated with TISS in a joint doctoral application for a Commonwealth Split-Site Scholarship (for 2014). Braye worked closely with the Baltic–Nordic Doctoral Network (2012), enhancing links with Swedish networks. Watters brings experience of co-supervision with the Universities of Ghent, Brasilia and Malta from which to learn.

3. PEOPLE

An inclusive and collaborative culture underpins our research performance, our high staff retention

rates and our thriving research student culture.

Staff and staffing strategy (*to ensure balanced staffing for a sustainable future through the retention or replacement of faculty and additional strategic research appointments*):

Social work staff: All Cat A staff are committed to high-quality research-informed teaching, and to meeting research strategy objectives. The mix of post-doctoral, early-career, mid-career and experienced researchers is central to the strategy for developing the research environment.

Mentoring and appraisal: All non-professorial staff have designated research mentors. The University has invested in intensive leadership training (Roffey Park Business School) for Braye, Taylor and Sharland. ECRs are supported to take increasing responsibility for research projects, initially through mentoring and planned co-working with experienced staff and progression from Co-I to PI, co-working on research impact; and research supervision. ECRs have acquired PI or Co-I experience. Annual appraisal and performance review is carried out for all staff and all appraisers must participate in related training.

Career progression: Normally, all new non-professorial staff are probationary; annual progress reviews have all been successful. Staff are mentored to develop promotion cases – 2 promotions to Senior Lecturer (Holmstrom, Lefevre), 1 to Chair (Sharland, 2013) – and proposals for research fellowships – Lefevre for an ESRC Mid-Career Fellowship (2011) and ECR Nolas, for European Research Council Starting Grant (2014).

Research study leave: All staff may apply for funded study leave (normally one term) subject to a research plan evaluated against criteria by the Head of School. Six staff have taken a term or more study leave; where a research career has been interrupted by senior management roles, special arrangements (e.g. 2 terms) may be agreed. Short periods to produce a specific research output have been agreed for 2 staff.

Research-related staff development and training: Opportunities are provided by the School – e.g. workshops on preparing research ethics applications – and University, e.g. developing project-management expertise. Externally provided training is supported as appropriate; for example, as part of a commitment to up-skilling in quantitative methods, ECR Marrable and mid-career Levefre participated in 2 days' training (2013) with the ESRC 'Making Research Count' Researcher Development Initiative; ECR Nolas benefited from NCRM-funded Qualitative Longitudinal Research (2012) methodological training.

Bid-writing support: This is provided through the mentoring of early-career and mid-career staff by experienced colleagues, the routine internal peer review of bids by senior staff (co-ordinated by the ESW DRKE), the inclusion of external (including user) input into bid drafting, University workshops – bidding for EU funding – and support from University Research & Enterprise Services.

Support for writing for publication: This is provided through mentoring, co-authoring with experienced staff, routine internal peer review of drafts by senior staff, and ESW reading and writing groups.

Intellectual development and exchange: Weekly ESW research seminars and further occasional seminars (often international) are organised around Research Centres and Departments, open to staff, practitioners and students, with remote participation via webstream and web-recording. Conference attendance support is provided for all staff, boosted by writing this into bids – e.g. the TSB-KTP enabled Cheng (Research Associate and PhD student) to attend and present papers at 4 national and international peer-reviewed conferences. ECR support is prioritised – e.g. Nolas presented at 7 international conferences, including the *8th International Congress for Qualitative Inquiry,* University of Illinois, May 2012.

Research students (*to provide additional funded studentships and completions of doctorates*):

Completions, studentships and progression: DSW and PhD completion rates have increased, attributed to our prioritising the development of a student–supervisor doctoral learning community, significant in a context of 'non-traditional' students, i.e. practising social workers and educators. Since 2008 we have registered 11 PhD and 22 DSW students. Of 14 completions, 5 have achieved lectureships or been promoted; 11 current DSW students are lecturers. Studentships have significantly increased through success in the Doctoral Training Centre competition for ESRC studentships. A 2012 initiative to appoint PhD candidates as Graduate Research and Teaching Assistants to support Research Centres was launched, with an appointment to CIRCY; in 2013, an additional appointment was made to Social Work.

ESRC Doctoral Training Centre: Sussex is one of 21 DTCs**,** of which 14 include Social Work. Prior to this,

Social Work provided an ESRC-approved doctoral training programme. Submitted staff contribute to teaching/assessing on the MSc in Social Research Methods, including advanced training modules offered by the DTC to the University and external PGR students. ESW delivers the DTC pathway 'Knowledge and Society: Well-being and Communities' and Social Work has developed a 15-credit specialist module on researching childhood and youth, popular across the Social Sciences. 2012–13 DTC activity included a social work student-led initiative to support research into emotionally challenging topics and explore psycho-social methodologies, and a well subscribed day workshop, including cross-university participation and external PGRs, followed by a regular programme of research groups to facilitate skill development in 'objectivity through subjectivity'. Students are sponsored to attend research training elsewhere – e.g. the NCRM Methods Festival.

The Sussex Doctoral School: provides researchers with induction, access to a wider research culture and research training courses. The Vitae Researcher Development Framework is used to identify and meet doctoral students' needs, including skills for future employment. Doctoral students may attend University courses on teaching and assessment and are provided with opportunities to teach on social work and/or MSc courses. Dedicated ESW research-focused activities are provided, e.g. preparing for vivas.

Research supervision: 8 staff are first supervisors with 2 more about to qualify by second supervising to completion; all other staff are second supervisors, mentored by experienced first supervisors. Training in research supervision is required and provided centrally and through ESW, with regular research-supervisor meetings/workshops, departmental research meetings and annual reflection days. We have externally examined 20 doctorates nationally and 8 internationally (Australia, Belgium, Norway, Sweden, Ireland).

ESW support and development: Encouraged to develop their own initiatives, students run a monthly Reading Group to develop reading and writing skills; peer mentors are actively taken up; they organise their own seminars and monthly informal gatherings are held. PhD candidate Turner initiated and led the development of a Twitter PhD support group, popular with social work students nationally. A strong group identity characterises the DSW; a website (https://direct.sussex.ac.uk/mle/studydirect.php) provides a repository for resources and exchange. Students host a popular annual Research Student Conference, attracting national participants. Dedicated funds support them to engage with research networks by presenting their research at conferences – e.g. 5 Sussex doctoral students presented at the UK Joint Social Work Education Conference (2013), including Turner who gave an invited 'keynote', and by publishing their work – e.g. Garrity, Z. (2010) 'Discourse analysis, Foucault and social work research', *Journal of Social Work*, 10(2): 193–210.

Monitoring of student experience and progress: is through annual review, overseen by the Social Work PhD/DSW Programme Leads and the ESW Director of Doctoral Studies, reporting to the Head of School.

4. INCOME, INFRASTRUCTURE AND FACILITIES

Research funding, links between funding and output, major/prestigious grants made by external bodies (*to increase research bidding activity and grant capture from wider funding sources and prioritise new funders): (NB.* 4 new appointments made since July 2013 are too recent to be included here.) Bidding activity and grant capture have significantly increased. All awards (including through the SCIE Registered Provider contract) have been through competitive tender. All experienced staff (with the exception of 1 encouraged to focus on outputs during her probationary period) and all ECRs have secured external funding as PI or Co-I. Post-RAE aims to diversify funding sources have been successful. Notably, we have delivered the priority to achieve Research Council awards. In 2008, Sharland won our first ESRC grant to lead the interdisciplinary Strategic Adviser initiative to improve social-work research and capacity. This resulted in a widely-cited Research Report (2009) debated in national and international social work fora, and two highly rated outputs (*British Journal of Social Work*, 2012; *Social Work and Social Sciences Review*, 2013). It led (with the University of Cardiff) to a further, 'fundable' but unsuccessful ESRC bid, subsequently successfully submitted to Nuffield (2013). Thomson brought ESRC experience to CIRCY and has had three notable ESRC successes: a bid (with 8 universities) to the National Centre for Research Methods for a methodological innovation network (2012) provided a platform for a second NCRM project (started September 2013). Then, in collaboration with the Brook Centre for Sexual Health, Thomson bid to the ESRC Knowledge Exchange Opportunities Scheme to study sexual-health services for young people (2013). Ruch, bringing expertise on practice-near research, is co-investigator (with the universities of Cardiff, Edinburgh and Queen's Belfast) of an ESRC study of talking and listening to young children (2013).

ECR Nolas achieved outstanding success with the European Research Council Seventh Framework Starting Grant award of £960,448K over 5 years. Braye won our first DH awards (two in 2009; and another with Orr in 2013) to research adult safeguarding and self-neglect; the results have attracted significant national and international attention (see Impact Case Study). The output 'The governance of adult safeguarding: findings from research', *The Journal of Adult Protection*, 2011: 13(4) was the Outstanding Paper Award Winner in the Literati Network Awards for Excellence 2012. Funders new to us also commissioned research on social-work education: the Care Council for Wales, invited us to tender for a study of the children's social work qualification, followed by two further awards to evaluate education for children's social work (Lefevre and Taylor 2010); the Higher Education Academy (HEA) funded Lefevre to research the teaching of communication skills with children (2013). The General Social Care Council and the HEA funded Holmstrom to develop national guidance on selection and admission (see Impact Case Study). Taylor and Braye made our first-ever bid to the Technology Strategy Board Knowledge Transfer Partnership (2010–13), collaborating with a third-sector partner (NCDA), and leading to further third-sector collaborations (e.g. Bromley-by-Bow Centre, London). We have continued to be commissioned by funders significant in the RAE period. Notably the Social Care Institute for Excellence has commissioned 8 studies, total £336,307, distinctive for their innovative user participation in research design and delivery.

Infrastructure supporting a vital and sustainable research environment: A robust and multi-faceted infrastructure includes: i) an ESW dedicated Research Office led by the Research and Enterprise Co-ordinator and project management administrators in the Research Projects Office. Pre- and post-award support is led by University Research & Enterprise Services under the Director of Research and Enterprise; ii) a research funding alerting service is provided, including online through 'Research Professional'; iii) robust ethics and governance frameworks assure quality: all empirical research conducted by staff and students is subject to review by the Social Sciences, Arts and Humanities Research Ethics Committee (C-REC). This area is well supported by Social Work: Sharland chaired the C-REC until October 2012 and played a key role in developing University research governance; iv) the University Library was extensively refurbished in 2011 and researchers benefit from excellent facilities: 24-hour opening; access to dedicated assistance with activities, e.g. searching resources; and PGR space in its Research Hive; v) IT support and training for staff and PGR students is provided through ESW, the Doctoral School and the University IT Service. Available software packages include EndNote, NVivo, SPSS, Dreamweaver, STATA, Survey Monkey and Bristol Online Survey. Dedicated PGR shared rooms are equipped with PCs and networked printers.

5. COLLABORATION AND CONTRIBUTION TO THE DISCIPLINE OR RESEARCH BASE

Interdisciplinary research: The majority of our research activity is interdisciplinary – above we evidenced the outcomes of our aim to promote interdisciplinarity via new Research Centres**.** The ESW infrastructure supports methodological and substantive research collaborations with Education – e.g. of 2 studies for the new Office of the Children's Commissioner for England, the first (2012) to research safeguarding children in schools was co-led by Lefevre. ECR Orr led on methodology for 2 Education systematic reviews for improving the performance of untrained and unqualified schoolteachers in low-middle-income countries (2011–12, AusAID); and the pedagogy, curriculum and teacher education in low-middle-income countries (2013, DfID). At a policy level, Luckock (2008) contributed to studies on innovation sponsored by the National Endowment for Science, Technology and the Arts. Employing a rapid-review methodology, they developed a typology of youth-led innovation and its potential impact.

National and international networks, research collaborations and conferences: Thomson hosted an international network meeting of leading psychosocial methods researchers from the USA, Scandinavia and the UK (2012). She led the eight-university ESRC National Centre for Research Methods (NCRM) Network for Qualitative Longitudinal Research (QLR), with 'The Child in Time' national launch (2012), and five UK-wide events (2012–13), culminating in an international conference (2013). The blog and twitterfeed initiated a public conversation about QLR http://newfrontiersqlr.wordpress.com. Sharland co-founded the European Conference for Social Work Research (2010), generating international networks – including with North America and Australia – notably the forthcoming European Social Work Research Association (launch 2014). Sharland was a founder member of the international 'Beyond the Risk Paradigm' research group; its 2012 inaugural conference was followed by another in 2013. This network produced collaborative knowledge generation projects, including for a 3-part book series (Sharland is co-editing one). Taylor and Braye

led a successful 'Co-producing impact: making it work' conference at Sussex (July 2013) to explore TSB-KTP findings. Our 5 professors gave 39 invited keynotes in 8 EU countries, and in Canada, the US, South America, Hong Kong, Taiwan, China, India and Africa. Significant research collaborations have followed: Thomson delivered *'Researching lives through time'* for the Danish Centre for Social Research, Copenhagen, 5 September 2013, and was subsequently appointed to their Advisory Board (2013) and is collaborating to develop research using QLR; Taylor's keynote for the Tata Institute of Social Sciences Platinum Jubilee Conference, 17–19 February 2012 in Mumbai, led to a joint UKIERI application, a split-site Commonwealth Scholarship, and a crucial established partnership to underpin the ERC 'Connectors' project.

Editorships and key publication roles: For the size of staff group, we are active and influential in key editorships. Braye as Editor-in-Chief, *European Journal of Social Work* (2008–), supports an extensive network, e.g. the European Association of Schools of Social Work, and the European Conference for Social Work Research. As Editor and Deputy Editor-in-Chief of *Social Work Education: The International Journal* (2009–2014), Taylor and Lefevre led the development of Social Work Education Research Student Awards – 18 doctoral students from 8 countries (Australia, India, Hong Kong, New Zealand, the US, the UK) were awarded from £1.5–£8.0k; 4 have completed their doctorates and 3 submitted articles to *Social Work Education*, a condition of the award. In collaboration with Associate Boards, Taylor prioritised theme issues, e.g. 'Social Work Education in Asia', *Social Work Education*, 2010, 29(8). As Editor of *Childhood and Society* (2012–) Thomson established the annual National Children's Bureau Children and Society lecture; she co-commissions policy reviews and author podcasts for dissemination to the widest possible audiences. Ruch is Editor of the *Journal of Social Work Practice* (2013–). Watters founded and is Editor-in-Chief of the *International Journal of Migration, Health and Social Care* (2005–). All staff review for journals; 5 staff are members of 9 Editorial Boards. Lefevre is a Policy Press Editorial Advisory Board Member (2009–), a role held by Braye (2005–2009) until becoming an Editorial Board Member for its Practice Series (2009–2013). Ruch was Board Member and Chair (2008–11) of the Ashgate International Social Work Series.

Contribution to professional associations, learned societies, disciplinary initiatives. Senior staff are very active in these fields. Taylor was a member of the RAE Sub-Panel Social Work, Social Policy and Administration (2008) and is Deputy Chair of the REF Sub-Panel (2014). As ESRC Strategic Adviser, Sharland significantly advanced the UK strategy for social work/social care research and capacity development, providing the template for growth; her UK leadership continued as elected Deputy Chair (2009–13) of the JUCSWEC Research Committee, and Co-Chair from 2013. Thomson was invited to join the ESRC Commissioning Panel for the Secondary Data Analysis Initiative (2013). Braye, Chen, Sharland, Taylor and Thomson have reviewed for the ESRC. Luckock is a member of DfE Research Advisory Groups: Beyond the Adoption Order (2012–14), and the Special Guardianship Order (2013–14); he chairs the British Association for Adoption and Fostering Research Group Advisory Committee (2010–). Ruch is a Member of the Scientific Committee of the International Conference on Practice Research (2011–), Trustee for the Group for Advancement of Psychotherapy and Systemic Practice (2011–) and Co-Chair of the Network for Psycho-Social Policy and Practice. At ECR level, Meleyal is a member of the Accreditation Board of NICE (2013–), National College for Teaching and Leadership (2010–13) and Health and Care Professions Council Conduct Panel (2012–13). Her research was cited in the first Professional Standards Authority e-Newsletter (2013).

Internationally, Taylor is a member of the Social Sciences Panel, RAE, Hong Kong (2013–) and the Assessment Panel, Hong Kong Social Workers Registration Board (2006–14). Sharland is a Peer Assessor for the Australia Research Council (2013–). Braye is a member of the international committee of the Italian National Agency for the Evaluation of Universities and Research Institutes (2012–). Watters is Vice-Chair of the Commission for European Cooperation in the Field of Scientific and Technical Research Action: Health and Social Care for Migrants and Ethnic Minorities in Europe, European Science Foundation (2007–10) and is Expert Reviewer for the Academy of Finland/ Canadian Institute of Health Research Health and Welfare of Children and Young People €8.5-million SKIDI-KIDS Research Programme (2009–). Maglajlic is International Secretary (2012–) of the Social Work Action Network. Her work addresses social work in post-conflict contexts; she was Chief Technical Consultant on Social Inclusion, UNDP Bosnia and Herzogovina (2011) and International Consultant, Preparation of the UN Country Team Social Sector Programme, Bosnia and Herzegovina (2010).