Institution: University of Leeds
Unit of Assessment: C22 – Social Work and Social Policy

a. Overview

As in 2008, this submission includes the research activity of the School of Sociology and Social Policy (SSP), located within the social sciences Faculty of a large and research-intensive Russell Group University, committed to achieve an influential, world-leading profile in its research activity.

Since 2008, we have: increased our research income, PhD scholarships and doctoral awards; diversified our funding sources with higher success rates; invested in our staff research intensity; developed new partnerships with external stakeholders; extended our interdisciplinary and international reach; and, secured new research facilities through capital investment.

Underpinning these achievements are the activities of seven interdisciplinary research centres, whose directors form the core membership of our School Research Committee. These centres are:

- Bauman Institute (BI)
- Centre for Disability Studies (CDS)
- Centre for Ethnicity and Racism Studies (CERS)
- Centre for Interdisciplinary Gender Studies (CIGS)
- Centre for International Research on Care Labour and Equalities (CIRCLE)
- Centre for Research on Families, Life Course and Generations (FlaG/Timescapes)
- Centre for Health, Technologies and Social Practice (THeSP)

Researchers (both staff and students) may belong to more than one centre and each centre extends its membership beyond the School, to include researchers in other Schools or Faculties, with networks of academic and non-academic associates across and beyond the UK.

b. Research strategy

One over-arching objective, the product of strategic review following RAE2008, has underpinned our approach to research during this period of assessment:
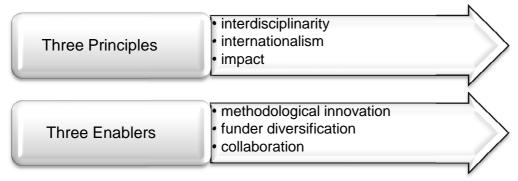
> '*to consolidate and further develop the School's reputation as a leading UK outlet for research that extends knowledge and understanding of social (in)justice through theoretically informed applied sociology/social policy research and scholarship in local, national and international contexts*'.

We have pursued this objective in the context of ambitious University and Faculty strategies designed to maximise our research quality and impact. Thus, the University's strategic objective is to '*deliver international excellence in all our areas of research, with defined peaks of world leading performance*' - an ambition that is underpinned in our School by commitment to research intensity in academic staffing appointments, with an orientation to trans-disciplinary clusters addressing global challenges, and supported by high quality research infrastructure.

More specifically, our approach sits within a Faculty research mission '*to tackle some of the important societal challenges currently facing the world through interdisciplinary work, enabling greater knowledge exchange and research opportunities within and beyond the social sciences*'.

Strategic principles and enablers

As a School based on excellent scholarship (evidenced in REF2) with high levels of income and PhD students (evidenced in REF4), our research strategy draws upon the following key principles and enablers, which inform this submission and prepare the ground for the future.

Three Principles →
- interdisciplinarity
- internationalism
- impact

Three Enablers →
- methodological innovation
- funder diversification
- collaboration

Three principles: interdisciplinarity, internationalism, impact

First*,* the kinds of societal challenges and (in)justices that motivated us post-2008, and to which we have addressed our research, demand *interdisciplinary responses*. Our seven research centres have collaborated in research projects, publications and PhD supervisions with more than 20 other disciplines (as evidenced in REF5e).

Second, research addressing global challenges transcends national boundaries. Our *prioritisation of international activity* since 2008 has transformed our research culture and portfolio. Research income from EU sources saw a five-fold increase on the previous period and more than a third of doctoral degrees were awarded to non-UK students. Our research centres have forged research networks and collaborations in more than 50 countries (evidenced in REF5e).

Third, research addressing social issues requires *investment for innovation and impact* beyond the academic sphere. All of our research centres have engaged with non-academic stakeholders in policy or practice contexts, supported by more than £500k of HEIF funding and 4 awards from the ESRC Follow-on and Knowledge Exchange programmes (evidenced further in REF3a).

Three enablers: innovation, diversification, collaboration

First, our strategy has been enabled by *building capacity for methodological innovation*, notably in Qualitative Longitudinal Methodologies (QLM) and in Realist(ic) Evaluation and Synthesis (RES). QLM underpinned the ESRC Timescapes programme on dynamics of family life, while the development of RES was boosted by strategic investment from a University 'Transformation Fund' (see REF5d and case study 1). In both cases, methodological innovation also extended our reach and collaborations (e.g. in ESRC-funded knowledge exchange with the Third Sector Research Centre and National Council of Voluntary Organisations, or in NIHR-funded research on NHS demand management, hospital safety and patient outcomes).

Second, our research delivery has been enabled by, and resulted in, *diversification of research funding*, with more than 70 grants from 32 funders during the period. Compared to the previous period, we maintained our total income from BIS/RCUK sources (above £2.6m) while tripling our income from UK Government (£2.1m) and increasing our EU funding five-fold (£1.1m). Our recurrent annual expenditure is now evenly balanced between these three main sources.

Finally, our success has been enabled by *investments in collaborative infrastructure*. We have led new research networks internationally, nationally and within the University, developing also new research partnerships with external stakeholders. We have established new research centres within the School and secured an £8.5m capital investment to co-locate all of our research groups in a new social science building (to open September 2014). As in 2008, the fruits of these collaborative investments are evident in the scholarly output of more than 90% of our eligible staff in REF2 (these investments are further detailed in REF5c and REF5d).

Progress since RAE2008:

In RAE2008 we identified four objectives (see RAE5a, p15), each of which has been surpassed:

1. *'Real Life Methods and Timescapes will allow for a scaling-up of empirical work and greater capacity for large-scale mixed methods and inter-disciplinary research'* – these major ESRC investments stimulated new methodological expertise, capacity and resources (including training resources for doctoral students, early-career researchers and non-academic users). The increases in research scale and interdisciplinarity are evidenced in REF5d and REF5e.

2. *'Timescapes will produce and sustain a major new archive of personal and family lives, providing an enduring resource for future generations of researchers'* - the archive was published in 2009 for the sharing and re-using Qualitative Longitudinal (QL) data (both for research and teaching). Based on a stakeholder archiving model it now has more than 200 registered users and 19 affiliated projects or studentships. Timescapes established a 14-country European archiving network (EQUALAN) and FLaG secured a further £450k of ESRC funding for a three-year QL continuation study, following the lives of young fathers.

3. *'Two new EU Framework 7 comparative research programmes are due to start in 2008 on minority ethnic and Roma youth, and on disability equality, plus a British Academy project on disability theory with Latin American and Caribbean researchers'* - these three projects were completed in 2010 and, continuing from them, CERS and CDS were awarded more than £1m of further EU funding for new research on anti/racism and disability equality, respectively.

4. *'The School plans to build on its international reputation in social theory by establishing, from*

October 2008, a 'Bauman Institute' designed to attract international scholars and doctoral students' – this was done and, following two years of development, the Bauman Institute was publicly launched at an international conference in Leeds in 2010. It has generated a network of Distinguished Honorary Fellows and visiting professors from Australia, Taiwan, Canada, the USA and Brazil, with a further £110k of fundraising to initiate new studentships and research.

Looking Ahead: objectives for 2020

Our post-2008 focus on social (in)justice delivered leading theory and applications across the broad dimensions and intersectionalities of the equality and diversity framework (gender, sexuality, ethnicity, religion, disability, generation and class), and across the broad contexts of welfare, governance and globalization. It now develops to frame the shifting agendas of social science and public policy. Our post-2014 strategy targets new challenges, echoing those signposted in EU Horizon 2020 and the ESRC Review of Strategic Priorities; notably, in our concerns with the nature of social sustainability and resilience; with new conceptions of fairness/inclusivity; and with innovative approaches to health and wellbeing. We elaborate three strategic objectives:

Objective 1: extend our focus from social injustice towards social sustainability:

We will develop interdisciplinary research in bodily transformations and gender diversity, also strengthening our international gender networks. We will extend international application of the Anti-racist Toolkit approach (case study 3), and explore the 'post-race' state and 'whiteness' as barriers to social sustainability. We will establish a new archive of the disabled people's movement and develop tools to monitor the progressive realisation of disability rights comparatively. We will develop cross-national research on caring, employment and migration, addressing the sustainability challenge of work/care reconciliation, and initiate new work at the intersections of disability studies, independent living and social care. We will increase knowledge exchange opportunities for the social care sector through our leadership of the Leeds 'Care Connect' initiative. We will develop the theme of sustainability through new research on the impact of austerity and welfare reform in socially deprived communities.

Objective 2: consolidate and extend our methodological expertise:

We will continue to invest in mixed-methods approaches, also strengthening our capacity for quantitative techniques relevant to our substantive interests, for example through mapping and measuring progress on equalities in localities and cross-nationally. Our investments in Realist methodologies will be applied to emerging policy concerns (notably, using NIHR funding to address innovations in health technologies). Our provision of QL methods training, within and beyond the HE sector, will be developed with ESRC funding, and our data archiving infrastructure will be internationalised through leadership of the 14-country EQUALAN archiving and re-use initiative.

Objective 3: collaborate in developing interdisciplinary responses to new challenges:

The development of our newest research centres (the Bauman Institute and THeSP), and our academic leadership of the University's strategic investment in 'Building Sustainable Societies', will provide opportunity for novel lines of collaborative and interdisciplinary enquiry. For example, building on our health-related research, we will initiate collaborations amongst our research centres to explore changing technological, biomedical and body practices through the thematics of 'calculated', 'enhanced' and 'sustainable' bodies (e.g. in perceptions of obesity, cosmetic surgery or organ donation). Building on our research into community perceptions of money as a social resource and the impact of renewable technologies, we will initiate new collaborations addressing social and financial sustainability (e.g. collaborating with Geography and with Business Studies).

As indicated by our strategy, the achievement of these objectives is premised upon the enabling characteristics of our investments in people and research infrastructure, as evidenced below.

c. People, including:

i. Staffing strategy and staff development

The School's staffing policy is guided by the above strategic objectives, and by core values, in which 'academic excellence' is central. In line with our research commitment to social justice we strive to sustain an inclusive staffing profile, notably in relation to gender equality, minority ethnic and disabled staff (framed by the University's equality objectives, developed in response to Public Sector Equality Duties, and application of a policy on Dignity & Mutual Respect at work). Our staffing decisions are supported by a faculty-based Human Resources team, with a designated academic acting as School Equality & Diversity Officer. Since 2008, 7 requests for flexible working or reduced hours were granted; 5 disabled staff were supported through Access to Work or

reasonable accommodations; and 3 supported through phased return to work from illness.

Our REF2 submission includes a larger number of Category A staff than in 2008. As then, it includes more than 90% of our eligible staff and all of our early career lecturers: 11 professors (6 women; 5 men), compared to 10 in 2008; 12 SL/Associate Professors (6 women; 6 men, including 6 promotions - 4 women and 2 men); 9 lecturers (7 women; 2 men); and 3 School-funded research fellows (3 women, 2 at senior level). Our research grant income and HEIF also employs 18 staff on fixed-term or ongoing contracts (15 women, 3 men), with twice as many research assistants as in 2008. Thus, we sustain a critical mass of research staffing in the region of 50 people.

During the REF period, in a context of excellent staff retention, we have reviewed academic workloads, replaced teaching-only posts with research-active appointments, and replaced fixed-term contracts with permanent appointments. We have maintained our overall grade and gender profile through a strategic approach to managing changes arising from academic retirements, replacement, promotion and expansion. In addition, the support staffing structure of the School and Faculty has been fully reorganised, including consolidation of a full-time School-based Research Support Officer, co-managed as part of a Faculty-based team.

The retirement of 2 staff saw the appointment of 2 early career lecturers in 2008-10. Succession planning for the retirement of 3 senior professors has been managed by combining their phased FTE reductions with proleptic appointments (1 professor, 1 AP, 1 lecturer). One professorial departure and 1 SL retirement in 2013 were replaced at equivalent grades, and plans are in place for a further professorial retirement in 2014. Two teaching fellow posts were converted into research-active lectureships in 2012-13. Interim appointments (e.g. to cover maternity or research leave) have been offered as research-active lectureships, mostly as 1 year 'career development' posts, targeted to PhD graduates. Of 6 temporary appointments since 2008, 2 secured permanent lectureships in the School and 1 a research-funded post, 2 progressed to lectureships in other Universities, and 1 was supported by the School in a Marie Curie Fellowship bid.

Staff Development
Career development: following the principles of the Concordat to Support the Career Development of Researchers, we prioritise academic excellence in recruitment and provide all researchers with career and skills development resources (academics, research fellows and research students). All staff are offered mentoring at induction and, after completing probation, participate in an annual Staff Review and Development Scheme (SRDS) with an experienced colleague, to identify personal objectives and training needs. For those with line management responsibility this includes the University Leadership and Management Standard (in the context of core values). Training for 'Tomorrow's Leaders' promotes senior leadership succession and 7 staff, nominated by the School, were accepted onto this competitive programme in the REF period (5 women, 2 men).

Researcher training: at university level, provision for research staff is reviewed through a Researcher Development Steering Group and a Staff Development Advisory Group, which reports to the University's Faculty Management Group. The University's Staff Development and Support Unit (SDDU) offers a continuum of provision for research students, postdoctoral research staff, early career academic staff, principal investigators and senior leaders. This includes the 'LEAP' Training Hub, which develops transferable skills with research students and early career researchers across the arts and social sciences (e.g. in professionalization, communications, research methods, networking and career management). We are a provider as well as a beneficiary of this training (e.g. via Leeds Social Science Institute workshops in key areas of methodological expertise, such as the QL and Realist methods highlighted earlier).

Research workloads: allocations are agreed in annual Academic Workload Review meetings involving two members of the School Executive Team. To ensure priority is given to research, we operate a research-led workload model with a minimum time guarantee of 30% for research (underwritten by QR income), to which externally-funded project commitments are added and offset. A designated Research Director is allocated an additional 20%, with 10% to each of the 7 research group leaders, to direct strategic development and culture. Time is allocated to all PIs who supervise research project staff. Both School-funded and externally-funded research time is calculated before allocating teaching and administrative roles. Thus, a quarter of our academic staff are currently allocated more than 60% workload for research.

Research leave: all research-active academic staff are expected to apply for 6 months research

leave every 7-8 semesters (an average of 12.5% workload over 4 years, bringing the minimum research tariff up to 42.5% overall). Part-time staff are entitled to apply equally. Applications are subject to peer review of an outcome-based research plan and of previous research leave outputs. All eligible academics were granted a period of leave during the REF period. Four periods of extended research leave (12 months) were granted in recognition of major leadership roles (e.g. as Head of School or Faculty Pro-dean). The School also agreed requests for extended unpaid leave above 12 months, enabling 2 academics to take advantage of international research career development appointments at Universities in Australia, the USA and Germany.

ii. Research students

Scholarships and awards: the ESRC White Rose Doctoral Training Centre (DTC) is the second largest in England and provides critical mass for funding, training and support. It has grown its ESRC quota awards since 2011 (from 48 to 70) through a match-funding model and the School has followed suit, co-funding 4 ESRC quota awards per year (to which we add success in DTC collaborative and network awards). There were 15 ESRC-funded awards since 2008 (+3, 1+3, CASE). We funded a further 12 'research and teaching' bursaries, plus 2 to enhance research programmes in the CIRCLE and FlaG research centres, while CDS secured 2 Marie Curie Early Career Researchers, in collaboration with Law, and a Leverhulme-funded student in collaboration with Engineering. There was a high level of success in internal University competitions too, leading to 13 further scholarships (including 4 international awards). Overall, 51 PhDs were awarded (more than 10 per year and double the rate in the previous RAE period). We now have more than 70 registered PhD students, with 20 new PhD registrations in October 2013 (14 competitively funded, 2 employer funded and 2 self-funded). These include 8 new ESRC awards, amongst them an external collaborative award and 3 DTC collaborative network awards.

Institutional support: the DTC fosters development of collaborative networks and co-supervision across the Consortium and hosts conferences that bring together students from the three participating institutions (Leeds-Sheffield-York). At Leeds, SDDU offers a full portfolio of generic skills training from starting a PhD, to examination and career planning. New investment has delivered a comprehensive online Personal Development Record (PDR) system to facilitate individual training needs analysis, supervision records and progress review. The Faculty Graduate School and the Leeds Social Science Institute also work with the DTC Research Support Team to identify strategic training and support opportunities – for example, using HEIF5 monies to fund a Placement Fellowships Scheme, in which research students undertake policy-relevant research and develop their research skills in local partner organisations, including Leeds City Council.

School provision: a Postgraduate Research Tutor (a member of our School Executive Team with 20% workload allowance) oversees all aspects of the academic process and chairs the School's PGR Committee, with administrative support. All students are allocated a minimum of 2 supervisors with a minimum of 10 formal supervision meetings per year for full-time students. Meeting records, annual audits of training and bi-annual progress reports are monitored in the online PDR system. The School's methodological expertise provides capacity for training in all aspects of social science methodologies, including Masters level modules, specialist events (such as Masterclasses in QL or Realist methods) and in-house workshops for on subjects such as critical writing, ethical review, upgrade, or first year milestones. Our supervision, training and support is provided irrespective of students' funding source. All 70 of our research students have access to the White Rose DTC Consortium, to dedicated office space and computing, and an annual conference/research allowance of £750.

PG Culture and Career Development: high student numbers add critical mass to our research centres (notably in gender, disability and racism studies) contributing to a stimulating research culture. Our annual PGR conference supports academic paper presentation skills (normally as a 'first experience' and/or a 'final report' prior to thesis submission) as well as conference organisation experience. School initiatives, such as our monthly 'lunch and learn' events for PhD students and early career researchers, or research centre seminar series, provide regular opportunities to discuss work in progress with peers and staff. CERS' White Spaces Network links our students with those from South Africa, Australia, New Zealand, Canada and USA. We host a national Bi-annual Postgraduate Sex Work Conference and numerous one-off interdisciplinary events, such as the 2012 'Big Society/Good Society' Round Table, where students can engage with leading academic and non-academic figures on contemporary social issues.

Doctoral students have access to a subject specialist in the University Careers Service and a Work Placement Officer within the School. They are encouraged to gain paid teaching experience in undergraduate seminars (to a maximum of 4 hours per week) and, where appropriate, a one-off lecture for personal development. They present and publish papers (more than 40 chapters and articles over the REF period), have edited a special issue of *People, Place, Politics* (2012) and hold editorship of the *Graduate Journal of Social Sciences*, producing several special issues. They regularly submit for essay competitions producing two national prize winners in 2010/2011.

d. Income, infrastructure and facilities

Research Income: our total spend on externally-funded projects since January 2008 is well in excess of £6m, from award values of almost £14m, of which our share has been above £9.5m (a 68% share, including £4.2m from Research Councils). Our average annual research income thus stands at £1.25m (compared to £0.7m in RAE2008) and has exceeded our planned targets in each year of the REF period. Our share of new awards also averages more than £1m per year. This amounts to an average annual research income per FTE submitted staff of £38k (a 72% increase on the previous RAE period).

Our interdisciplinary and methodological orientation has led to research awards from 32 diverse funders, such as the AHRC, British Academy, Leverhulme, King's Fund, NIHR and Technology Strategy Board, as well as three Government departments, the Equality and Human Rights Commission, Low Pay Commission and HEFCE. New income streams have come from the private sector and social enterprise (e.g. £1.3m from Tunstall Healthcare Ltd and Inventya Solutions Ltd for CIRCLE's AKTIVE project on telecare for older people, and £180k from Swansea Bay Tidal Lagoons for BI's research on community perceptions of sustainable energy).

Programme highlights include: FLaG leadership of the £5m ESRC Timescapes initiative (2007-12); CDS leadership of the €3.95m ANED network for the EU Commission; £1.4m awarded for CIRCLE's carers and social care evaluation research for the Department of Health; £500k for CIGS' ESRC project, 'Sun, Sand and Silicone'; and Realist methods input from SSP staff in a further £2m of awards (£500k share), particularly in relation to health and prison services. As evidenced in REF5b, the key enablers of this success have been our strategic diversification and internationalisation of research since 2008.

The School context: the seven research centres that we lead are interdisciplinary, extending beyond our leadership and School membership to an expansive pool of experience, ideas and contacts with other disciplines, and to international and external research partners. The intellectual innovation of our research agendas has been stimulated and developed through this centre-based infrastructure, and in cross-fertilisation between members of different centres. Our research agendas have developed, bottom-up in this environment of collaborative scholarship.

These agendas are shared within our School Research Committee (comprised of research centre leaders, Research Director, Head of School, early career and research student representatives) and in a School Research Forum (open to all). Strategic proposals are submitted to the School Executive Committee (on which the Research Director and PGR Tutor sit) and referred to full School Meetings, as appropriate. The Pro-Dean for Research and Innovation chairs a Faculty Research Committee to which we submit our combined research plans for discussion and integration within an overall Faculty research strategy (noted in REF5b), for review by the University's senior team as part of an annual integrated planning exercise.

Institutional infrastructure: Leeds has one of the largest research libraries in the country, housing over 3m books, 30,000 journal subscriptions and 850 databases. Specialist librarians support the social sciences, and there are dedicated 'Researcher@Library' web resources supporting researcher development at all levels. The Library's Special Collections support our specialisms too, such as the Feminist Archive North, and we have received specific institutional support from Library staff collaboration in research initiatives such as the Timescapes multimedia data repository, the Bauman Institute and the CDS Disability Archive.

We have benefitted from Leeds' membership of the long-standing White Rose University Consortium (with Sheffield and York), not only through the White Rose DTC but also in funding for research networks and seminar series. University-owned conference hotel facilities have enabled us to host international events and partner meetings in a high quality business environment at subsidized rates. Membership of the Worldwide University Network (WUN) has provided seed-corn

and international exchange opportunities for staff and doctoral students, including the pump-priming funds that led to creation of our multi-country ANED and White Spaces networks.

Professional and academic support: a recently restructured Research and Innovation Service works in partnership with Faculty Research Offices, providing our researchers with comprehensive professional, legal and financial services to support their research and consultancy – including KRISTAL, a new web-based, 'cradle-to-grave' research grant management system (integrating proposal initiation, submission, governance, financial management and reporting). As part of this joined-up provision we employ a full-time School Research Officer from core funds, based within the School, as well as 5 research centre-based support staff from HEIF or project grants.

An inter-Faculty Ethics Committee reviews all grant applications and our interdisciplinary collaborations are facilitated by the Leeds Social Science Institute, including project management support for the preparation of large-scale collaborative funding proposals. During the REF period we implemented a new and robust procedure for internal demand management and quality control of research proposals, grounded in academic peer review and mentoring at both concept initiation and pre-submission stages. Our increased investments in staffing, strategic partnerships, professional support services and academic quality assurance have thus yielded a research award success rate of 24% for the past two years.

From infrastructure to implementation: our success in research and impact is underpinned by a diverse external funding base (see REF4), a robust and supportive research infrastructure, and significant institutional investment for capacity-building. The latter has included £500k for a new Social Care 'sector hub' channelling HEIF5 funds to policy-relevant research exploitation in the rapidly-changing world of care provision; £5m from a University Transformation Fund to develop new interdisciplinary projects on the theme of 'Building Sustainable Societies' (which we lead); and, £8.5m of capital investment for a state-of-the-art social sciences building to open in 2014.

Our staffing strategy (REF4b) has prioritised academic excellence within a sustainably-resourced and well-managed Russell Group institution, as evidenced above. The majority of our REF2 outputs can be attributed to grant funding obtained within the REF period and our 4 impact case studies each arose from significant competitive awards. University seed-corn investments have nurtured our international collaborations, delivering greater reach and impact. These investments in people and infrastructure have laid firm foundations to achieve our strategic objectives over the next period and secured us a disciplinary research ranking in the top-100 in the world (2013 QS).

e. Collaboration or contribution to the discipline or research base
As indicated throughout this submission, our strategy since 2008 has been driven by investment in excellence, interdisciplinarity, internationalism and impact. As a result, we have contributed to, and strengthened, the wider research base of our disciplines through leadership and collaboration, both individually and collectively. The extent of these achievements is evidenced here by example:

***Contributions and benefits to the research base*:**
The research that has inspired our renewed objectives is illustrated in the 119 published outputs selected in REF2 (amongst them, 25 books and more than 80 peer reviewed articles). These writings are indicative of expansive intellectual contributions to, and beyond, the disciplines of social and public policy, sociology, cultural studies, gender and queer studies, racism and ethnicity studies, and disability studies. The following examples (arranged thematically), first illustrate how these scholarly contributions have strengthened the research base:

Challenging inequalities: arising from our 2008 social justice objective, our work contributed widely to policy debates across the equality and diversity domains. Thus: **Hines'**[1,2] ESRC-funded research promoted the case for gender diversity rights via a 5-country network on European Intimate Citizenship and a Knowledge Exchange Project. **Elley**'s[1,2] research highlighted the significance of gender, class and heteronormativity in young people's experiences of sex education, while **Wigfield**[1] contributed to the Equality and Human Rights Commission's Good Relations Measurement Framework. **Sanders'**[1,2,3,4] influential work on night-time and sex-work economies (also ESRC-funded) led to improvements in workers' welfare and safety, and to widespread changes in local authority licensing practices. In the field of racism, **Sayyid**[1,2,3,4] helped to frame influential new understandings of Islamophobia and its role in further racialising populations – themes developed also in **Bagguley**[1,2,3] and Hussain's much-quoted analyses of the racial politics underpinning the 2001 Bradford Riots and the 2005 London bombings. **Law**'s[1,2,3]

involvement in FP7 projects furthered major scholarly contributions, revealing new international characters of racism, and the unequal prospects for young second generation migrants in 9 European countries. In the disability field, **Barnes**'[1,2] seminal work on disability theory and politics has been re-cast to frame both policy and scholarly debates; **Beckett**'s[1,2] ESRC research revealed the shortcomings of disability equality provision in English primary schools and introduced the concept of anti-ableist pedagogy; **Roulstone**[1,4] and **Prideaux**[2,3] argued the case for greater access to the built environment, challenged disability hate crime policy and neo-liberal welfare reforms; while **Hollomotz**[1,2,3] reconceptualised social work assumptions of 'vulnerability' to sexual violence.

Shaping the future of social care: our concerns were applied to strengthening evidence and strategy in health and social policy decisions, notably in relation to paid and unpaid social care workforces (see case study 4). **Williams**'[1,2,3,4] scholarship on the ethics of care progressed to the intersections of migration, care and employment regimes, revealing European convergences within an increasingly marketised transnational economy of care. **Yeandle**[1] influentially evidenced the experiences of unpaid carers, and the challenges of work-care reconciliation (funded by the Department of Health and the Department of Work and Pensions), developing these themes internationally through 6-country collaboration (**Yeandle**[2,3,4]) and in a special issue of the *Journal of European Social Policy* edited by **Williams** and Brennan.

Understanding embodied technologies: our renewed research objectives build on our contributions since 2008 to understanding and challenging gendered and medicalised understandings of the body, technologies and the self. **Kerr**'s[2,4] leadership of our new THeSP research centre builds on her contributions to public understandings of science and the social and ethical contexts of innovative medical technologies (e.g. in assisted conception). **Throsby**'s[2,3,4] challenges to the gendered technologies of obesity surgery and **Holliday**'s[2,3] exposé of the cosmetic surgery tourism industry revealed new pathways of embodied interaction with medicine, leading to policy review (both based on ESRC research); **Campbell**'s[1] work has recently reframed entirely the genealogy of dyslexia, as diagnostic category and technology of government; while **Tate**'s[1,2,3,4] scholarship has expanded cross-disciplinary horizons on the ways in which 'race', ethnicity and identity are constructed through the racialization of bodies in colonial, postcolonial and decolonial contexts.

Building sustainable lives and communities: our contributions to sustainability now draw us forward in our research strategy. Developments in qualitative and mixed methods (**Neale**[2,3], **Emmel**[1,2,4], **Irwin**[2]) stimulated new explorations of how family lives and relationships are sustained, inter-generationally and over time, providing, for example, substantive contributions on experiences of deprivation (**Emmel**[3]); on social class and parental orientations and practices (**Irwin**[1,4]); and on inequalities in teenagers' evolving expectations of higher education (**Irwin**[3]). Drawing on Bauman's continuing contributions at Leeds on liquidity and the fracturing of communities, a new approach to sustainability is evident in **Davis**'[1,2,4] contribution – e.g. in recommendations of the Council of Europe's Charter on Shared Social Responsibility to renew governance structures and strengthen local participation. Such themes are pursued by **Paton**[1] in her revelations of the impact of gentrification and class divisions in urban neighbourhoods. The recent addition of **Shildrick**'s[1,2,3,4] robust engagements with public, disciplinary and policy debate on youth, poverty and insecurity further strengthens our disciplinary contribution to these policy agendas.

Providing evidence for decision-makers: in contributing to the wider research base we have oriented ourselves towards policy impact and drawn on the depth of our methodological innovation and influence. In particular, **Pawson**'s[1] foundational expertise in applying Realist methodologies to policy evaluation has been sought from many countries, from Canada, the Netherlands and India to the USA – notably, in the latter case, shaping Megan's Law (see case study 1). Such methods (**Manzano**[1], **Pawson**[4]) have underpinned NIHR-funded research on patient reported outcome measures in medical consultations (**Greenhalgh**[3,4]), including findings reported to the 43-country International Society for the Quality of Life Research network in 2012. At the same time, important new critiques of the very practice of 'evidence-based' policy making (**Monaghan**[1,4] and **Pawson**[2]) and of the power inequalities involved in policy development (**Hunter**[1,2,3,4]) have been provided.

Creating knowledge resources for the research and policy community: we have engaged our research effort also to build new data resources for the use of others. **Neale**'s[1,2,3] leadership of ESRC Timescapes yielded a major new data archive of interdisciplinary and international significance, providing a sustainable architecture for future student, researcher and project affiliations with managed access for data re-use. The Disability Archive, curated by **Barnes**,

provides open access to over 1,000 research and activist papers, while **Priestley**'s[3,4] leadership of the ANED network created the Disability Online Tool of the Commission (DOTCOM), a new EU database facilitating public access to comparative monitoring data on more than 1,500 disability policies in 34 European countries (see case study 2).

Contributions to collaboration and the discipline

These individually-attributed gains to the research base point further to our collective leadership, as a School, of collaborations and disciplinary contributions, nationally and internationally.

Interdisciplinary collaborations: our research centres were configured for interdisciplinary membership and our investments have scaled-up their interdisciplinarity. For example, CIGS has involved academics from 16 different Leeds Schools in its research and doctoral supervision; CERS has engaged with political scientists, anthropologists, lawyers and educationalists; while CDS has led externally-funded projects with law, performing arts and engineering; CIRCLE's projects encompassed medicine, gerontology, social psychology, geography, business, law and anthropology. The launch of BI drew in political science, business, economics and peace studies, while THeSP and Realist methods strengthen our collaborations with health and technology partners. In all, our 7 centres collaborated with more than 20 academic disciplines.

Non-academic collaborations: our impact strategy, HEIF investments and collaborative projects 'designed for impact' have supported a wealth of partnerships with non-academic user networks. For example, CIRCLE's long-standing relationship with Carers UK generates recurrent opportunities for collaborative research and for input to public policy debate; Realist methods and research involving BI, CDS, CIGS, CIRCLE or THeSP have led to new collaborations with industry actors in sectors such as health, energy, ICT and entertainment, and to collaborative or advisory relationships with the third sector, local, national and foreign governments, and with international NGOs. As a consequence, we increased our influence with international policy institutions too, notably with the Council of Europe, the EU and UN (as evidenced in REF3 and our case studies).

International networking: support from the University's Fund for International Collaboration and its Worldwide Universities Network (WUN) infrastructure, as well as research grants, enabled us to develop 12 international and 11 national research networks. Funding from FP7, NordForsk and the Australian Research Council enabled CERS, CIRCLE, CDS and THeSP to collaborate in 40 countries across 5 continents; CDS led the EU-funded ANED network in 34 countries; CIGS used ESRC-funded research to develop new partnerships in East Asia; the Timescapes team led the 14-country EQUALAN initiative (co-funded by the Council for European Social Science Data Archives). In addition to numerous international visiting fellowships held during the period, our staff hold 9 visiting professorships - at the Universities of Amsterdam, European University (Frankfurt), Gothenberg, Mykolo Romerio (Vilnius), Nevada, New South Wales, Stockholm and Sydney.

Other disciplinary contributions: since 2008, we have organised 20 major conferences, 18 seminar series (including ESRC-funded), and more than 20 international seminars or workshops. Our staff delivered more than 150 keynotes (94 outside the UK) and almost 300 other papers. In addition to appointments on 25 journal editorial boards during the period, our staff edited *Critical Social Policy* and *Social Politics* (Leeds staff also chaired the *Journal of Social Policy* and *Social Policy and Society*). Amongst our peer review contributions are 7 members of the ESRC Peer Review College, while **Williams** served on the ESRC Strategic Research Board. Leeds hosted the British Sociological Association (BSA) conference in both 2013 and 2014; **Kerr** convened the BSA Science & Technology Studies Study Group; and **Beckett** chaired the joint SPA/BSA Study Group for Sociology and Social Policy. We provided the Chair of the Social Policy Association (Ellison, now at York) and 2 out of 4 SPA Special Recognition Awards in 2012 were awarded to our Professors (Deacon and **Williams). Shildrick** received the 2013 British Academy Peter Townsend Policy Press Prize and, since 2008, a total of 4 Professors (Deacon, Harrison, **Neale** and **Williams)** were elected to the Academy of Social Sciences in recognition of their research contributions to the discipline.