

<p>Institution: University of Greenwich</p>
<p>Unit of Assessment: (UoA 20) - Law</p>
<p>a. Context</p> <p>Research in this Unit of Assessment in the School of Law is structured within five research groups reflecting the various research strengths of the School: (1) Crime and Criminal Justice; (2) Environmental Law; (3) International Law and Human Rights; (4) Learning and Teaching, and (5) Property Law and Trusts. Within these groups, there are 15 research active staff, of whom eight form the basis of this submission. Of these, one (Dr Opi Outhwaite) is an early career researcher. The combined effect of this diverse profile has led to significant impact on a range of beneficiaries including legal practitioners, government policy and law makers, multi-national corporations, government agencies, the police and the legal education and business community in general.</p>
<p>b. Approach to impact</p> <p>During the assessment period, the unit has followed a three-stage approach to impact that is dependent upon the following:</p> <ol style="list-style-type: none"> 1. The promotion of high quality research at 3* level and above within the five research groups, based upon an identified need to produce outputs which will have a recognised and measurable impact on specific beneficiaries. 2. The dissemination of such research primarily (but not exclusively) by publication in refereed journals and/or conferences to an appropriate readership or audience with the expectation of subsequent dissemination to appropriate beneficiaries, users and stakeholders. 3. The use of a broad range of impact indicators in order to measure the impact, significance and potential reach of research output. Such indicators include: case/text citation, national/international recognition, peer review, sales figures, invitations to give conference papers/talks, Law Commission acknowledgment, membership of research bodies, participation in collaborative research with outside bodies and overseas HEIs, downloads from SSRN, endorsement by government organisations and professionals, legislative reform and general public awareness. <p>Aspects of promotion, dissemination and impact are included in individual staff research programme plans which are prepared using a research programme pro forma on which objectives and the means of achieving them are provided and reviewed regularly. These research programmes are also annually reviewed, formally as part of the School's staff appraisal system and individual balanced academic workloads which specifically assign time to activities which extend research impact and reach to external communities and include indicators to measure impact from the start of the planning process. These are modified as appropriate as research progresses, and include plans for dissemination of work through appropriate publications and conferences or other engagement with users. Staff are encouraged to engage in peer review within the School, in addition to making full use of the university's Peer Review College and Research Ethics Committee.</p> <p>In terms of research dissemination, the School encourages the use of a variety of outlets in order to build engagement with appropriate beneficiaries and users. Dissemination activity is again supported by local and university peer review and by means of a staff mentoring system whereby more established research colleagues offer joint/collaborative authorship of articles or conference papers and provide useful contacts in legal publishing. A high priority is given to dissemination through peer review publications which are most likely to have a high potential for impact. Dissemination also occurs by means of presentations at conferences (both at national and international level) where, again, the strategy is to increase the opportunity for awareness of the research to an appropriate audience and thereby increase the potential for impact.</p> <p>In the context of the Environmental Law group, for example, Dr Robert Black's research has led to an in-depth understanding of the way that national legislation should meet the normative guidelines arising out of international trade law and normative standards for safe use of pesticides and other agrochemicals. Primary and secondary legislation, drafted by Black, which is now in force includes amendments to the Pesticides Control Act 2002 (Belize) and statutory instruments</p>

under this Act; plant health component of Belize Agricultural Health Authority Act, Chapter 211; Law on Plant Protection Products, No. 29 of 2005 (Macedonia); and Law on Agrochemicals, No 27 of 2012 (Rwanda). Additionally, he has drafted a Bill for a Law on the Protection of Plant Health currently before Parliament in Rwanda, and text for a Plant Health Act for the Seychelles has been incorporated into the Bill for Animal and Plant Biosecurity 2011, being considered in the Seychelles.

c. Strategy and plans

As already noted, the promotion and dissemination of high quality research with the potential for significant impact amongst a broad range of beneficiaries and users is the main strategic aim of the School. In addition to incorporating impact and dissemination in planning research within the five research groups, individual staff research plans identify the potential for impact from the start of the research process. Wherever possible, such plans also include opportunities for funded research so as to ensure that impact is properly measured against the funder's specific requirements.

As part of this strategy, the School has made a number of new appointments both at professorial and readership level with a view to providing stronger research leadership within specific groups. In 2013, it appointed a new professor in criminology, **Prof. Darrick Jolliffe**, to head the **Crime and Criminal Justice** group. Jolliffe is currently involved in two externally funded research projects, one of which addresses the impact of the relationship between offender manager and offender for later re-offending. The second is as lead evaluator on the world's first ever payment-by-results intervention for offenders (operating out of Peterborough prison). Jolliffe's research on evaluating probation has also contributed to a Justice Select Committee debate about measuring reoffending of people on probation. He has presented research to the Minister of Justice in Santiago Chile, the Scottish Executive, the Probation Chief's Association and at Broadmoor Hospital. He has recently secured a grant from the Ministry of Justice/Independent Advisory Panel (IAP) on Deaths in Custody. This grant is to act as a research and advisory specialist to help the IAP reduce deaths in custody. The total grant value was £99,934 of which the School has retained £50,384.

In 2012, the School also appointed a new professor, **Steven Haines**, in public international law to enhance the research output within the **International Law and Human Rights** group, as well as providing more opportunity for the expansion of the School's masters and PhD portfolio within this particular field. Haines is a legal consultant to the Global Coalition for the Protection of Education from Attack (GCPEA). GCPEA is a coalition of UN agencies (including, for example, UNESCO and UN High Commission for Human Rights) and non-governmental organisations (including, for example, Human Rights Watch and Education Above All). He has drafted "international guidelines for military forces interacting, or having the potential to interact, with education in the context of armed conflict". In May 2012, he was engaged in a GCPEA workshop, as preparation for his drafting of the guidelines, which was convened in the Geneva Academy of International Humanitarian Law and Human Rights. He presented a further workshop in November 2012, again in Geneva. The guidelines, once agreed with the Coalition, will be promulgated for endorsement by both States and Non-State Armed Groups, following probable announcement at the next Conference of the Red Cross and Red Crescent Movement in Geneva in late 2013.

In 2012, the School also appointed a reader in law, **Dr Olga Martin-Ortega**, whose work on business and human rights aims at impacting on policy debates on the harmful consequences of the activities and working methods of multinational corporations with regards to human rights. Her work has been cited by the UN Special Representative on Business and Human Rights and the European Parliament (Directorate-General for External Policies, Business and Human Rights). She is currently involved in a research project with the University of Sevilla to draft policies for Spanish multinational corporations with regards to human rights to be submitted to the Spanish Government. She has also begun work with the Spanish branch of the NGO Oxfam (Intermon-Oxfam) on the practical implementation of the UN Guiding Principles on Business and Human Rights in the Spanish speaking world.

The School actively supports these (and its other) groups by offering formal training and workshops on planning and maximising the impact of research work. The university's Research and Enterprise Office already offers research and funding support to researchers, and impact planning is seen as an important extension of this initiative. In addition, the School has engaged

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NEF Consulting to provide a series of workshops on a variety of topics including the principles and processes of measuring impact, evidencing impact and, more generally, the importance of impact in higher education generally.

d. Relationship to case studies

Both case studies reflect high quality research within the unit evidencing measurable impact on specific beneficiaries, notably, the legal education community and practising legal profession. In both cases, the dissemination of such research has been primarily by publication in refereed journals and/or conferences to an appropriate readership or audience. Impact indicators have included case/text citation, national/international recognition, peer review, invitations to give conference papers/talks, participation in collaborative research with outside bodies, endorsement by government organisations and professionals, legislative reform and general public awareness.

Learning and Teaching Case Study

Much valuable research work has already been done by the **Learning and Teaching** group to develop new methods and techniques for teaching and learning within the law curriculum. The School's policy is to further encourage this work through additional funding, teaching remission, the provision of research grants and the encouragement of collaborations with outside bodies and organisations. The research projects of two of its members, **Angela Laycock** and Carol Withey, form the basis of the Legal Education: Strategies for Learning and Teaching Impact Case Study.

Laycock's research is in the field of human rights law and, in particular, clinical legal education. The pedagogical strategies for achieving this were described under the heading *Deep Legal Pluralism to Deep Learning: An Assessment Regime for Learning Human Rights Law in the Undergraduate Curriculum* in a co-authored article published in the December 2010's edition of *The Law Teacher*. From 2003-6, this research formed part of an international project under the aegis of Disability Rights Promotion International. Since 2006, the project team has worked in the community, monitoring the operation of disability law in areas suggested by the Senior Advocate for Greenwich Association for Disabled People Centre for Independent Living, (GAD). In 2009-10, the team submitted a report on the law relating to the trial process for vulnerable witnesses which has received widespread recognition amongst several stakeholders.

Withey's research into strategies to improve student engagement with course feedback has impacted on the wider legal education community. Her research has been disseminated at two peer-reviewed conferences, and also directly to other law schools. Her efforts to engage visual learners resulted in a series of YouTube Lego Law case films which have benefited the global education community. Withey's pioneer research into the pedagogical benefits of using mobile phone technology as a form of electronic voting systems (EVS) in lectures has impacted on the use of EVS within higher education.

Property Law and Trusts Case Study

The School's policy is to continue to support the research work of the **Property Law and Trusts** group via internal funding, teaching relief/remission and sabbaticals, as well as providing opportunities for external research income. The group has sought to influence the development of legal doctrine in the specific areas of land law and trusts, as well as playing an important role in influencing professionals in their approach to legal advice and argument in and out of court.

In terms of a general theme, the group's research output focuses on highlighting areas of property law which require reform: many of their publications provide a fresh appraisal of common law and equitable doctrines and their application with recommendations for changes in the law. In terms of impact, these have been cited in many of the leading practitioner textbooks as well as acknowledged by the legal profession and judiciary. In particular, **Professor Mark Pawlowski** received School funding in 2012 for two of the group's recent projects, namely, (1) an empirical study of the use of mutual wills amongst probate solicitors throughout England and Wales and (2) an empirical study of the use made of express declarations of trust in joint purchases of the family home. Both research projects, which have impacted on the practising legal profession, are referred to in the Property Law and Trusts Impact Case Study.