

Institution: **University of Bristol**

Unit of Assessment: **UoA 22 Social Work & Social Policy**

a. Overview

The School for Policy Studies in the Faculty of Social Sciences & Law is an academic community dedicated to world-class research, teaching and professional education in social and public policy and social work. We are a collegiate, enquiring, multidisciplinary and purposefully diverse School with an environment in which ideas, debate and research flourish, and that supports the inclusion and development of *all* staff. In August 2010, two new centres joined the School: the Norah Fry Research Centre, which focuses on disability-related research, and the Centre for Exercise, Nutrition and Health Sciences (ENHS), which specialises in research on physical activity, nutrition and public health. Both bring substantial international reputations in their specialist fields. The enlarged School encompasses a significant breadth and depth of expertise in policy-relevant research on children and families, housing and cities, governance, disability, poverty and social justice, health and wellbeing, social work and social care practice, and physical activity. The School is led by a Management Committee comprising the Head of School, the Director of Research, the Director of Learning and Teaching and the heads of its seven research centres. ENHS is entered into UoA 26 so, while the School's research environment is substantially enriched by that centre's particular expertise, this document focuses on the other six centres: Centre for the Study of Poverty and Social Justice (incorporating Townsend Centre for International Poverty Research); Centre for Urban and Public Policy Research; Centre for Research in Health and Social Care; Norah Fry Research Centre; Centre for Family Policy and Child Welfare (incorporating the Hadley Centre for Adoption and Foster Care Studies); and Centre for Gender and Violence Research.

b. Achieving Research Strategy Goals and Objectives

Our overarching research strategy is to pursue innovative research of the highest quality and ethical standards. The School has been successful in delivering the strategic research objectives over the census period, as outlined in RAE 2008. These were (£ figures below indicate amount of grant award):

- **Develop more empirical studies with international partners/agencies including comparative studies:** Our international research profile and range of collaborators has grown and strengthened. Studies span the developed and the developing world and examples of our success in this strategic objective include: Bridge leading a UK team in a comparative research project (£500k) investigating the contemporary social and political characteristics and activities of the urban middle classes in Paris and London. This was funded under an Anglo-French bilateral initiative by the ESRC and the Agence Nationale de la Recherche (ANR). Izuhara's ESRC-funded cross-national research on wealth accumulation through home ownership contributed to a novel analysis of social stratification and intergenerational dynamics in three cities of East Asia: Shanghai, Tokyo and Hong Kong (£222k). Hester's research compared rates of attrition in the criminal justice system for women victims of domestic violence in the UK, Italy, Romania and Spain (Hester with EU partners, €50k EU Daphne II) and played a key role in the development of a Gender and Violence Studies Centre at the University of Sulaimani, Iraqi Kurdistan (Hester £150k, British Council & Iraqi Kurdistan Government). Barter has commenced work into safeguarding teenage intimate relationships in England, Bulgaria, Cyprus, Italy and Norway (€650k, EU Daphne). ESRC-bilateral funded work provided new evidence on poverty in Hong Kong (Gordon, £79k) and ESRC/JSPS funds allowed us to develop UK/Japanese comparative perspectives on poverty, inequality and social exclusion (Pantazis, £30k). Gordon secured funding from the Swedish Academy with partners at the University of Gothenburg to investigate issues of governance and child poverty (£167k) and also secured £80k as part of a consortium (Canada, Peru, India, South Africa, USA) to examine the impact of social and economic policies on child and maternal morbidity and mortality.
- **Advance the global state-of-the-art in the theory, policy and practice of poverty and social exclusion measurement:** Our work is at the forefront of research changing the way poverty and social exclusion are measured in the UK and worldwide by national governments, the European Union and international organisations such as the UN. Gordon currently leads a team (involving five other UK partner academic institutions) which was awarded a £4.3 million grant from the ESRC to develop and implement the Poverty and Social Exclusion Survey (PSE 2012, £979k assigned to Bristol). The research will provide scientific evidence of the scale and nature of impoverishment among individuals and their families in the context of the recession. We have led improvements

in the measurement of child and youth poverty in developing countries (£150k UNICEF & £212k, UK Department for International Poverty). The 'Bristol Approach', our novel deprivation indicator method, produced the first ever estimates of global child poverty and deprivation and underpinned UNICEF's *Global Study on Child Poverty and Disparities*. An ESRC study led by Kennett (£385k) examined the uneven impact of recession on cities and households in Bristol and Liverpool.

- **Develop expertise on approaches to interagency and interprofessional working in health and social care at an empirical and theoretical level:** Our work on interagency and interprofessional working has contributed to developing theoretical understandings grounded in empirical data. Cameron/Lart undertook a research review for the Social Care Institute for Excellence (SCIE) of the obstacles to and facilitators of interprofessional and interagency working and their outcomes and costs. This included, for the first time, evidence on users' and carers' experiences of integrated services. Carpenter led a series of empirical studies that further develop theoretical understanding of interprofessional education, including a quasi-experimental study using realistic evaluation of the outcomes and costs of interprofessional training programmes for safeguarding children. This national study demonstrated that interagency training which takes account of the context of the Local Safeguarding Children Board is more likely to produce better trained staff and effective partnership working, and lead to better integrated safeguarding children services (Carpenter, DfES/DH, £99k). The Confidential Inquiry into the deaths of people with learning disabilities (Heslop/Marriott, £1.9m, DH, CIPOLD) investigated the avoidable or premature deaths of people with learning disabilities through a series of retrospective reviews of deaths. CIPOLD entailed complex case reviews of the deaths of 247 people with learning disabilities (2010–12), with a focus on access to and interaction with health and social care services. It made significant recommendations relating to the need for better joint working between health and social care.

- **Extend the knowledge base on social work research and education:** We have pursued interdisciplinary research linking social work approaches with other social science disciplines. For example, Selwyn/Farmer/Nandy brought together social work and poverty perspectives in a study of children growing up in the care of relatives or friends (£348k). Berridge drew on the sociology of education to critique dominant perspectives on the education of looked-after children and linked social policy theory with social work to analyse the Care Matters Policy pilots (£449k). Turney has applied critical social theory (Recognition theory) to social work practice regarding parental engagement. Turney and Platt's review of research on assessment of children and families (£50k) made an important contribution to ongoing debates about child protection. Carpenter (with Burgess, SWAP) led the three-year Outcomes of Social Work Education project (SCIE/SIESWE, £120k) which developed new methodologies, measures and substantial findings. Carpenter also led the three-year national evaluation of the Newly Qualified Social Worker and Early Professional Development Programmes, which provided robust evidence that the programmes helped participants improve their skills, competence and confidence as social workers with children and families during their first years of practice (Carpenter/Platt/Patsios, £194k + £60k, DfE).

- **Develop and expand our work on disability:** We have developed research on disability beyond our previous focus on learning disability to include a wider range of impairments. Research with parents with learning disabilities (Tarleton, £195k, Esmée Fairbairn; £180k; Baring Foundation) critiqued unhelpful assumptions about disability and parenting. Work with young men with muscular dystrophy on transition to adulthood (Carpenter, £175k, DH; Abbott, £15k, DH) and on the intersection of disability and masculinity (Abbott/Jepson, £170k, NIHR SSCR) problematised normative assumptions about the quality of shorter lives as well as tackling the genderlessness often ascribed to disabled men. Research about self-injury and people with learning disabilities revealed that incidents of self-harm were often wrongly viewed as 'part of having a learning disability' as opposed to a specific mental health need (Heslop, £266k, Big Lottery). We have also offered empirical critiques of policy and legislation in the area of mental capacity and personalisation, for example, exploring the impact of the Deprivation of Liberty Safeguards (Langan/Jepson/Carpenter, £250k, NIHR SSCR); research into the implementation of the 2005 Mental Capacity Act (Williams, £219k, DH PRP) and subsequent research about Mental Capacity and Direct Payments (Williams/Jepson, £200k, NIHR SSCR). We also have a stream of work about personalisation and support planning (e.g. Williams, £150k, DWP; Williams/Porter, £225k, NIHR SSCR).

- **Continue to develop the evidence base on interventions and outcomes:** We are leaders in the field in understanding movement and interventions within the care system and maltreated

children's psychosocial outcomes. Examples include: Farmer's research on case management and long-term outcomes for neglected children (DfES, £224k); interventions and outcomes in reunification of looked-after children with their parents (£247k, DH) and family finding and matching in adoption (DfES, £384k); educational outcomes and costs for 'difficult' adolescents (Berridge with LSE & Bedfordshire, £287k, DfES); pathways to permanence for children of black, Asian and mixed ethnicity (Selwyn, £314k, DfES). A three-year evaluation of a therapeutic intervention for sexually abused children and young people is using mixed methods (including quasi-experimental research design) to investigate the implementation process, outcomes and cost-effectiveness. This includes the first randomised control trial in this field for over 10 years. It will be one of the largest ever case-randomised trials of a social work intervention internationally (Carpenter/Jessiman, £370k, NSPCC).

- **Develop the research evidence base on gender violence and create the Centre for Gender and Violence Research:** The Centre for Gender and Violence Research was launched in 2009 and is a leading site for the study of gender-based violence. Emphasis on domestic violence issues for specific groups and a growing profile on sexual violence issues has been achieved by the following work: partner exploitation and violence in intimate teenage relationships (Barter, £174k, NSPCC); male victims of domestic violence (Hester/Williamson with Social Medicine, Bristol, £283k, NIHR programme grant); service needs of lesbian, gay, bisexual and transgender (LGBT), black and minority ethnic (BME) and male victims of domestic and sexual violence (Hester, Williamson & Gangoli, £103k, Home Office); improving outcomes for children experiencing domestic violence (Hester with Social Medicine, Bristol, £9k, NIHR PRP); domestic violence in urban and rural areas (McCarry/Williamson, £16k, Women's Institute); rape cases and the criminal justice system (Hester, £40k, Northern Rock Foundation); developing cross-European evaluation measures for domestic violence perpetrator programmes (Hester, £43k, EU Daphne III).

Future strategic aims and priority areas for development

Over the next five years our strategic research priorities are to:

- *Harness expertise across centres:* The newly expanded School affords us even greater opportunities to work together across centres and further enhances our capacity to submit larger and more complex research grant applications in areas where we have already identified synergies – ageing, public health, inequalities and inclusive cities and spaces, for example.
- *Significantly enhance the profile and impact of the School's research activities:* Our social media and impact strategies support staff to maximise the reach and impact of their work across the full range of relevant audiences. These efforts are led and supported by an Impact Director and a Social Media Champion who are responsible for developing sustainable approaches to doing this. By enhancing our profile we aim to attract new collaborators, develop new and diverse approaches to dissemination and do more to systematically bring about impact.
- *Develop the School's international profile:* We have a strong international profile. We plan to further develop the breadth and depth of the international research activities of our staff and postgraduate research students, particularly through the University's membership of the World University Network (WUN) www.bristol.ac.uk/wun which is a global partnership of research-intensive universities committed to working together to support research and education in areas of global significance.
- *Further develop innovative methodological expertise:* Several of the approaches in which we have considerable expertise are underutilised in the wider field of social policy/social work research. This gives us opportunities to push methodological boundaries: e.g. conversation analysis is helping us understand how adult social care policy is played out in everyday practice; we are developing expertise in the area of 'walking methodologies' which explore the relationships between professionals and service users in outdoor settings; and we will continue to utilise longitudinal research as a means to understand how changes in social care policy affect service users. We will also place more emphasis on employing quantitative approaches such as multilevel modelling and structural equation modelling to enhance the evidence base.
- *Confirm our reputation as leaders in user engagement in research:* We are outstanding in this area and believe that there is more work to do to develop our approaches to authentic partnership working in research by examining and theorising the factors that make for quality co-production. We will support staff to apply for funding for projects which focus on developing coproduced methodologies and which lead to high quality outputs.
- *Evaluate interventions which are designed to address problems that our research has identified:*

Our research has made numerous recommendations for change in policy, the delivery of social care services and social work. We aim to revisit key studies and work with services and policy makers to design interventions aimed at improving outcomes and then to evaluate those approaches.

Specific research themes identified as key opportunities for growth

Whilst already being world leaders in areas such as gender and violence, poverty and child welfare, there are further aspects of work we want to develop and these include:

- *Health inequalities*: The opportunities for exploring the health and social determinants of health inequalities are expanding at Bristol and we are well placed to capitalise on this. The Elizabeth Blackwell Institute was established in 2012 to identify and nurture new opportunities for interdisciplinary research (Payne is a member of the steering group). In addition, the University of Bristol, the four NHS Trusts in Bristol, the University of the West of England and Bristol City Council together formed 'Bristol Health Partners' in 2012. Bristol Health Partners mission is to generate significant health gain and improvements in service delivery by capitalising on Bristol's strengths in health services, research, translation, innovation and education. The team working on the 'Confidential Inquiry' has developed considerable experience of complex case review. Their network of partners, case reviewers, family members and academic collaborators is a significant achievement and opportunity. We seek both to build on the outcomes of the research, and also apply the methodology to other areas of social care research.
- *Gender-based violence in different contexts*: Future developments include domestic violence and the military; criminal and civil justice responses to domestic and sexual violence; health sector responses; domestic violence and children's safeguarding; the development of a methodology for a European perpetrator programme evaluation; and harnessing quantitative data for gender-based violence reduction strategies.
- *Cities, governance and the restructuring of welfare states*: Our work in this area will have a focus on: cities and social policy/social change; governance, economic transition and public policy (both cross-nationally in the aftermath of economic crisis and domestically in light of the abolition of English regionalism); and meaningful modes of democratic engagement and participation in diverse urban societies. We will explore the possibilities for research and collaboration offered by 'Future Cities', launched by the UK's Technology Strategy Board.
- *Child welfare*: We will continue our work on international indicators of child poverty and our programme of work on statistical analyses of large national data sets such as those on adoption in England and Wales and reanalysis of the 2011 census to examine the up-to-date situation of relatives who are carers in the UK. We have developed strong local links with children's services in the region, especially Bristol City Council. These include collaborative research, delivering seminars on research findings, training, and participating in governance and involvement in committees. We shall strengthen this collaboration.
- *Poverty and social justice*: Our work on the Poverty and Social Exclusion Survey will provide the latest and most comprehensive evidence to date on the scale and nature of impoverishment in the UK. This will serve as a unique evidence base to inform and influence policy and practice on effective anti-poverty measures and wider social welfare reform. It provides a strong platform upon which to continue to develop our theoretically and methodologically innovative approaches.
- *Adult social care*: We plan to expand the focus of our social care research. As the nature of the adult social care workforce and the policy context continues to change, we plan to explore how the full range of social care staff can support service users to maximise opportunities to achieve the goals they set for themselves – whether that relates to their care and support or other matters such as relationships, interacting with the environment, art and culture, opportunities for social and civic participation, healthy living and ageing. We will continue to explore the personalisation agenda in different contexts, e.g. in residential settings, for older people and also for people with profound and multiple learning disabilities. Our work on mental capacity has raised issues which we feel require more attention, e.g. the resolution of disputes under the Mental Capacity Act (MCA) and the fine detail of how assessments of capacity are managed in practice.

c. People

i. Staffing strategy and staff development

The School has had a relatively stable staff complement since 2008. Vacancies resulting from

staff turnover or retirement are reviewed in light of teaching requirements and research portfolios and potential. The aim is to reinforce areas of strength but allow for the exploration of new research possibilities. Vacancies are usually filled at Lecturer/Senior Lecturer level. This results in new staff joining the School offering new combinations of skills and areas of expertise. We seek, and have successfully recruited, excellent staff with strong disciplinary specialisms coupled with demonstrable commitment to interdisciplinarity and engagement. Lendvai has brought new networks (within and beyond Europe) and methodological expertise in critical policy studies; Wilson (joint appointment with Dept of Management) engages with overlapping research in the economics of public policy and public management; Teater represented a strategic appointment to enhance our advanced social work research expertise; Porter brings new methodological skills and insights relating to co-production, narrative approaches and arts-based research techniques; Eroglu-Hawksworth combines qualitative measures of poverty with urban studies in a comparative context.

Staff development is a priority area for the School. Actions include:

- Promoting and supporting a culture of continuing professional development for staff at all levels. We encourage all staff to take advantage of an extensive range of formal and informal development opportunities both within and beyond the University. We also emphasise career development and continuity of research funding for high quality contract research staff.
- Ensuring all academic staff engage with the School's well-established systems of mentoring and monitoring. The core of the system is the tri-annual Individual Research and Teaching Planning (IRTP) meetings which complement the University's staff review and development process. Review processes are carried out by Centre Heads and the Head of School. Individual staff map out and monitor goals and achievements including publications, research projects, etc. Common issues relating to staff development needs are reviewed and reported to Management Committee and, for example, alert us to specific training and development requirements.
- Operating a study leave scheme awarded annually on a competitive basis.
- Providing specific training and development opportunities both for all staff (writing grant applications, research project management, early and mid-career fellowship workshops) and for research staff in particular (developing a career inside and outside of academia, writing for publication, etc.). In addition, we hold a series of seminars to share expertise across the School, e.g. a qualitative methods group (organised by research staff but open to all). We also invite prominent external speakers such as Munro, Courtney (USA), Parton, Sinclair, Gilligan, Shakespeare and Parker. Funding is also available to access external training courses.

During the period since RAE 2008, the research excellence of the School's staff has been recognised with the following pattern of promotions: seven Senior Lecturers and Senior Research Fellows promoted to Reader and two Readers promoted to Professor (Payne, Selwyn). Prestigious/competitive personal research fellowships were awarded to: Barter/Berridge – NSPCC Senior Research Fellowships; Nandy – ESRC Future Leaders Scheme (£209k, awarded 2012); Wijedasa – ESRC Future Leaders Scheme (£205k, awarded 2013).

Equality of opportunity

Much of our work takes an equalities perspective and thus informs a keen commitment to equal opportunities for staff. All staff involved in recruitment are required to attend equalities training and equalities issues are routinely discussed at Management Committee. We have a School Equalities Officer and in addition Abbott sits on the University Career Equality Working Group. We have a long-standing commitment to our research staff who work on non-permanent contracts. We are committed to the Concordat in the following ways:

- Two members of research staff are a named point of contact for any questions or concerns from other research staff members. These reps attend a termly university-wide meeting which reports to the University Research Staff Working Party (Heslop is a member of this). Research staff attend Vitae Conferences and have given presentations at these on the model of support that Bristol offers.
- Research staff are encouraged to apply for a ring-fenced fund which promotes collaborative learning and managing a small grant. The School has had good success in applying to this fund. The most recent award (Jepson/Marriott/Porter) secured funds for an off-site one day workshop on creative, collaborative writing. A recent exercise, initiated by research staff who are not permanent members of staff, resulted in a consultation of all such staff regarding career progression, opportunities to teach and involvement in REF. This led to the development of a

School policy document designed to ensure that career development opportunities for research staff are maximised and that their value and contribution is celebrated. Challenges remain (which are largely not at School level) but the exercise demonstrated initiative on the part of the School's research staff, open communication with the Management Committee and, in feedback, appreciation from research staff on being engaged with positively.

ii. Research students

- The School for Policy Studies hosts three doctoral programmes: PhD, Doctorate in Social Science (DSocSci) and Doctorate in Educational Psychology (DEdPsych). The Director of Postgraduate Studies role provides an overview across all three Doctorate programmes, raises the profile of postgraduate (PGR) student 'voice' at School management level, and leads on innovating to enhance overall PGR student experience.
- Postgraduate research training in the School for Policy Studies takes place in the context of the ESRC-accredited South West Doctoral Training Centre (SWDTC) (along with the Universities of Exeter and Bath). This has revolutionised the postgraduate research training experience, offering a critical mass of scholarship across the South West region of 770 academics and 1600 students. As one of only 21 centres in the UK, it is part of a national network that is training a new generation of social scientists. The School provides the disciplinary pathways in Social Policy and Social Work and leads co-ordination of and teaching on two of the new interdisciplinary SWDTC pathways: Security, Conflict & Justice and Health & Wellbeing. SWDTC offers close liaison with partners in the commercial, public and third sector, through placements and joint supervision. The School hosted 24 ESRC-funded students in the census period.
- Research students are important members of the School, contributing to its intellectual vitality as well as developing their skills as researchers. A number of our research students have also achieved grant success in their own right, for example with ESRC Seminar Series bids and funding from the Social Policy Association. PGR students are well supported by: attendance at Centre meetings; organisation of postgraduate research student forums; representation on School ethics board; a graduate seminar series; training sessions on preparing for upgrade and viva; workshops on writing for publication; access to a departmental conference fund. All full-time PGR students are entitled to a desk and computer with IT support and telephone, library facilities and access to photocopying and printing. They also use the common room with academic staff for coffee/lunch breaks and informal discussions. Since autumn 2012, there has been provision of additional office space for SWDTC students, and a faculty-provided social and teaching space for all PGR students.
- Our PGR students have achieved a number of high accolades. A final-year postgraduate student, Admore Tshuma, was presented with a Zimbabwe International Performance Alliance (ZIPA) award, an international accolade, for his reporting of Southern Africa in the print media; Acomo Oloya Lovelock received a 'Faculty of Social Sciences and Law Commendation' in 2012 for her DSocSci dissertation on 'HIV/AIDS prevention and treatment among war-affected populations'; Yoshimi Wada was funded via a competitive scholarship from Policy and Politics; Naughton-Doe was awarded funding by the Social Policy Association to set up a Timebank Research network; and, Mohd-Suhaimi Mohamad and Enny Yusof won best abstract awards in the research student category at the World Conference on Social Work and Social Development 2010.

d. Income, infrastructure and facilities

i. Funding streams

The School has maintained a high level of competitive research income. Whilst not complacent, our close links to policy makers, practitioners and those who are the focus of our research mean we are well placed to quickly identify new research priorities and areas for collaboration. This has proved the case in new topic and funding areas such as mental capacity, personalisation and co-production. In broadening our focus on topic areas we recognise the potential for applications to new funders such as the Arts and Humanities Research Council ('Walking Interconnections', Porter). The creation of the NIHR School for Social Care Research has provided several opportunities for important research grants: Abbott, Cameron, Jepson, Langan, Porter, Smith, Ward, Williams and Williamson are all NIHR SSCR Fellows, Carpenter is a Senior Fellow and Smith (Honorary Professor) is Chair of the Advisory Board.

ii. Strategies for generating research grant income

Centre Heads are line managers for academic staff in their centre, and meet formally three times a year with staff on an individual basis to discuss research plans. Centre Heads provide detailed review of all draft research proposals. Typically, newer members of staff are assigned a 'buddy' or 'critical friend' to support them with research grant writing. Applications to Research Councils are dealt with via a formal, internal review process to guarantee quality of application. All research is subject to ethical scrutiny at School level (the panel includes lay and user representation) and where necessary by a university/national ethics panel. We take our obligations to research participants very seriously and ensure good practice in disseminating properly to participants. The School has an authorship policy which stipulates inclusion for staff who have been actively involved in the research upon which publications are based. The School's Research Director holds a budget to support research bids. Centres hold regular meetings for staff and research students to discuss research opportunities, ongoing and completed projects, and other issues related to research development and support. Centres have access to secretarial support for research projects and a budget to support research writing.

We regularly invite funding bodies to visit the School to tell us about their interests and priorities (e.g. ESRC, British Academy, Nuffield, Leverhulme); colleagues who have had success with a new funder hold a lunchtime seminar to share their experience of the process; and we work with the Fundraising arm of the University to keep up to date with opportunities in the philanthropic and individual donor stream of funding. Particular funding streams of interest include: Knowledge Transfer and Knowledge Mobilisation – we have access to a dedicated member of staff in Research and Enterprise Development (RED, see below) who leads on supporting staff to access this stream of funding, our applied work and range of partners lends itself to this, and we have and will continue to identify funding via for example, NIHR, ESRC (Hester secured £99k from ESRC & TSB in a knowledge transfer partnership); international collaborations which secure funds from international funding councils – this has proved successful to date, for example, funding from the Social Sciences and Humanities Research Council of Canada and the Japan Foundation. We have benefited from independent, long-term financial support from the Hadley Trust, Baily Thomas and the NSPCC.

iii. Evidence of infrastructure and/or facilities

Both the Faculty and the University provide financial support by way of a Strategic Research Initiatives scheme which promotes 'seed funding' for fostering new collaborations and areas of research and for attendance at international conferences. PolicyBristol, led by Wilson, a member of the School (www.bris.ac.uk/policybristol), is a new opportunity to showcase policy-relevant research and also offers financial support to staff seeking to maximise impact, dissemination and networking activities. Recent university-level initiatives have created opportunities to work across disciplines and provide seed funding, fellowships and impact activities: the Cabot Institute has a focus on environmental change and the Elizabeth Blackwell Institute a focus on health research. We have applied to the Elizabeth Blackwell Institute for support to sustain and develop the network of collaborators arising out of the Confidential Inquiry whilst they prepare for subsequent research grant applications. The Institute for Advanced Studies (IAS), a University resource, enhances interdisciplinary research and supports new ideas by funding workshops, fellowships, distinguished lectures, and hosting visiting academics, and the School has benefited from support from IAS in all of these areas (Lucas was on the Academic Advisory Board 2008–13). A new collaboration (from 2013 onwards) of the GW4 universities (Bath, Bristol, Cardiff and Exeter) is also offering new impetus across these institutions.

The University of Bristol's Research and Enterprise Development (RED) division works with academic, student and entrepreneur communities both within and outside of the University. Its multidisciplinary teams of professionals use their expertise and experience to provide advice and support to academic members of staff who are seeking external funding for their research. Our Faculty contact in RED visits the School on a monthly basis and makes herself available on a drop-in basis to answer any questions and offer advice and guidance. Our engagement activities are supported by the Centre for Public Engagement (CPE) which promotes public engagement with research and teaching across the University. CPE has helped organise several of our 'Twilight Talks' aimed at the general public and held after work to showcase our research and stimulate debate. Abbott is a member of the University Engagers Group which meets monthly to review strategic approaches to public engagement.

All staff and PGR students have access to a large common room. This may seem like an ordinary

claim but by providing coffee and tea at 11am every morning for all staff and PGR students we create an opportunity for them to meet and talk. This kind of friendly informality across centres and between staff and PGR students often facilitates knowledge exchange and is indicative of our collegiate approach.

e. Collaboration or contribution to the discipline or research base

i. Interdisciplinary research

Our research staff are from a range of academic disciplines including education, social policy, social work, sociology, health, social medicine, geography, disability studies, linguistics, political science, law and psychology. This makes us well placed to develop and deliver interdisciplinary research partnerships. A significant number of our research projects are interdisciplinary, intersecting for example with:

- Health Clinicians and Commissioners (in practice and academia): TARGET– Improving the quality of care for children with respiratory tract infections in primary care (Lucas, NIHR); an exploration of the role of knowledge exchange in healthcare commissioning: private providers and NHS commissioners (Cameron, SDO); Carpenter, with the Division of Psychiatry and Primary Care, provides the West Hub of the Mental Health Research Network, designed to facilitate large-scale projects and to promote research capacity and capability (DH, Carpenter is the Social Care Lead and member of the executive).
- Other interdisciplinary research collaborations within UK: Sociology (Institute of Education – Healthy Start Project, Lucas & Cameron); Paediatric Epidemiology (Institute of Child Health, UCL, Lucas); Health Services Research, Economics (LSTM & Leeds University – Community Foundation Trust, Cameron); Nursing and Medical Sociology (Nottingham & Kent University, Lloyd); Public Health (Edinburgh, Reimagining long term care project, Lloyd), Exercise and Planning (Bath, UWE, Project Ace, Lloyd); Social Gerontology (Worcester University, NIHR SSCR study, Cameron); Built environment, sociology and social policy (Heriot-Watt, Queen’s University Belfast, York, Payne); Education (University of Manchester, Watson); Engineering (Aquatest, Lucas).

ii. Collaborations with non-academic partners

A great strength regarding our portfolio of research is collaborations with a range of policy makers, services, third sector organisations, practitioners and user communities. We have a Professional & Policy Liaison Officer whose role is to promote our research to a wide range of policy professionals. We are particularly committed to and innovative in the field of participatory and inclusive research. Some of the School’s research has an explicitly ‘inclusive’ approach which draws both on an ideological commitment to involving those who are the focus of research and an academic and methodological interest in inclusive research. Studies that have collaboration and co-production as central to the research include: ‘Transition to adulthood for young men with muscular dystrophy’ (Carpenter/Abbott, DH) included advisors living with Duchenne muscular dystrophy who co-authored an illustrated research output aimed at other young men; the ‘Participation in Education Project’ involved the Listening Partnership (a local group of disabled young people) and two young disabled people were co-researchers on the project; Williams & Johnson were involved in the ‘Creative Approaches to Employment’ project, led by Cornwall People First; ‘Hidden Pain’ (Heslop, Big Lottery) was a partnership project with a third sector organisation: Bristol Crisis Service for Women (BCSW); a study about homeless women in Bristol (Williamson, NIHR SSCR) included an active advisory group who are writing a paper with the research team and providing advice on research tools and analysis; Bell and Cemlyn (2012) carried out research on public attitudes to human rights in the UK to inform policy making and campaign strategy for the national Equality and Diversity Forum; the Centre for the Study of Poverty and Social Justice hosts two Honorary Research Fellows and a SWDTC studentship with Statewatch; and the Confidential Inquiry was a model of inclusive approaches involving co-researchers and advisors who were family carers, people with learning disabilities and a wide range of practitioners. For this, Heslop won a University of Bristol Engagement Award in 2013.

- Ongoing advisory roles for government and statutory bodies include: Advisor to Prime Minister’s Office on adoption reforms (Selwyn); Specialist Advisor to the House of Commons Education and Home Affairs Select Committee (Berridge/Hester); DH Programme Board for Personalised Health Budgets (Heslop); advisory committee member for the National Cancer Equality Initiative/ Cancer Reform Strategy (Payne); Research Director to the DH & National Institute for Mental Health research programme on Victims of Violence and Abuse Prevention Programme (Hester); providing

policy and statistical information to UNICEF and the UN Department of Economic and Social Affairs (UNDESA) on poverty among children and young people on a global scale (Gordon, Nandy), and for Eurostat (Gordon) on deprivation measures; UK National Experts for the European Commission's Academic Network of European Disability Experts (Abbott/Williams); advisor to the European Commission, the International Organisation for Migration & the UK Home Office (Singleton).

- Collaborations with third sector and user communities include: Action research with practitioners as part of 'Research into Practice' (Platt/Turney); with NSPCC on violence in intimate relationships (Barter/Berridge); an extensive, national network co-ordinated by Tarleton aimed at supporting parents with learning disabilities; Age UK Bristol & Brunelcare Research Forum (Lloyd/Smith); Mental Health Foundation (MHF) continues to work with the Norah Fry Research Centre (NFRC) on a range of joint research collaborations; Disability Rights UK (DRUK) and the European Network on Independent Living (ENIL) are partners with NFRC on a current project; Care home research network (Lloyd); Men's Health Forum (Payne); International Centre for Diarrhoeal Disease Research, Bangladesh, Aquaya Institute, USA (Aquatest Project, Lucas); Bath Cultural Forum (Teater); European Child Rights Network (Watson); Centre for Crime and Justice Studies (Pantazis); Association of Directors of Children's Services Research Committee (Berridge); Children's Workforce Development Council (Watson).
- Building and sustaining collaborations in our local community: The School is committed to working with the Bristol Police and Crime Commissioner, City Council and neighbouring authorities as well as local third sector organisations, schools, and service users. Examples include: Berridge/Farmer/Turney who sit on local committees for Bristol Council Children's Services; Berridge/Farmer/Carpenter presenting research on topics identified by practitioners as important at multidisciplinary workshops; Watson collaborating with 'Misfits', a local acting company of people with learning disabilities; Abbott running a world café for social workers on engaging with social research; Marsh/Sweeting leading on a range of public events in relation to Bristol's new, elected Mayor and collaborating with the University of the West of England on a research project examining local attitudes to the prospect of Mayoral Governance (£31k, Bristol City Council); Berridge working with the AA to provide free driving lessons to young people in care; Bell working with local voluntary sector to produce an environmental booklet for deprived estates (Green Capital funded) and making presentations for Bristol Green Week.

iii. Academic collaborations

School staff routinely collaborate with academics across the UK. Some examples include:

- Berridge and colleagues with other leading child welfare researchers in York, LSE, Thomas Coram & Loughborough; Bridge on his ESRC project with King's College London; Williams has worked with Beyer (Cardiff) and others in two recent research studies for the Welsh Assembly; ESRC seminar series, *Researching the Lives of Disabled Children from their Perspectives* (Abbott/Carpenter) was a partnership with Glasgow, Strathclyde, Ulster and York and elicited a special edition on disabled children in *Children & Society* and led to Abbott organising and chairing the first UK Disabled Children's Research Network meeting (Bristol 2012). Staff also sit on research advisory groups for research studies located in other universities and disciplines, for example: Tarleton – LSE research on advocacy and parents with learning disabilities; Abbott – York research on transition for young physically disabled people; Singleton – Advisory board member to the Migration Observatory, University of Oxford.

We seek international collaborations, many of which are interdisciplinary. These include: public health, architecture, history, media studies and sociology based in Canada, Scotland and England on 'Reimagining long term care' (Lloyd); with infant health public health academics, paediatric environmental epidemiologists & epidemiologists at Erasmus University, Netherlands and Barcelona University (Lucas/Payne); with sociologists and sports scientists at University of Toronto exploring intersectionality of disability and gender (Abbott); evaluation of domestic violence perpetrator programmes led by Dissens, Berlin, with partners in Austria, Spain, Denmark and Norway (Hester, 2013–15); research on the middle classes and the city and on neighbourhood social mix with colleagues at the Universities of Paris Ouest, Nanterre, Lyon, Paris-Val de Seine, Montreal (Bridge); collaboration with College of Social Work, University of Utah on a series of invited talks on 'Evidence-based practice and Systematic reviews', (Turner, 2011); providing scientific leadership to 19 partners in the establishment of an EU-wide database on migration and integration (Singleton, EU, €101k, 2010). Visiting/Honorary Professorships and Fellowships: Johnson – Visiting Professor at Universities of

Iceland, New South Wales and Croatia; Carpenter – Honorary Professor, East China University of Science and Technology; Hester – NSPCC Professor of Child Sexual Exploitation, Visiting Professor at University of Uppsala, Visiting Research Fellow at University of Manitoba; Gangoli – Visiting Fellow at University of Mumbai; Pantazis (2010) – Visiting Professor at Senshu University, Japan; Bridge – Visiting Professor at the University of Amsterdam (2012–2013) and the University of Paris Ouest, Nanterre (2013–14); Izuhara – Visiting Fellow at Kobe University, Japan.

iv. Seminar series, journal editorship and preparation, conferences and reviewing

Seminar series: Barter contributed to the ESRC-funded seminar series on *Understanding the Young Sexual Body* (2012–14); Abbott/Carpenter were co-applicants and seminar hosts in Bristol as part of the ESRC-funded seminar series on *Researching the Lives of Disabled Children and Young People, with a Focus on Their Perspectives*; Williams is a collaborator on the ESRC seminar series, *Quality and Capacity in Inclusive Research with People with Learning Disabilities*; Bridge co-applicant/organiser of an ESRC-funded seminar series *Gentrification and Social Mix* (2008–9) which resulted in the book Bridge, Butler, Lees (eds) *Mixed Communities: Gentrification by Stealth?* (2012). Pantazis successfully applied for a joint ESRC/Japan Society for the Promotion of Science seminar series award (2011–13) involving a collaborative seminar with Aya Abe (National Institute of Population and Social Security, Tokyo, Japan); Marsh/Bridge/Sweeting organised a workshop on *Reconfiguring the Local Public Realm* (2011, funded by WUN/Policy & Politics) that resulted in a themed issue of *Policy & Politics* (2013); Kennett organised a workshop series on *The Future of International Comparative Social Policy* in collaboration with Universities of Oxford and Edinburgh under the auspices of the Social Policy Association (2011–12).

Contribution to journal editorship: Turney – *Child Abuse Review*; Williams – *Disability & Society*, *Tizard Learning Disability Review*; Lloyd – *Ethics & Social Welfare*; Izuhara/Gangoli/Ayres – *Policy & Politics*; Teater – *Social Work Education International*, *Journal of Sociological Research*, *Journal of Social Service Review*, *Journal of Policy Practice*; Turner – *Social Welfare Group: The Campbell Collaboration*, *Research on Social Work Practice*, Associate Editor for the *Cochrane Developmental, Psychosocial, and Learning Problems Review Group*; Lucas – *Psychology, Health & Medicine*; Marsh – *Housing Studies*.

Examples of organisation of conferences: Ayres and Sweeting organised the Policy & Politics conferences in 2012 (40th anniversary conference) and 2013; Izuhara organised the conference in 2008. The Centre for Research in Health & Social Care annual lecture has attracted high-profile speakers, including: Chris Ham, Richard Wilkinson, Kate Pickett, Catherine Campbell and Paul Burstow MP; Lloyd and Izuhara co-organised the British Society of Gerontology annual conferences in 2008 and 2009; invited keynotes include: German Society for Social Medicine and Prevention (Payne, 2011); World Conference on Social Work and Social Development (Carpenter, 2010); European Commission Presidency Conference on Domestic Violence Attrition (Hester, 2012); Spatial Innovation Planning Design & User Involvement (Bridge, 2011).

Twenty School staff are members of the ESRC Peer Review College.

v. Awards

Hester, OBE for outstanding research towards the prevention of domestic violence; Tarleton, 'Rising Star Award' from International Association of Intellectual Disabilities; Turner, recipient of the Leonard E. Gibbs Award for outstanding contribution to Evidence-Based Practice.

Summary

In our research we: examine policy areas that affect us all day to day; influence and challenge policies implemented by governments and institutions; investigate the issues, factors and attitudes underlying the social concerns that make our headlines; respond to social and policy changes and to the needs and demands of the various communities with whom we routinely work in partnership; and develop and evaluate the evidence base for policy interventions and their associated and various impacts. We have defining expertise in understanding the intersections of research, policy, practice, theory and user experience. Our commitment to effecting social change as a result of our research distinguishes us. Our concern to create collegiate relationships with each other, our students, collaborators and the communities of people who are the focus of our research makes the School a rewarding, exciting and sustaining environment.