Institution: University of Greenwich
Unit of Assessment: (20) - Law

a. Overview

The School of Law (located at the Maritime Greenwich Campus) has a strong research profile and all academic staff are encouraged to engage in scholarly activity through peer-reviewed publications, postgraduate research supervision, external consultancy and attendance at conferences. The amalgamation of law and criminology into one School of Law has allowed for a greater level of interdisciplinary research in areas such as crime and criminal justice, family and gender law.

The School currently has 15 research active staff including one early career researcher. Several staff members (comprising four criminologists) have a specific interest (and published output) in the socio-legal fields. Other staff are engaged in more doctrinal and pedagogical legal research. In terms of breadth of interaction, several of the research groups have fostered interdisciplinary research, most notably in crime and criminal justice, where both law and criminology colleagues have been able to contribute to a variety of research projects. These projects have culminated in refereed publications both nationally and internationally. Of the 15 research active staff, eight have been submitted to the REF 2014.

The School currently has five research groups:
1.   Crime and Criminal Justice
2.   Environmental Law
3.   International Law and Human Rights
4.   Learning and Teaching
5.   Property law and Trusts

Each group has a number of staff members working on related research interests culminating in either individual or co-authored outputs. Research is monitored within each group, but also by **Professor Mark Pawlowski** as the overall coordinator for research within the School of Law, who is also a member of the University's Research and Enterprise Committee. This meets regularly throughout the academic year.

The School's research aims and rationale reflect the University's overall strategic plan for research (http://www.gre.ac.uk/governance/vc/strategic-plan-2012-2017), which is to build on its success so far in creating a research-informed environment to increase the quality, volume and intensity of research activity within the institution. Key themes of current and future strategies are to ensure that the University has a critical mass of excellent researchers, to develop a vibrant community of high-quality postgraduate research students and to increase the national and international impact of its research.

b. Research strategy
2008–13

The School's strategy during the current REF period has been the fulfilment of the following goals and objectives during the assessment period:
1.   To support and encourage staff in attracting external funding for research and encourage collaborative/interdisciplinary research with academic and non-academic bodies and overseas Higher Education Institutes. A number of School and University-wide initiatives have been put into place to encourage staff to bid for funding for their research work (see under 'Income' below). A number of collaborations have also taken place between staff within the School and outside bodies and institutions (see under 'Collaboration to the discipline' below).

2.   To promote collaborative/interdisciplinary research with academic staff in law and criminology via specialist research groups. This has been achieved with the creation of a combined Crime and Criminal Justice group within the School.

3.   To provide support and encouragement to early career researchers by means of mentoring, teaching relief/remission, research seminars, research away days and sabbaticals. In

particular, a number of initiatives have been implemented to assist early career researchers in developing their research interests (see under 'Staffing strategy' below).

4. To promote and encourage a research ethos through a regular programme of staff development/research seminars and the funding of staff attendance at conferences. This has been implemented on a formal basis (see under 'Infrastructure and facilities below).

5. To pursue a policy of encouraging a broadening of the number of research active staff by securing new entrants to academia who have the potential to contribute to research within the School. This has been achieved with the appointment of two new members of staff at professorial level and one at readership level (see under 'Staffing strategy' below).

2014–19

The School's research strategy for the next REF period (reflecting the University's overall strategic plan) can be summarised as follows:

1. to expand the number of research students in terms of the LLM (Research) degree and higher degrees at MPhil and PhD level

2. to continue to encourage research active staff to bid for research grants and external funding to support their research work

3. to continue a policy of promoting research active staff to produce published outputs at 3* quality and above (by offering teaching remission, balanced academic work loads, one-off bursaries and appropriate resources); and to enter into collaborative research with colleagues internally and with counterparts in outside bodies and institutions

4. to continue a policy of recruiting new research active staff at professorial and readership level to act as subject leaders in promoting and mentoring research within the School in their specialist fields

5. to identify key areas of research which are likely to produce significant impact, reach and significance for the purposes of REF 2020

6. to continue to support and encourage early career researchers by means of mentoring, teaching relief/remission, research seminars and sabbaticals, as well as providing funding and grant opportunities (e.g., start-up grants, travel grants and intercollaborative grants) via the University's Early Career Research Initiative

7. To encourage and support research active staff to take up roles and positions of increased external visibility such as external examiners, conference and journal referees or reviewers, conference organisers, journal editors and other positions of advanced recognition

8. To increase the quality and quantity of external research bids by offering a programme on funding opportunities and bidding for research

The overall objective of the School, therefore, is to continue to promote research of high quality (at 3* star quality and above) within the five research groups based upon an identified need to produce outputs which will have a recognised and measured impact on specific beneficiaries. This accords with the University's strategic plan for research as outlined in the Overview, above.

c. People, including:

i.   Staffing strategy and staff development

As part of its active staffing strategy to promote a greater breadth of research across legal disciplines, the School has secured a number of new appointments to its academic staff base who have already contributed significantly to research output in their own specialist fields. This has resulted in the appointment of two new professors (one in public international law and the other in criminology) and a reader in law. All have significant track records in published research of internationally excellent quality. These new appointments are intended to enhance and broaden research within the School and provide a catalyst for high quality output with significant impact, particularly in the fields of public international law and criminal justice.

In terms of staff development, the School is able to offer teaching and administrative relief/remission as part of its policy for encouraging new research initiatives. In particular, the strategy in relation to new or young researchers is to encourage research output by a process of

mentoring with more established colleagues who are able to suggest topics for publication, offer joint/collaborative authorship of articles, edit drafts and provide useful contacts in legal publishing. Early career researchers, apart from being given lighter teaching loads or research leave, are also provided with specific funding (a sum of £1,000 each academic year) from School funds to promote their individual research interests. This forms part of the University's Early Career Research Initiative set up in 2009, (http:www2.gre.ac.uk/research/ecri) which provides internal funding and research awards to early career researchers (i.e. all research active staff within five years of completing their PhDs) on an annual basis. The Initiative corresponds with the University's new Strategic Plan for the period 2012–17, which aims to progress its research and enterprise agenda, and is informed by the principles of t*he Concordat to Support the Career Development of Researchers* launched in June 2006. Several younger staff members within the School have already benefitted from this Initiative, including **Dr Opi Outhwaite** who is an early career researcher. In particular, she has been granted teaching relief in order to pursue her funded research during the current academic year. The University's Research and Enterprise development workshops also provide assistance to early career researchers on a variety of themes, including writing effective research proposals, costing and pricing, impact planning of research, establishing networks and collaborations, and specialist IT training.

Staff are also encouraged to make use of a number of other University support facilities, including PhD supervision training, as part of their overall staff development. The University runs a compulsory three-day 'Supervising postgraduate research students' programme for all staff engaged in doctoral supervision. The University's Researcher Development Framework, in particular, provides a systemised development tool for young researchers from postgraduate to professorial level. This allows staff to identify their expertise and capabilities and to personalise their professional development, setting themselves targets in order to cultivate all the attributes of a successful researcher.

Individual research needs and circumstances are discussed and monitored annually via staff appraisals conducted by the Head of School or Dean.

ii. Research students

The School currently runs several postgraduate programmes both in law and criminology. In particular, the LLM (Research) is seen as part of the School's core in terms of providing opportunities for staff to develop their research interests. It does this by means of postgraduate supervision specifically in public international law, international trade law, human rights law and international criminal law. The expansion of the research masters' portfolio is seen as a significant way of feeding postgraduate students into the MPhil/PhD programme thereby enhancing the School's doctoral population.

Several staff members are engaged in MPhil/PhD supervision, most notably, **Professor Mark Pawlowski**, **Dr Dragana Radosavljevic**, and Dr Richard Wild who is currently on the supervisory team for three MPhil/PhD students with one successful completion in 2010. Several MPhil/PhD applications in law and criminology remain pending at the time of writing. It is expected that the School's new professorial and readership appointments will greatly increase the number of MPhil/PhD supervisions both in law and criminology over the next few years. It is anticipated that the University's new Vice-Chancellor Scholarship Scheme, which offers a number of PhD scholarships each year on a peer-reviewed competitive basis, will also significantly raise the number of doctoral students. The School already secured a PhD Studentship in Criminology with the Scheme in 2012 and is expected to do the same in 2013.

Training for research supervisors is provided by appropriate mentoring by more senior staff within the School. A professional development programme for staff on supervising postgraduate research students is also provided regularly by the Postgraduate Research Office. The programme aims to provide staff with an overview of what constitutes good supervisory practice, knowledge of the current environment in which the University is operating and the impact of this on research students and supervisors. It will also address the procedures and processes for assuring the quality of the student experience and the standards of research awards. The University also publishes the Research and Supervisors Handbook to assist in the dissemination of this

information.

For MPhil and PhD students who started their programme on or after 1 August 2009, research skills development is provided through online courses supplemented, as appropriate, by School-based provision. All research students must meet the requirements relating to the completion of online courses. The courses and resources available are a mix of in-house design, videos from Angel productions and online courses provided by Epigeum. Moodle 2, which contains a wider range of resources to support both research students and their supervisors, and is accessible via the University portal. Twice a year (February and October), the School also offers a research student generic skills training programme comprising the following topics:
1.   Managing your PhD
2.   Critical appraisal of literature
3.   Introduction to research methods
4.   Time and project management
5.   Research ethics
6.   Getting published

For those research students participating in teaching-related activities, a formal programme of teacher training is provided by the University's Educational Development Unit. All PhD students who wish to engage in teaching must successfully complete this course. From September 2013, all of the above was brought under the umbrella of the Greenwich Postgraduate Researcher Development Programme (http://www.vitae.ac.uk/researchers//428241/Vitae-Researcher-Development-Framework.html) to provide a rounded and wide-ranging skills training programme comprising five compulsory strands of engagement:
1.   research skills
2.   teaching skills
3.   subject specific skills
4.   generic/core skills
5.   extra-mural studies

d. Income

A number of staff have secured funding for their individual research projects over the last REF period. In terms of the RAE 2012/13 allocation, monies were used to support four researchers within the School, namely, Edward Philips (£800 for research into wildlife crime), **Angela Laycock** (£500 for her vulnerable witness project) and Kim Everett/Lucy Yeatman (£750 for their genetic parentage project). Phillips has also been awarded a research grant to conduct empirical research relating to wildlife crime involving birds of prey. Lucy Yeatman was awarded a grant of £2,000 from the Association of Law Teachers LERN research fund to spend on her project looking at law students' reading habits. **Dr Opi Outhwaite**, an early career researcher, has also received research funding (with a value of £11,000) from Greenwich Research and Enterprise (GRE) for the project 'Legal frameworks for honey bee biosecurity and conservation'. The project, which links with **Outhwaite's** work in the broader fields of biosecurity law and biodiversity, has also earned her a funded research fellowship with DEFRA allowing her to spend the majority of her time working on her research interests. In 2012/13, **Professor Darrick Joliffe** obtained 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 addition to peer review of articles within its own research groups, the School has in place a formal process for peer review of research funding applications. This is in line with the University's policy of requiring all external applications over £20,000 to be reviewed by the University's Peer Review College. The College also reviews all bids of less than this amount made to prestigious funders such as the Royal Society or Research Councils. Peer review is seen as a useful staff development tool, particularly for early career researchers and less established researchers and research groups. New funding opportunities for research are publicised monthly via the School's Business Development Manager as part of the University's Research & Enterprise initiative. These include fellowship schemes, EU funding schemes and other research grants. The University also provides competitive peer-reviewed access to internal funds at the individual level through an

internal seed funding system. This funding is largely derived from QR funding allocated to the University and is the main mechanism by which this money is reinvested, increasing research activity and quality across the institution.

infrastructure and facilities
The School has a formalised programme of staff development/research seminars throughout the academic year. A staff member is responsible for engaging guest/in-house speakers and coordinating regular research seminars. A budget of £2,000 is set aside each year for the promotion of a staff research seminar series and, more specifically, a postgraduate conference (held annually) which provides a platform for both staff and postgraduate students to present research papers to colleagues in the School. An annual budget is also set for staff development to support attendance at conferences. New members of staff are also encouraged to participate in the supervision of postgraduate dissertations on the LLM programmes and at doctorate level.

As a member of the School of Humanities Research and Enterprise Committee, **Professor Pawlowski** is responsible for coordinating research within the School. The various research groups meet regularly to discuss research initiatives/proposals within their specialist areas. There is also scope for joint/collaborative research projects among the research groups themselves. For example, there has been significant collaboration between the criminologists and criminal law staff in working on shared outputs in criminal justice and the criminal process.

Research highlights are reported on a bi-monthly basis to the Research and Enterprise Committee, chaired by the School of Humanities and Social Sciences' Director of Research and posted on the School's research website. Individuals are required to enter details of their publications on the University's GALA (Greenwich Academic Literature Archive) open repository website. The School is also required to produce an annual return of individual research outputs to the Committee as part of its research audit. This information is then fed into the School's Annual Monitoring Report which is submitted to Academic Council. As part of the process of individual staff appraisal, research output is monitored and assessed annually by the Head of School or Dean with a view to offering appropriate support for the forthcoming year to fulfil research goals and targets.

Staff training in research ethics is provided by the Postgraduate Research Office which includes information about University policy, guidance notes on the procedure for obtaining research ethics approval for particular research. All applications for approval are considered by the University's Research Ethics Committee on a regular basis.
All researchers have access to the services of the GRE which is the research office of the University. Based within the GRE is the Business Development Manager's role which involves facilitating and developing research and enterprise activities, in particular, assisting with ideas and projects and giving support to funding and tendering applications. The Business Development Manager meets with staff who wish to find out about more expertise and enterprise. The GRE also runs a comprehensive series of developmental workshops targeted at meeting the needs of researchers seeking funding.

In terms of research facilities, the School of Law has the advantage of an excellent law library on Campus, supported by a qualified law librarian, and online access to the main legal databases (Lexis-Nexis, Lawtel, Westlaw UK, etc.). Apart from a separate postgraduate common room located in the campus library with full IT facilities, all the School's postgraduate law students benefit from free access to the Institute of Advanced Legal Studies Library in London during their period of study.

e. Collaboration and contribution to the discipline or research base
Sandra Clarke has presented at the Association of Law Teachers conference in 2010 and 2011. The presentation in 2010 (later written up in the Liverpool Law Review) led to a three-way collaboration on the use of discussion boards between herself, Caroline Strevens, (University of Portsmouth) and Michael Blissenden, (University of Western Sydney), which was presented at the ALT conference in 2011 and is to be published in another article. Her research has led to offers of further collaborations with Australian universities, in particular, the Australian National University, Canberra.

Edward Phillips is working together with an interdisciplinary group of academics to investigate the teaching of Islamic Studies (including law) across the UK. The Steering Group that has been set up has received initial funding from the HEA/HEFCE. He has also been invited by the editors of Global Policy to participate in a number of roundtable summits, with other academics and representatives of the Ministry of Defence and the Navy. The first of these was on 'Maritime security: legality and legitimacy' (held at the LSE on 21October 2011). The second, on 'Maritime power: the Libya intervention', was hosted by Commodore Neil Brown, Director of Naval Staff abroad HMS Liverpool (held on 30January 2012).

Olga Martin-Ortega is currently involved in a research project with the University of Seville to draft policies to do with to human rights, for Spanish multinational corporations, to be submitted to the Spanish government. She has started collaboration with the Pontificia Catolica Universidad de Peru (Lima) to establish a network of academic, civil society and local authorities who will devise policies for sustainable management of supply chain and natural resources sourcing. She has also begun work with the Spanish branch of the NGO Oxfam (Intermón-Oxfam) on the practical implementation of the UN Guiding Principles on Business and Human Rights in the Spanish speaking world.

Professor Steven 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 the UN High Commission for Human Rights) and non-governmental organisations (including, for example, Human Rights Watch and Education Above All).