

<b>Institution:</b> University of Lincoln
<b>Unit of Assessment:</b> 22 – Social Work and Social Policy
<p><b>a. Overview</b></p> <p>This submission draws on research within the <b>Policy Studies Research Centre (PSRC)</b>, which encompasses social policy, social work, criminology, politics, international relations, and sociology. Membership of the PSRC includes all academic staff in the School of Social and Political Sciences, plus associates in other schools, including the School of Health and Social Care and the School of Sport and Exercise Science. The Centre currently includes 37 academic members of staff and 18 research students. This submission is one of two UoAs within the PSRC; the other is Politics and International Studies (UoA21), for which 8 staff are submitted. The PSRC includes three research groups in UoA22: <b>governance and regulation</b> (with researchers in UoA21); <b>social inclusion/exclusion</b> (with researchers in UoA21); and <b>pedagogy</b> (with researchers in UoA25).</p> <p>The UoA has advanced understanding in a variety of areas including: housing and urban/rural regeneration, health, community relationships and wellbeing, crime and policing, central and local government, equalities, and children's services, thus supporting the University's mission to engage with the public and contribute to social, economic and cultural life more widely. The high quality of the UoA's profile is demonstrated by: the production of internationally important research outputs; the generation of income for cutting-edge policy-related social research at international, national, regional and local levels; participation in, and organisation of, international conferences, seminars, colloquia and symposia; editorships of international journals; and participation in international academic organisations and networks.</p>
<p><b>b. Research strategy</b></p> <p>The PSRC and School aim to: continuously improve the research environment; invest in the building of key research capabilities and resources; underpin the continued professional development of researchers; raise the impact of research outputs; and strengthen the postgraduate offering. The PSRC's strategy is to:</p> <ul style="list-style-type: none"> <li>• continually strengthen its research groups;</li> <li>• enhance research quality, including through its staffing strategy (section c.i.);</li> <li>• further increase and strengthen internal and external collaboration;</li> <li>• deepen involvement with research users and enhance their impact on research and policy-making;</li> <li>• further increase the number and proportion of research-active staff;</li> <li>• increase the number of research student registrations and higher degree completions (section c.ii);</li> <li>• grow research income (section d).</li> </ul> <p>The success and coherence of the <i>research groups</i> is reflected in greater collaboration, within and across disciplines, with other subjects within the University, and with external agencies. All researchers whose work falls within this UoA have shown evidence of collaboration with others, both within and outside the UoA. For example, most research outputs since 2008 have been jointly authored, and nearly all funded research projects have been undertaken by research teams, either based within the PSRC, or involving researchers from different universities. Collaboration has also occurred with practitioners, through a variety of mechanisms, including knowledge exchange schemes (e.g. on community transport). Research students have been recruited for their fit with our research groups, and typically involve cross-disciplinary supervision (see section c.ii).</p> <p><i>Involvement with users</i> has been deepened in a number of ways, through for example: closer working with services for families with multiple and complex needs (Anitha, Bond-Taylor, Hicks, Somerville); supporting professionals, particularly in relation to pedagogy and employability (Crawford, Jameson, Strudwick); and linking with a wide range of organisations (local authorities, government departments, voluntary organisations, pressure groups and service user and community groups). Examples where service users have been involved <i>throughout</i> the research process include Hicks' work with community groups and Anitha's work with Southall Black Sisters.</p> <p>Our <i>impact</i> has been achieved in a variety of ways including by: influencing the influencers; improving the effectiveness of professionals and practitioners; and raising quality of life for service users, communities and the general public. Examples include: new legislation to tackle poor performance of doctors (Allsop); children's services reforms to address adolescent neglect (Hicks); and improved guidance for the management of children's homes (Hicks).</p>

## Environment template (REF5)

Since 2008, in part as a result of substantial investment, numbers of research-active staff have grown considerably (see section c.1), both in absolute terms and as a proportion of total staff.

The PSRC's long-term goals are for both UoA22 and 21 to be in the top decile of submissions in the United Kingdom, as measured by its peers in these subject areas, and for all academic staff in the School of Social and Political Sciences to be involved in high quality research and dissemination. These longer-term goals will be achieved through our staffing strategy (see section c.i.), combined with a range of School/PSRC and institutional support mechanisms (see section d).

For 2013-19, the strategy will continue to focus on the existing commitments listed above (on research themes, collaboration, user involvement, impact, and research growth). We will give priority to achieving world-leading outputs and increasing the proportion of staff who produce them.

*Support to staff* is directed primarily towards these objectives (see section c.i.). Research performance is monitored annually at University, College and School levels, including by using expert advice from outside the University, and quarterly through the PSRC committee. Income generation also continues to have a high priority, in order to fund research activity, maximise its impact (see section d), and support the development of staff and research groups.

The PSRC has an established and continuing strategy for *nurturing new research*, with a key component of that being staff acting as critical friends in the generation of research outputs and external income. Research colloquia allow staff and PGRs to present early research findings, draft publications and funding bids, to an audience of other PSRC members, while a companion research seminar series draws primarily on external speakers. A biannual research away day combines a round-table plenary on key research issues, such as income generation or research impact, with a series of small-group sessions at which staff table research proposals and draft publications for discussion. The PSRC also maintains a database of all funding applications – successful and unsuccessful – to facilitate the sharing of best practice.

### c. People, including:

#### i. Staffing strategy and staff development

The University has made considerable strategic investment in staffing for this School and UoA. It has signed up to the principles of the Concordat to Support the Career Development of Researchers, and introduced minimum academic standards for research productivity within its annual appraisal system, which also supports staff to develop strategies for advancing their research. Typically, staff are expected to produce at least one peer-reviewed publication each year. Each researcher has a nominated research mentor as part of the Continuing Professional and Personal Development Framework, and has access to a Further Study Fund, which covers all or part of fees for further study. All staff within the School of Social and Political Sciences register, for access by colleagues, the research skills and activities where they are able to offer support, such as particular research methodologies and methods, writing for publication, or conference organisation.

The staffing strategy is key to increasing the quality and quantity of research outputs, developing research groups, deepening user involvement, enhancing impact, generating income, attracting research students and increasing the number of PhD completions. Since 2008, the School has developed its research environment significantly, including through:

- appointing the 7 new staff submitted in this UoA (Anitha, Colosi, Dobbernack, Dunn, Haux, McKay, Wallace), who have expertise in a variety of research methodologies, including ethnographic and quantitative approaches. Three of these (Dobbernack, Dunn, Wallace) are Early Career Researchers (ECRs). In addition, 6 other new staff have been appointed in the School (4 of whom are ECRs) and 5 of these are submitted in UoA21;
- granting research sabbaticals to School members (normally covering a period of 3-4 months, on the basis of an expected output, such as a high quality journal article, a book or a funded research proposal). Six staff within this UoA have benefited to date: e.g. Beckmann completed a book and Anitha wrote a successful proposal for a large research project;
- supporting School members (including 4 within this UoA – Haux, Jameson, Somerville, Wallace) through a College Research Fund, with competitive grants of up to £5,000, to conduct research producing high quality outputs and/or to raise research income;
- developing mechanisms for mutual support, such as research colloquia and away days, peer review (e.g. of research bids and articles), and internal and external assessment of output quality and impact;
- employing all staff on permanent contracts, to provide greater stability for the research base.

**Environment template (REF5)**

In RAE 2008, 13 staff were submitted within this UoA. Of those, 3 (Clark, Crimmens, Saks) have left the university (although Saks has maintained close links and is now submitted as a Cat C researcher), 1 (Neary) is now submitted in UoA25, and 1 (C Bochel) in UoA21. Of the remaining 8, 4 are resubmitted (Allsop, Beckmann, H Bochel, Somerville). One member of staff from the School of Health and Social Care (Hicks) is also submitted. These changes have not affected the nature of the research groups, or indeed their overall direction. Other existing members of staff, although not submitted in REF2014, have produced high quality outputs.

Beyond 2014, the successful policies, including staff recruitment, sabbaticals, funding for excellent research, and mutual support will be continued. All research active staff will receive sabbaticals. While more than 90 per cent of staff in the School are research active, the small number of staff who are not currently are expected to be so by 2017 at the latest, and will receive appropriate support, e.g. through the annual staff appraisal process, mentoring and collaboration, to produce outputs and make bids for funding, alone or with other researchers, both external and internal (see d. below). Such research activity is supported at all levels of the institution (University Research Office, College and School) in a variety of ways, including notification of funding opportunities, assistance in budgeting and completion of forms, specialist research seminars and forums, and mentoring of new and aspirant researchers.

**ii. Research students**

Since 2008, staff within the PSRC have supervised to completion 8 PhD students, of whom 3 fall within this UoA and 5 in UoA21, and acted as examiners, both internal and external, for 18. Currently 18 postgraduate research students (PGRs) are enrolled in the PSRC: 7 full-time (5 within UoA22) and 11 part-time (8 within UoA22). Extensive and synergistic collaboration occurs between UoA22 and UoA21 staff, with many students being supervised by members from both UoAs.

Over the REF period, PGRs within this UoA have studied a wide variety of topics aligned with the UoA's three research groups: governance and regulation (e.g. local government modernisation, collaborative governance in mass transportation); social inclusion/exclusion (e.g. domestic violence, social policy in Ghana, consumers as victims, pubs in rural communities, rural community engagement, anti-social behaviour, rag-pickers in New Delhi, gender and violence); and pedagogy (e.g. Steiner education, physical education, transforming higher education).

Research students have the same access as academic staff to institutional forms of support, such as IT, funding for external research training and expenses, staff development, conference attendance, etc. The College provides hot-desking facilities for all postgraduate research students in dedicated offices. In accordance with the University's Student Engagement Strategy, research students play a full part in the life of the PSRC, being represented at PSRC and College committee meetings, and are expected not only to attend PSRC seminars and colloquia but also to present their work to at least one colloquium during the period of their studies. They are also members of the University's Graduate School, which offers research education and career development programmes and a support network, as well as championing the interest of research students across the University. Students receive considerable support, including to: present their work at seminars and conferences (both internal and external) and an annual University Postgraduate Student Conference; get their work published; identify potential research funding; and learn skills transferable to the workplace. This is in addition to extensive online and physical library facilities and IT support for all students and facilities for the unit's PGR students.

Supporting the PSRC strategy to boost the numbers of research students, the university funded bursaries for two full-time students (graduate teaching assistants (GTAs)) for a period of three years in 2009, in 2012, and again in 2013 (six in all). Further such bursaries will be funded in future. One of the first two bursary-funded students submitted his thesis at the end of 2012, and the second is due to submit in November 2013.

For 2013-19 the number of PGR students will be increased to at least 25, with at least 10 of these being full-time. Given that 6 PGRs are currently close to completion this is an ambitious target, but capacity for research student supervision has increased with recent staff appointments.

**d. Income, infrastructure and facilities**

Members of the PSRC work closely with the Research Officer and Business Development Managers in the College to help identify opportunities for funding and collaborations to develop grant applications. This ensures a coordinated approach. The School also enjoys mutually beneficial relationships with local and regional organisations and communities, including

## Environment template (REF5)

Lincolnshire County Council and the City of Lincoln Council, evidenced in regular consultations and collaborations on research projects, as well as student internships.

**Income**

The PSRC has developed an active and supportive research culture in which an external strategy designed to encourage links with the wider research and policy community is combined with a well-developed collegiate approach to encouraging research and the generation of external income. This has resulted in most staff within the School winning external research contracts, where they have generally been the principal investigator (PI); 10 within this UoA have been PIs over the REF period (Allsop, Anitha, Bond-Taylor, H Bochel, Colosi, Haux, Jameson, McKay, Somerville, Strudwick). Also within this UoA, but in the School of Health and Social Care, 2 members have been successful in generating research income (Crawford, Hicks). Staff within the School, but in UoA21, have also been successful (including C Bochel, Defty, Langlois and Parks). All this has resulted in a much greater variety of externally funded research, as well as an increase in the overall amount of income generated (from £113,040 (2001/2-2006/7) to £134,165 (2008/9-2011/2)), and the number of staff involved in income generation has substantially increased.

The **PSRC** has drawn from a wide variety of sources of funding: research councils (e.g. ESRC funding of research on community governance, on multiple exclusion homelessness, and on sexual entertainment venues), British Academy, government departments, non-departmental government bodies, local authorities, health authorities, police authorities, local partnerships, charitable foundations (e.g. Joseph Rowntree Foundation on family and poverty, Leverhulme Trust), and voluntary and community groups, using a variety of methods: competitive tenders, proposals to external funding organisations, and invitations from local and regional organisations.

Since 2008, the **PSRC** has secured 24 returnable externally funded research contracts within the School. These contracts fall within the scope of the UoA's three research groups as follows:

**Governance and regulation:** the overall focus has been on research (in collaboration with researchers in UoA21) that enables improved participation in and scrutiny of governmental and political processes at national and international levels, e.g. H Bochel's work on the attitudes of parliamentarians to welfare (House of Lords and welfare, Nuffield Foundation, 2008/9, £7,402).

**Social inclusion/exclusion:** most research funding for the UoA falls within this group. The overall focus has been on research that can be used to support the empowerment of subaltern groups, such as: on *South Asian women: Striking women: South Asian workers' struggles in the UK labour market* – from Grunwick to Gate Gourmet, Anitha, AHRC, 2012/13, £81,042; *Transnational abandonment of South Asian women: a new form of violence against women*, Anitha, British Academy, 2013/16, £29,172; *Change Together*, Anitha, Foreign and Commonwealth Office, 2010, £3,500 (out of total £20,000, led by Asha Projects); on *disadvantaged families and young people: Evaluation of preventative interventions*, Bond-Taylor/Somerville, Lincolnshire Youth Offending Service, 2011, £3,780; *Evaluation of Families Working Together*, Bond-Taylor/Somerville, Lincolnshire County Council, 2011/13, £23,020; *Racist incidents in schools*, Somerville, Lincolnshire County Council, 2009, £5,000; *Parenting and contact before and after separation*, Haux, Nuffield Foundation, 2013/14, £57,681; *Caring Together evaluation*, Somerville/Bochel, Lincolnshire County Council, 2007/8, £2,000; *Communities in Care*, Hicks, AHRC, £31,409; *Looking Back for the Future*, Hicks, £19,544; *Telling our Stories*, Hicks, £37,886; on *people with complex needs: Boston drugs project*, Somerville/Jameson/Strudwick, Lincolnshire DAAT/Boston CSP, 2009/10, £10,000; *Losing and finding a home: homelessness, multiple exclusion and everyday lives*, Somerville, ESRC, 2009/12, £11,603 (out of total £163,000 led by University of Salford); on *older people: Community transport needs*, Somerville/Alamanos, Lincolnshire County Council (Knowledge Exchange Funding), 2012/13, £30,000.

**Pedagogy:** this group undertakes research that can inform teaching practice, e.g. to *increase student employability: Employability skills in the social sciences: parent and student expectations*, Jameson/Strudwick, CSAP, 2011, £6,000; *Criminology in the professions: turning academic benchmarks into employability skills*, Jameson/Strudwick/Bond-Taylor, CSAP, £8,300; *Exploring the use of Open Educational Resources for embedding employability into the undergraduate curriculum*, Jameson/Strudwick/ Gordon/Bond-Taylor, HEA Change Academy, 2011/12, £5,000; and to *enhance student learning: What does feedback mean?*, McCann, Higher Education Academy, £4,500; *teaching quantitative methods using secondary data*, McKay, ESRC, £100,000 (of which £50,000 to Lincoln).

**Environment template (REF5)**

External funding has led to the production of a range of high quality outputs, for example on:

- South Asian women workers' struggles – four journal articles and a wide range of impacts including a graphic novel (Anitha);
- sexual entertainment venues - a book, two journal articles and a book chapter (Colosi);
- children's homes – two journal articles, a book and a practice guide for the National Centre for Excellence in Residential Child Care (Hicks);
- adolescent neglect – a book, a journal article, a NSPCC guide for young people and a DCSF practice guide for multi-agency staff (Hicks);
- community governance – three journal articles to date, and contributions to Young Foundation seminars on neighbourhood governance (Somerville);
- parliament and welfare – three journal articles and contributions to submissions to select committee enquiries (Bochel);
- medical regulation – four journal articles, two book chapters, and a report cited by the Chief Medical Officer as having had a direct influence on his policy recommendations (Allsop).

For 2013-19, mainly through continuing and deepening the staffing strategy outlined above, there will be greater emphasis on winning large research contracts, and on both raising the quality of outputs and widening and deepening their impact on society, for example through greater international collaboration and more significant political and policy influence. Reflecting this, the School has attracted an additional £480,000 in external research funding since 1 January 2013, including: a large contract on global environmental law (£267,500 over 5 years) with researchers at the University of Edinburgh, International Institute for Sustainable Development, and two NGOs (Archipelagos in Greece and Natural Justice), from the European Research Council; £58,000 from the Nuffield Foundation, to look at the relationship between parents and children before and after separation; and smaller sums from the British Academy and the Joseph Rowntree Foundation.

**Infrastructure and facilities**

Research is central to the University of Lincoln's Strategic Plan 2011-16. Research and external income targets are set annually, and the PSRC benefits from support provided by the University Research Office (URO) and Enterprise@Lincoln, working closely with the College Research Administrator and Business Development Managers. From 2013 the University is also making available an annual £500,000 investment fund to assist staff with the development of new research opportunities, particularly for pump priming new research, developing early career research, PhD studentships, and generating impact (two projects from the School that reflect these priorities, involving staff from UoAs 21 and 22, are being supported with a total of £80,000).

URO deploy a range of support mechanisms including: providing access to expert consultant advice on developing and making funding bids; identifying potential partners for collaborative research; managing the cross-University peer review process for research tenders; maintaining a centralised on-line database (Awards Management System) of successful and unsuccessful bids, supporting bid management and enabling the dissemination of best practice; and working alongside our researchers to ensure that their proposals are costed to deliver value for money.

Enterprise@Lincoln supports effective project management early in the research process – e.g. through managing consultancy and partnership arrangements, they support collaboration with bodies such as government departments, local authorities and non-governmental organisations.

The PSRC and the School sit within the College of Social Science. Each College has a Director of Research (currently H Bochel), with dedicated administrative support, to lead and encourage a strong research culture. The College subscribes to core research databases (e.g. UKRO) and the College Research Administrator collates information on funding opportunities and disseminates this weekly. She provides support to develop bids, including costing, editing and managing online submissions, and coordinates cross-college meetings around specific programme areas. The College also plays a key role in ensuring research quality. For example, it administers the College Research Fund, and a Peer Review Group, comprising senior academics with a track record of attracting external funding, reviews all applications for external funding prior to submission.

For PGR students, the Graduate School provides research education, career development programmes and a support network. All students are supported to present their work at seminars, to publish and to identify research funding.

Each School has a Research Ethics Committee, which reports to College and University Research Ethics Committees. The College Research Ethics Committee includes independent lay

members.

**e. Collaboration or contribution to the discipline or research base**

**Collaboration:** Internal collaboration (within the University) occurs in relation to most research outputs and research contracts. External research collaborations have been led mainly by members of the governance and regulation and social inclusion research groups, and have involved a variety of universities (these include Birmingham, Kent, Manchester, Nottingham, Southampton, Salford, and York, Ryerson University (Canada), Suez Canal University (Egypt) and Kobe Gakuin University (Japan), local authorities (e.g. Lincolnshire County Council, Stoke City Council), third sector organisations (e.g. the Children's Society and NSPCC on adolescent neglect, Southall Black Sisters on women workers' rights, Asha Projects on violence against women, and the Foundation for People with Learning Difficulties) and community groups. Examples include collaboration with:

- five community groups on 'Telling Our Stories' (Hicks), an Arts and Humanities Research Council project involving a multi-disciplinary team of ten from the University of Lincoln, supporting five community groups to research aspects of their heritage;
- University of Toronto on 'Shifting between Hospital and the Community: Policy Implications for Care, Clients and Providers' (Saks), funded by Canadian Institutes of Health;
- Lincolnshire County Council on community transport (Somerville and Alamanos), a Knowledge Exchange Scheme assessing the community transport needs of Lincolnshire residents, with a view to improving quality of life particularly for older people in Lincolnshire;
- Lincolnshire County Council on Families Working Together (Bond-Taylor and Somerville), an evaluation of a government-funded Children's Services project providing intensive support for families with multiple and complex needs;
- national organisations (including *A National Voice* and the *Young People's Benchmarking Forum*, managed by the National Care Advisory Service) on 'Communities in Care' (Hicks), a review of the relationship of community to the lives of looked after children and young people;
- the European Sociological Association Research Network on Professions on the impact of globalisation on the professions (Allsop and Saks);
- University of Toronto and Ryerson University, on the Canadian Research Network for Care in the Community (Saks), funded by the Social Sciences and Humanities Research Council of Canada;
- the Foundation for People with Learning Difficulties, British Institute for Learning Disabilities, and the Valuing People team to contribute to good practice guidelines and information for service users, and, for example, with local carer and learning disability organisations to involve service users, such as in action research projects (Walker).

**Interdisciplinary research:** This occurs within the School (especially between social policy, criminology and politics), across the University (e.g. with social work, health and business), and with other universities. For example, Allsop and McKay contribute to the Lincoln Institute of Health (UoA3), including through providing advice on research methods and reviewing draft journal articles; Allsop has contributed to a book on the founder of Diabetes UK, published together with consultants in that specialism, with the support of the pressure group, Diabetes UK. Dobbernack contributed to ACCEPT Pluralism, a 15-country FP7 project that brought together researchers from a number of countries as well as disciplinary backgrounds (including political science, sociology, anthropology, philosophy) to look into levels of tolerance in European countries ([www.accept-pluralism.eu](http://www.accept-pluralism.eu)). Hicks worked with researchers from media, sports, education, English and history to support five community groups, funded by AHRC in association with the Heritage Lottery Fund. McKay has an ongoing project on child maintenance (funded by Nuffield Foundation) with a research team from Law (Arizona State University, Trinity College Cambridge) and with survey specialists (NatCen, Bryson Purdon Associates), and was a member of an AHRC network on shared parenting (with various disciplines, including law and philosophy). White's work on state violence experienced by political detainees in Northern Ireland lies in the field of transitional justice at the intersection between criminology and politics, and will be published as a sole-authored book by Routledge in early 2014. Somerville worked with psychologists and sociologists at the University of Salford on multiple exclusion homelessness research, as well as with practitioners working for homelessness organisations; he also co-edited a book (with Bosworth in the Lincoln Business School) on *Interpreting Rurality* (Routledge, 2013), with chapters from disciplines that include

## Environment template (REF5)

economics, social policy, criminology, tourism, business studies, history, literary criticism, and rural sociology. Much of Bochel's work is by its nature, interdisciplinary, drawing on insights from and working with colleagues from both social policy and politics.

**Journal editorships:** These include: joint managing editor of *Social Policy & Society* (H Bochel, with C Bochel (UoA21)); editor of the *Journal of Poverty & Social Justice* (McKay); long-term associate editor of *Knowledge Work and Society* (Saks); editor of a special issue of *Enhanced Learning in Social Science (ELiSS)* on 'student as producer' (Strudwick).

**Editorial board/committee membership:** Currently includes: *Journal of Social Policy* (H Bochel, Haux), *Journal of Co-operative Studies* (Somerville); *Social Policy and Society* (Anitha, Wallace); *Social Policy & Administration* (McKay); *Current Sociology* monographs series (Saks); *Journal of Professions and Organizations* (Saks); *Portuguese Journal of Social Sciences* (Saks); *Sociopaedia* (Saks); *ELiSS* (Strudwick); *The Student's Companion to Social Policy* (Haux).

**Research network membership:** European Network for Housing Research (Somerville); Central England Rural Research Network (Somerville); European Sociological Association Research Network on Professions (Saks); International Sociological Association Research Committee on Professional Groups (Saks); various networks in medical regulation and social policy (Allsop).

**Invitations to make expert contributions:** Most staff within this UoA have been so invited. Contributions varied from Allsop's meeting with the House of Commons Health Select Committee on complaints in healthcare settings (Jan 2010) and C Bochel's involvement with the Backbench Business Committee and oral evidence to the Political and Constitutional Reform Select Committee, to Beckmann's performance in a panel discussion on sadomasochism at a music and philosophy festival at Hay on Wye (2012), and from Hicks's keynote address to the conference that launched the Scottish Government's guidance for the external management of residential childcare establishments (June 2013) to McKay's membership of the ESRC Scientific Advisory Committee overseeing the three main British Birth Cohort Studies (1958, 1970 and 2001 birth cohorts) (2005-9). Saks has given international keynote addresses/public lectures at conferences and universities in many countries, such as Japan, Germany, Norway, Sweden, Spain and Portugal, including (2013) the annual Distinguished Professor Lecture in Sociology and Social Policy at Arizona State University, USA. Walker has given keynote addresses, including to the Europe into Action annual conference in Slovenia (2013) and the British Institute for Learning Disabilities conference in Birmingham (2013).

**Membership of professional associations:** Staff within the PSRC are members of a wide range of professional associations, both academic and practitioner. Those holding specific offices within these associations include: Social Policy Association (H Bochel – member of the Executive, Haux – Hon. Secretary, McKay – member of the Executive 2007-10), European Group for the Study of Deviance and Social Control (Beckmann – long-time treasurer and representative of the UK section of the Group), European Sociological Association (Saks – member of the Board of its Research Network on Professions), International Sociological Association (Saks – President/Vice-President of its Research Committee on Professional Groups and until recently member of its Research Council; Wallace – member of Research Committee 21 on regional and urban development), Study of Parliament Group (H Bochel).

**Scholarly events/conferences:** The Centre has hosted major international conferences, such as the Social Policy Association annual conferences in 2010 and 2011. Beckmann organised the conferences of the British/Irish section of the European Group for the Study of Deviance and Social Control in Manchester (2010) and Nottingham (2014). The PSRC's colloquia and seminar series bring together researchers from the PSRC (including PGRs), staff from other research centres within the University, and external speakers, including researchers from other academic institutions and leading members of the wider policy and research community.

**Other:** All staff are active reviewers of articles for academic journals, book proposals and books. Most staff have examined PhDs, internally and externally. Allsop and H Bochel are members of the Social Work and Social Policy Panel of the 2014 REF. Allsop and H Bochel are Visiting Professors at University Campus Suffolk. Saks is Visiting Professor at the University of Essex. McKay was Director of the ESRC Doctoral Training Centre at the University of Birmingham 2010-13. H Bochel, Hicks, McKay and Somerville are members of the ESRC Peer Review College, and H Bochel was an ESRC First Grants panel member (2009). H Bochel is a Visiting Fellow at the Hansard Society. Walker was consultant on a research project on care for older people in China (2011-12).