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Institution: Edge Hill University
Unit of Assessment: Social Work and Social Policy
<p>a. Overview</p> <p>Social Work & Social Policy research at Edge Hill involves purposeful collaboration between several departments in the Faculty of Arts & Sciences (Social Sciences, Law & Criminology, Sport & Physical Activity and the Business School), Social Work in the Faculty of Health & Social Care, and the Faculty of Education. This collaboration is facilitated firstly by the Institute for Public Policy and Professional Practice (I4P) led by Diamond, a cross-Faculty research institute established in 2013, secondly by the Children, Young People and Social Change (CYPSC) Research Group led by Coppock and Cockburn [appointed after the census] and thirdly by interdisciplinary research networks, most notably that for Social Justice, Rights and Social Change (SJRSC), led by McGovern. Social Sciences research at Edge Hill has seen the benefit of significant investment in staff and in support for research students over the last six years. Of the sixteen staff in this submission, eleven have been appointed since RAE 2008 as part of the University's strategy to transform itself from a teaching-led institution, noted for the excellence of its teaching and its performance in the National Student Survey, to one that is to be known for excellence in both teaching and research.</p>
<p>b. Research strategy</p> <p>The 2008 SWSPA submission included 21 staff across six departments. Since then, the University's significant investment in research has resulted in an increase in the numbers of research active staff reflected in submissions to many more UoAs in 2014 (twelve as opposed to six). Consequently the University is in a position to present submissions which may be regarded as more academically coherent than was the case in RAE 2008. The University's research strategy has identified a number of key generic areas as priorities: i) to grow excellent research with particular emphasis on applied research working in partnership with research users; ii) a recruitment strategy that foregrounds excellent research as an appointment criterion and supports and develops young academics (evidenced by the large number of new appointments, particularly ECRs, included in this and other submissions); iii) a staff development programme that provides support for staff to realise their research potential alongside a promotion process that rewards research and impact; iv) a workload model that gives adequate weighting to research and impact activities; v) investment in post-graduate students best illustrated by the Faculty's graduate teaching assistants (GTA) programme and generating a vibrant research culture that supports timely, successful completion; vi) support for staff to make more and better applications for external funds.</p> <p>These strategic priorities have provided the context in which the social sciences has developed at Edge Hill and the expansion of research in the last five years has had a particular impact on the UoA. In preparation for the REF, the University moved towards identifying three key, cross cutting research themes to bring together researchers from a range of disciplines to engage in collaborative projects, create a dynamic research environment to support staff and PGRs in their work, and to provide a hub for external partnerships. These have culminated in the establishment of three institutes including the Institute for Public Policy & Professional Practice (I4P) which incorporates projects in this submission. This is complemented by two bottom-up research groupings in the UoA on Children and Young People, and Social Justice, Rights and Social Change. These three themes help generate a supportive research environment where senior staff support ECRs in research planning and project development, staff and PGRs participate in regular research seminars and local strategic priorities are identified. While these three themes are distinct, there are overlaps and the key principle for all is critical engagement with practitioners. These three areas help to shape the recruitment strategy for staff and PGRs of the unit, as well as forming the basis for contact with external partners.</p> <p>Under the theme, Public Policy and Professional Practice, the focus on research to stimulate critical debate about social change in the age of the Big Society is reflected in Diamond's work on the voluntary sector, and earlier work on equality and diversity in local government has developed further with Diamond's work, supported by Knowledge Transfer Partnerships, with local authorities in Wigan and West Lindsey (Lincolnshire). This engagement strategy also involved close collaboration in research and impact-related activities, another example of which is that with the voluntary and policy-making sectors (Diamond impact case study). This strand of</p>

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activity was informed by the organisation of conferences / workshops and public lectures, including an Annual Summer School for policy makers, practitioners and local government professionals and hosting the Annual Rev. Jesse Jackson Lecture (speakers have included: Jesse Jackson and *Guardian* journalist Gary Younge). In 2011 the University hosted a Public Lecture Series on the Future of the Public Realm (speakers included Matthew Taylor, Anna Coote and Julia Unwin). Other public lectures delivered on campus during the assessment period include: Bishop James Jones of Liverpool (Chair of the Hillsborough Independent Panel), Lord Parekh of Westminster, Dr Richard Benjamin (Director of the International Slavery Museum, Liverpool) and Dr Giles Fraser (formerly Canon at St Paul's Cathedral). These events help to draw in the local community to engage with debates on issues of social importance.

The work in this area and the links with colleagues in Health and Social Care and Education led to the foundation of the **I4P** in 2013. Led by **Diamond**, it will engage with the changing and changed context of public policy and the role of public agencies is in a period of change. The Institute is also committed to exploring the opportunities for cross-sector collaboration and co-operation and to draw on the experience of practitioners as well as academic researchers to inform new ways of working and learning, as exemplified especially by the work of **Coppock**, **Diamond**, **Foster**, **Hester**, and **Leigh**. The Institute's work will be global in reach, reflected, for example, in the work of **Kholeif**, **Pinar** and **Vathi**. Projects will be led by mixed teams to provide leadership and mentorship for junior colleagues. Building on her work on migration, cosmopolitanism and identity, **Vathi** (ECR) is undertaking field work research (supported by internal funding) examining *Identity Formation Amongst Albanian Young Return Migrants* directed at attracting future external funding. **Pinar** (ECR) is an economist who applies econometric analysis to questions of sustainability and governance. **Kholeif** works on management accounting and its application in emerging economies, especially in the Arab world. A series of research themes and strands are being developed as illustrated here. **Bunyan** (PI) and **Diamond** are working on a project funded by the Webb Memorial Trust on 'fairness commissions', inequality and youth poverty in the era of the Big Society. **Kinsella** works on homelessness in Liverpool, victimisation and fear of crime, with the aim of influencing local policies. **Leigh** (ECR) is a social-work practitioner who works on articulating an understanding of the phenomenological meaning of that professional identity.

Responding to the strategic aim of engaging with practitioners in the production of research, objectives of **I4P** for the next five years include undertaking commissioned evaluations and funded research projects which draw upon the skills and expertise of staff across the University; organising and hosting seminars, networks and conferences which bring together researchers, practitioners and policy makers to reflect critically on the developments and possibilities for public and third sector collaboration; and providing opportunities to support 'practitioners in residence' as a way of strengthening links between the University and its regional, national and international communities of practice with a view to producing impact on both policy and practice in the public sphere.

The work of **I4P** crosses over with research on children and young people which engages productively with reflective practitioners in children's and other public services, e.g. the research on social work practice by **Coppock**, **Foster**, **Keating** and **Leigh**. Other work on children and youth focuses on change and adaptation such as **Vathi's** work on migrant communities and **Brundrett's** research on education and HIV/AIDS awareness. Building on Edge Hill's significant reach into schools, colleges, sports clubs, community groups, prisons and health-care settings, the new **CYPSC**, led by **Coppock** and Cockburn (in-coming Head of Department) will be a cornerstone of future social policy-orientated research plans and initiatives. Based primarily in the departments of Social Sciences and Social Work, the work of the centre will be organised around a number of themes that reflect the research activities of staff, and the significant community, policy and academic issues that challenge children and young people and the authorities that seek to work with and for children and young people. As part of the strategic goal of producing engaged research with a practice focus, the centre includes the following priority areas: i) Families and communities: with projects on mobilities and inequalities, parenting, different family forms, relationships, ethnicity, social class, inclusion/exclusion, marginalisation, migration, refugees (**Brundrett**, **Coppock**, **Foster**, **Keating**, **Hester**, **Vathi**) ii) Education and education systems: including international comparative education studies, identities, training, apprenticeships, transitions, work, unemployment, globalisation and the Asian century (**Brundrett**, **Kelly**), and iii)

Participation and new cultures of democracy: focusing on civic and civil society, democratic participation, digital/social media, protest, hacktivism (**Kelly**, Finn). **Keating** is working on a single-authored monograph based on archival research on institutional child abuse in Ireland. **Brundrett** is developing research on cross-cultural and international perspectives on educational policy via a collaborative project with colleagues in Japan funded by the Japanese Ministry of Education (£10,500). **Hester** is researching children's conversations in day care settings as a means of informing policy and provision.

CYPSC will enhance the research environment by hosting regular research seminars such as the series hosted in 2012-2013, entitled *Research with Children and Young People* which included presentations by invited international academics (contributors from the University of Massachusetts, MA USA, the Australian Catholic University, Brisbane and Deakin Universities, Australia) allowing the Centre's ECRs and PGRs to explore their work and future research directions through discussion and dialogue with colleagues. Another cross-department and cross-faculty initiative is the development of the *Education Ethics Research Group*, led by **Reynolds** that includes colleagues in the Faculty of Education, and examines mechanisms and initiatives for the development of ethical thinking within education (and which was awarded a £5k grant by the Philosophy of Education Society of Great Britain in 2010-11). Internationally, **Hester**, **Moore** and **McGovern** are developing collaborative research with several organisations in the Netherlands (e.g. *Triodus*) on *International Comparisons of Early Years Provision*.

The theme of rights and social justice is a long-standing one which contributes to the shaping of debate and framing of critical questions around power and domination, especially in **Moore's** and **Reynolds'** work on gender and sexualities, and **McGovern's** work on the differing contexts of Irish and Muslim experiences of counter-terror law and policies and Wheeler's work on disability. The **SJSRC** network is an interdisciplinary grouping led by **McGovern** which cuts across departmental divisions and provides a focus for research exploring the dynamics of power and domination in two main areas: *Conflict, Community and Identities* and *Gender and Sexuality*. The former builds particularly on the work of **McGovern** examining conflict and post-conflict transition, and the work of **Coppock** on critical social work research. The latter draws on the research expertise and publication records of **Foster** on feminist research methodologies and of **Moore** and **Reynolds** on youth sexualities, sexual consent and sexual ethics, digital/on-line sexualities, pornography, relationships, and moral economies. The network is composed primarily of colleagues in UoAs 22 and 20 (which includes critical criminologists and human-rights lawyers). Its objectives are to advance and frame critical debate on issues of human rights and social justice. Throughout the last five years the promotion of a vibrant research culture has been encouraged through the organisation of specific events and activities, including public lectures, e.g., in 2011-12 **McGovern** organised a series on the theme of *(In)Security, Surveillance and the State* including both academic and non-academic speakers and attracted audiences of 200+ people. Movement of membership between I4P, research groups and networks is fluid and typically will be project based. We will organise seminar series, public lectures and conferences, support postgraduate research students and provide a forum for research collaborations. **McGovern** and **Coppock** are combining areas of discrete expertise for work on young British Muslims, mental health and counter-terror policies.

With the establishment of these research structures, the UoA now aspires confidently to be known for developing theoretically-driven research whose societal impact and relevance has been considered from the design stage, and this research is grounded in end-user participation, involving children, young people and minority communities as well as policy-makers in the research process. This is the litmus test of how we will recognise good research in the social sciences. Developing policy-relevant research, especially on children and young people, and reflective-practitioner development in a variety of social contexts have been established as the priority development areas and key strategic initiatives for future research plans, specifically directed at expanding international links and attracting external research and consultancy funding. Facilitating this work is a primary aim of the research infrastructures described above which will act as hosts for future seminar series, public lectures and conferences, vehicles for collaboration and future funding bids, and which will form a stimulating setting to attract and support postgraduate research students.

c. People, including:

i. Staffing strategy and staff development

The submission includes both experienced and early career researchers and reflects institutional investment in research which has greatly benefitted the development of social science research in general, and research on children and young people in particular. Since 2011 there have been nine appointments including a Professor in Childhood Studies (**Kelly**) and a new Head of Department (Cockburn, appointed after the census date). This submission includes three professors (**Diamond, Kelly, McGovern**) four readers (Cockburn, **Coppock, Kholeif, Reynolds**) and 11 additional colleagues (**Brundrett, Bunyan, Duffy** (ECR), **Foster, Hester, Keating, Kinsella, Leigh** (ECR), **Moore, Pinar** (ECR), **Vathi** (ECR)). Our strategy since 2008 has been to appoint to continuing posts only candidates who have completed PhDs and who demonstrate clear evidence of research ambition. Staff already in post have been supported in developing their research, e.g., **Moore** was awarded her PhD in 2010. The University rewards excellent research through promotion evidenced by **Kholeif** being appointed a reader in 2012.

The University prioritises Equal Opportunities in all aspects of its activities, including research. The institution has a regularly updated, widely distributed 'equality and diversity policy statement' informing staff and students of the principles, policies, strategies and support systems in place. The staff support team within Human Resources offer staff confidential support in raising issues of equal opportunities and diversity. We are in the process of making an application to Athena Swan and given our research interests, we are particularly keen to ensure we support all colleagues to realise their potential. Women have dominated recent appointments (66 per cent) and make up 50 per cent of the submission. We recognise, however, that women are underrepresented at senior levels. To address this we are providing extended mentorship for those colleagues who wish it and the leaders of the research groups will actively monitor progress of ECRs to ensure that they are able to reach their full potential. Additionally, we shall encourage all staff, but particularly women, to access training such as Vitae's Leadership in Action course to support them in aspiring to, and achieving, leadership roles. Various sources suggest that women planning or returning from maternity leave can find the opportunities diminished or the work-life balance more challenging. We will address this by phasing in women's return after maternity leave by reducing administrative tasks and teaching for the first six months.

We also recognise that our profile is skewed towards ECRs and that it is vital that we give them adequate support to enable them to excel equally in research and teaching. ECRs are given reduced administrative and teaching loads in the first year and are given priority with internal research support funds. They are mentored by senior staff and encouraged to participate in collaborative projects to help support them. Those who are immediately post-doctoral produce research plans to identify how they will generate quality outputs from their PhDs and to support them in creating a continuation strategy. To provide additional support, the faculty is to introduce an ECR forum to be coordinated by an ECR who has been in post for two years. The role of the forum is to provide a place for mutual support regarding all aspects of academic life. Senior staff will participate and offer assistance as invited: for example, to give workshops and surgeries on University systems and processes so that the ECRs are aware of all the resources they can access. This forum is in addition to the formal induction process and participation is voluntary. The majority of ECRs at Edge Hill are on permanent contracts which allows for improved research planning and both formal (appraisals, AAR) and informal structures (mentoring, ECR forum) are able to aid professional development without the threat of interruptions to contracts.

The University *Code of Practice for the Conduct of Research* enshrines support for the principles of the *Concordat to Support the Career Development of Researchers* and as a result developed a programme of training and briefing sessions delivered through the *Research Capacity Building Programme* (RCB). The RCB is explicitly mapped onto Vitae's Researcher Development Framework and staff are encouraged to use it in conjunction with a needs analysis which they review through the appraisal process. It includes sessions on writing for publication, developing your career, bid writing, methodology and data analysis tools, plus workshops on the 'digital researcher'. The RCB is open to all staff including associate tutors and those on temporary contracts. In addition, departmental research co-ordinators (in the Business School, **Diamond**; in Social Sciences, **Kelly** and **McGovern**; in Social Work, Hothersall) provides research mentoring, advice and support on, for example, internal and external funding opportunities. All staff, but

particularly ECRs, are encouraged to participate in external training events provided by the research councils to ensure that they are constantly honing their research skills. Funds are also available for staff to attend external (e.g. Missenden events) bid writing workshops and surgeries.

Staff are supported in their research with the University's two main sources of internal funding: Faculty Funding (primarily for presenting papers at UK-based international conferences) and the internal Research Investment Fund (to support larger research projects and overseas conference papers). These are awarded on a competitive basis with priority being given to ECRs and seed corn funding for future external bids. Additional funding is deployed at department level to support staff development activities and those presenting at UK-based academic conferences, also on a competitive basis. Research Investment Fund monies can be used for teaching relief (**Moore, Wheeler**), research assistants (**McGovern, Kelly, Vathi**), impact events (**McGovern**) and conference attendance. In total, over £100,000 of internal competitive funding has been awarded to staff in the discipline in the census period.

ii. Research students

Edge Hill received its own research-degree awarding powers in 2008 and a Graduate School was established in 2010 to co-ordinate the central training of PGR students and the appointment and training of all PGR supervisors with a two-year rolling training programme. The Graduate School is overseen by a Graduate Board of Studies (GSBOS), of which **Coppock** is a member, and supported by a Working Group which includes **Diamond** and **McGovern**. PGR students have a dedicated study room with its own suite of computers, access to printing facilities and presentation equipment. Seven staff in this submission are currently members of Edge Hill PhD supervisory teams (**Coppock, Diamond, Duffy, Kelly, McGovern, Moore, Reynolds**). Since January 2008, four PhDs have been awarded (including one under Lancaster University validation) and the UoA currently has five registrations.

Prior to 2012, all Edge Hill PhDs were registered in part-time mode. The University established a Graduate Teaching Assistant Scheme (GTA) in 2012, with a commitment to fund it for five annual cohorts, in order to attract and support high-quality full-time PhD students. The externally advertised, competitively awarded scheme annually offers 12 Studentships across FAS and includes full waiver of tuition fees, a monthly stipend, free accommodation or money in lieu, and regular teaching experience on BA degree programmes. The objective is to establish a track record for successful completions, on the basis of which to bid for externally-funded PhD scholarships so as to create a sustainable full-time postgraduate community. In 2013 a GTA was appointed to conduct work on *Youth Services Policy and Austerity* (supervised by **Kelly** and **Duffy** [ECR]). The student will be attached to the CYPSC and future GTA applications will be made in order to enhance the research culture and environment of the research groups and departments.

Graduate School provides generic training while the departments are responsible for discipline-specific provision. All students undertake a training needs analysis annually and discuss their needs for the following year. Students are encouraged to access RCB sessions to complement other training and, where appropriate, they can bid for support to attend external events. All doctoral students are expected to participate in conferences and seminars held at EHU, and there is a competitive bursary scheme to support external conference paper presentations. All research students undertake a formal induction and training programme, and progress is monitored and supported. Research students undergo a *viva voce* examination to transfer from MPhil to PhD: this mirrors the final examination with a panel including an external member to prepare students. PGR applicants are expected to have prior research experience. Progress is monitored by the supervisory team and GSBOS. Research supervisors and students complete separate annual reports on progress which are then reviewed. All academic members of staff who will undertake doctoral supervision must attend the Annual Research Degree Supervision Training Session (run by the Graduate School) held at the start of each academic year. Academic staff with limited experience of research degree supervision attend a full programme of Research Degree Supervisor Training run as a two-year rolling programme. Throughout, supervisors must observe their responsibilities outlined in a *Research Degree Supervisor Handbook*.

Paralleling central support structures, enhancing the postgraduate culture and fostering a local research community within the departments has been identified as a key strategic priority, goal and function of I4P, CYPSC, and the SJRSC network. Postgraduate students are involved in research group meetings, encouraged to be active in the organisation of research events and

present papers to research seminar series. The PGRs have established their own network and invite staff members to present on different aspects of professional development and in 2014 they will organise their inaugural PGR conference. All senior staff are experienced supervisors and examiners of theses and the inclusion of suitably qualified early career researchers on supervisory teams is seen as an important career development opportunity.

d. Income, infrastructure and facilities

Growing external income is a priority for both the UoA and the University and is reflected in the increased support for bid writing via a range of workshops to develop knowledge of funding body opportunities, requirements and procedures and a system of internal peer review (and, for substantial bids, external review) for all research funding. The strengthening of the University's research profile has therefore focussed on attracting established research active staff with a record of attracting external research income (e.g. **Kelly** was jointly awarded a total of Au\$400,000 (2011-2014) by the **Australian Research Council** and **Mission Australia** for a project on *Capacity Building and Social Enterprise*, Au\$80,000 for work on *Good Therapeutic Practice in Primary School Networks* and jointly awarded over Au\$300,000 for projects examining *Youth Drinking Practices in Australia*) and ECRs who demonstrate the capacity to develop policy-orientated research with real world application and the potential to obtain external research funding. To encourage income generation, the EHU consultancy policy now has provision for staff and departments to retain a proportion of net fee income to invest/spend on research and KE activity. Staff can access best information on funding opportunities via *Research Professional* supplemented by RESO which also directly highlights opportunities. Staff are also encouraged to work in collaboration with external partners to generate joint bids. To help staff, particularly ECRs, grow external income we shall organise workshops on how to present themselves and their research to potential collaborators, using external trainers where appropriate. We are increasing the number of academic events such as public lecture series, conferences, workshops and other research events to bring more potential academic collaborators onto campus and increase the opportunities for exchange.

In the current census period the following projects were supported by external funding bodies: **Diamond** was awarded £8,127 in 2008 by the Joseph Rowntree Charitable Trust (JRCT) to undertake collaborative research (with Goldsmith's, University of London) on Government and Diversity; and with **Bunyan** was awarded £10,000 in 2013 by the Webb Memorial Trust for APPG Investigation into Civil Society and Poverty; **McGovern** was awarded £6,190 by the JRCT to organise, host and report (2010) on a symposium, held in Belfast involving human rights NGOs, community groups and academic-activists *Comparing Irish and British Muslim experiences of counter-terror law and policy*; and was awarded a further £8,480 by the *British Academy* in 2012 to carry out research on *Collusion and Truth Recovery in Northern Ireland*. **Diamond** and colleagues were awarded £98,000 for two KTPs working with councils in Wigan and West Lindsey.

The focus on applied, practice-based work and consultancy raised considerable additional (non-HESA) income during the census period, particularly with regard to public-sector management and local governance. This included, for example, consultancy work for the implementation of the equality standard for local government (designed at Edge Hill and rolled out nationally across the local government and statutory sectors) totalling over £400k during the census period involving a wide range of bodies including numerous city and county councils (i.e., Middlesbrough, Bristol, Cumbria), London boroughs (i.e., Enfield, Islington) and statutory bodies (i.e. Transport for London). Other work on equality and diversity issues was conducted with Ofsted and the Welsh Local Government Association, amongst others. Consultancy by the UoA included work for the Counter-terrorism Unit in the Home Office on countering Muslim extremism (£105k) and the Pears Foundation to develop an online journal (£25k).

The research governance infrastructure is overseen by the University Research Committee (URC) and its sub-committee the University Research Ethics Committee (UREC) whose responsibility it is to ensure that staff and students adhere to the tenets of the Concordat for Research Integrity, the principles of which are enshrined in the Code of Practice for the Conduct of Research and the Code of Practice for the Reporting of Research Misconduct. Regular training sessions on research ethics are provided via the RCB and the chairs of the Faculty Research Ethics Committees (FREC) are available to offer guidance to staff. All work has to undergo ethical scrutiny and alongside its Framework for Research Ethics, the University has additional guidance documents on working with children and young people, and with vulnerable adults. Researchers

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are also required to engage proactively with risk assessment in its broadest terms when developing projects and to review this regularly in the execution of projects.

The Library provides support through a dedicated Research Support Librarian who offers expert advice and guidance on information management, the effective use of research resources and specialist tools such as RefWorks. The strategy is to provide a comprehensive range of services and resources, tailored as necessary to meet specific discipline requirements of researchers. The University has a dedicated Conference Team to provide advice, facilities, materials and administrative support for staff in hosting academic conferences and events. Marketing and Creative Services also support staff in the organisation and marketing of research/impact-related activities and events.

e. Collaboration or contribution to the discipline or research base

The impact-orientated and critical nature of much of our research has been reflected via involvement in inter-disciplinary work, research networks and clusters. This is evident in the network links of established senior members of staff. The in-coming head (Cockburn) is Chair and coordinator of the European Sociological Association (ESA) Research Network of the Sociology of Children and Childhood RN04 (with a membership of 160 members) and is a member of the Centre for Children and Young People's Participation at UCLAN. Rooted in her research on children's rights and mental health **Coppock** is a core steering group member of the *European Educational Research Association* Network 25: 'Research on Children's Rights in Education', has served as an elected executive committee member of the *Social Perspectives Network for Modern Mental Health*, on the national steering group of the *Parental Mental Health and Child Welfare Network*, the *Recovery Research Network* (based at the Institute of Psychiatry, King's College London) and the national steering group of the *Social Work Action Network*. Stemming from his research on third sector involvement in policy-making and local governance **Diamond** has served as the national secretary and management committee member of the *Association for Research with the Voluntary and Community Sector (ARVAC)* and acted as their representative on the *ESRC Third Sector Research Centre Advisory Group*. He has been co-convenor of the *Regeneration Management Research Network* and the *Local Governance Research Network* of the Regional Studies Association (RSA), is an external associate of the *International Centre for Participation Studies*, University of Bradford and has served as a member of the *Expert Panel of National Evaluation of English Coalfields Regeneration Programme* (National Audit Office, 2009). He is also Visiting Professor to the Research Institute for Health and Social Change at MMU. **Reynolds** research on democratic politics and on sexual ethics led to his role as co-convenor of a number of international networks including: *Making Democracy Network*, *Politics, Cultural Difference and Social Solidarity International Network* and the *International Network for Sexual Ethics*. Until 2010 he was network co-ordinator of several Inter-Disciplinary international research networks including: *The Erotic; Good Sex, Bad Sex: Sex Law, Crime and Ethics; Sexualities: Bodies, Desires, Practices; Ethics in Public Life; Culture, Politics, Ethics: Aesthetics, Performance, Oppression, Resistance; and Intellectuals: Knowledge, Power, Ideas*. Wheeler's research on disabilities led to his membership of the *HEFCE Involving Disabled People Strategy and Policy Group*.

Prioritising research in appointing new staff (early career and experienced) brings colleagues who are involved in national/international networks in their areas of interest. In terms of ECRs, **Duffy** has co-edited the blog for *Human Rights in Ireland*, **Foster** is a committee member of the *North West Medical Sociology Group* and **Hester** is a member of the *Manchester Ethnography Group* and the *International Institute for Ethnomethodology and Conversation Analysis*. International networks also feature in the profiles of recent appointees. **Kelly** is a member of the *International Sociological Association* (Research Committee 34); **Vathi**, the *International Migration, Integration and Social Cohesion in Europe* and **Pinar**, the *Canadian Economics Association*, the *European Economic Association*, the *European Association of Environmental and Resource Economists* and the *Econometric Society*

The research reputation of staff concerned with social policy, children and young people is reflected in current and on-going international collaborations. For example, **Brundrett's** work on international comparisons on educational policy has led to ongoing collaboration with colleagues at Yamaguchi Prefectural University, Japan. **Coppock** was Visiting Professor at Linköping University, Sweden (2013) and collaborates with international colleagues (via the EERA) at the Australian Catholic University and several Swedish universities (Karlstadt, Orbero and Uppsala).

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Kelly's work on youth transitions involves on-going international collaboration with researchers at Dublin City University, Ireland and Australian universities (Deakin and Monash). **Hester** also collaborates on the study of early childhood with a colleague at Melbourne University, Australia. The international comparative focus of **Pinar's** research is reflected in extensive international collaborations with colleagues at Istanbul Bilgi University, Turkey, the Athens University of Economics and Business, Greece, the University of Guelph, Canada, extensive collaborations with colleagues in Italian universities (Bologna, Milan and Ca' Foscari in Venice,) the Fondazione Eni Enrico Mattei (FEEM), the Euro Mediterranean Centre on Climate Change, and the World Bank.

Staff have organised a range of events, seminars and conferences, and contributed to journal editorships. **Coppock** was commissioning co-guest editor for two journal special editions on children's rights issues for *Global Studies of Childhood* (2013) and *Children and Society* (2014) with colleagues based at the Universities of Queensland, Australia and Newfoundland, Canada respectively. Rooted in his research on conflict, human rights and the impact of state policies, **McGovern** organised a symposium held in Belfast in 2009, *Comparing Irish and British Muslim Experiences of Counter-Terror Laws* and was co-organiser (2012, with the *Institute of Race Relations*) of the *Race, Class and Public Order Policing* symposium held in Tottenham; both involving community groups, NGOs and academics. As part of his on-going engagement with the Voluntary Sector and networks **Diamond** organised a series of one-day conferences for *VCS Leaders in the North West* on the *Impact of CSR* (2010-12), co-organised three one-day seminars on *Leadership in the Regions* for the *RSA* held in Liverpool, Nottingham (2008) and Bristol (2009); co-organised the *ARVAC Annual Meeting*, Manchester (2011), Nottingham (2012) and co-convened the *Regeneration Management Research Network* meetings held at Teesside (2013), De Montfort (2012), Liverpool (2011), Coventry (2010), Nottingham Trent (2009) and Lancaster (2008). **Duffy** co-organised a conference for the *Critical Pedagogy Group* at Nottingham (2011) and **Foster** was co-organiser of the *North West Medical Sociology Inaugural Conference* held in Manchester (2011); **Kholeif** was organiser of the *Management Control Association* conference held at Edge Hill (2013) and **Pinar** was co-organiser of a *FEEM SI Group Conference* in Milan, Italy (2011); **Moore** co-edited the conference proceedings for *ID-Net Global Conference on Persons, Sex and Sexuality* held in Salzburg, Austria (2008) and **Vathi** organised a *Graduate Students Workshop* for the *Sussex Centre for Migration Research*, University of Sussex (2011).

Staff have also delivered keynote conference addresses and invited talks. **Coppock** gave an invited paper on *Schools and mental health promotion* to an ESRC Seminar Series co-ordinated by Universities of Aberdeen, Teesside and Southampton (2008). **Diamond** delivered invited papers on *Neighbourhood Approaches to Regeneration* for the Autonomous University of Barcelona/De Montfort University and for an ESRC Seminar Series on *BME, Communities, Voice and Agency* jointly organised by the Universities of Bradford and Manchester. **Kelly** has delivered several invited talks on his research on young people, transitions and globalisation including a paper for the *School of Education Theory and Methods Seminar Series*, University of Glasgow (2012, with Professor Andy Furlong) and the *Network for Childhood and Youth Research*, University of Sydney (2008). **McGovern** was invited to give talks on his research on post-conflict truth recovery and state violence for the *CAPPE Public Lecture Series*, University of Brighton (2010), the *Narratives and Conflict Transformation series* held at University of Massachusetts, Amherst, MA, USA (2009) and the *30th Anniversary Conference of the Committee on the Administration of Justice*, Belfast (2011). **Pinar** has given invited talks at the University of Guelph, Canada (2012), the University of Laval, Quebec City, Canada (2012) and the FEEM, Venice, Italy (2011). Finally, **Vathi** was the *Maria Baganha Prize winner* and delivered the keynote speech at the *IMISCOE 9th Annual Conference*, University of Amsterdam, Netherlands (2012).