

<p>Institution: Anglia Ruskin University</p> <hr/> <p>Unit of Assessment: 22 (Social Work and Social Policy)</p> <hr/> <p>a. Overview The submitting unit spans two faculties in the University. Of the staff submitted 14 are in the Faculty of Health, Social Care and Education and 3 in the Department of Psychology in the Faculty of Science and Technology. Staff are supported by interdisciplinary research groups related to social inclusion, participatory research and applied social and health research.</p> <hr/> <p>b. Research strategy Building on our success in RAE 2008, support for research is developed through faculty scholarship and research strategies which reflect the University's <i>Corporate Plan 2012-14</i> and <i>Research and Scholarship Strategy 2012-14</i>. Priority in this UoA has been twofold: first, to develop a broad base of national excellence upon which a more focused body of internationally recognised work is set; and second, to build sustainability specifically for international quality research. An energetically implemented research strategy as set out and developed from our RAE 2008 submission has pursued the following related objectives:</p> <ul style="list-style-type: none"> ➤ To maximise the quantity and quality of peer reviewed research outputs; ➤ To increase the proportion of staff holding doctorates, and who publish their work; ➤ To increase the number of bids for external funding; and ➤ To increase the number of doctoral awards to research students. <p>On all counts, we are in line to achieve those targets, as reflected in REF4a & b which document a significant increase for this UoA since 2008 in terms of both income and doctoral completions (over a two fold increase), and in the quantity of our research outputs as evidenced by the number of peer reviewed articles.</p> <p>To enable us to achieve these goals we have further developed our research management infrastructure which is now provided at three levels:</p> <ul style="list-style-type: none"> ➤ University-wide Research, Development and Commercial Services, who provide support for grant applications and financial processes, with specialist advisors on EU funding opportunities and bid processes. ➤ Faculty appointments to the posts of: (i) Deputy Dean with responsibility for Research Strategy; (ii) Director of Research & Scholarship; and (iii) Director with responsibility for Professional Doctorates. In addition, we have invested in a Research Support Service within our Postgraduate Medical Institute which offers expertise in research design, statistics, health economics, data management and financial monitoring. ➤ Research Strategy Groups at departmental level led by professors and readers but including scholarship and research facilitators (usually research fellows), who together monitor department performance against faculty targets and provide a range of developmental support for staff, for example research surgeries and critical review of draft outputs. <p>The main driver for these developments is the recognition that scholarship and research is integral to the work of an academic and not additional to the core business of teaching. University and faculty policies now expect and support all staff to be research active and to produce research and scholarship of international quality.</p> <p>Attainment of targets is monitored both through on-going and annual departmental reporting, and through reporting to faculty and University research committees. Professors and readers lead research development in their areas of expertise as well as facilitating broader research development with support from their research teams. Since 2010 Research and Scholarship Activity Plans (RSAs) have become an integral part of annual appraisals, to promote individual research development and performance.</p> <p>A further objective in RAE 2008 was to enhance collaborative work both within Anglia Ruskin University and with external partners. As a consequence our UoA has established three key research groups which promote cross-departmental and cross-faculty working: the Social Inclusion</p>
--

Research Group, the Participatory Research Group and the Applied Social and Health Research Group.

The Social Inclusion Research Group, founded in 2008, has a multi-disciplinary membership and is led by Schneider and Sandu. The group hosts regular national and international seminars each autumn to advance cross-institutional working partnerships. Specific areas of interest include migration, mental health, citizens' participation in health and social care services, and children in and leaving public care. The research group has hosted international collaborators including a Finnish colleague (Törrönen) from the University of Helsinki in early 2013 who, along with Anghel, has founded a cross-national research 'Reciprocity Network', which has enabled nine members of this unit to network with colleagues from Helsinki.

The Participatory Research Group, led by Munn-Giddings, was formalised in 2009 and provides a focus for staff and students undertaking collaborative forms of research with practitioners and service users. As well as running regular multi-disciplinary seminars throughout the year, this group hosted the Collaborative Action Research Network (CARN) Conference in 2010, attracting 180 delegates from five continents. Members of the group collaborate on research bids and writing projects and have delivered projects totalling over £750,000 with external partners (2009-13). Three specific strands of work are being consolidated: support for citizen research groups, participatory arts and wellbeing; and participatory interventions in stress in the workplace.

The Applied Social and Health Research Group is an emerging group that supports the social psychologists submitted in this UoA to share their research in progress with colleagues, develop collaborative projects and critique one another's outputs.

Between them the three research groups have a wide range of international networks, including colleagues in Japan, US, Norway, Finland, Italy and Germany, which provide a strong foundation for current and future research collaborations.

A further emergent initiative relevant to this UoA is the founding of the Children and Youth Research Institute (CYRI) in 2010. Led by a director with two research fellows, and supported by a multidisciplinary expert steering group, the Institute specialises in policy relevant studies relating to children, young people, families and the services they attend, and is fast developing a reputation for high quality collaborative research in the areas of child and youth participation. CYRI hosts quarterly high profile seminars and works with other staff and research groups to develop grant applications. The development of a 'Children and Young Peoples Voice' group set up in May 2012 is linked to CYRI. The group involves young people in all stages of the research process, complementing our unit's expertise in training and supporting citizen research groups in the fields of both mental health and older age.

Our UoA's specialism in including service users and carers in research has been further strengthened by O'Brien's involvement of young people as co-researchers, by Boyce's research with people who self-harm and who use peer led self-help groups as a form of social and emotional support, and by Fox's work on the role of carers in the recovery process for people with schizophrenia. These studies have further potential to add much needed nuances to the recovery literature from the perspective of service users and carers. Working with and across different user groups, members of our UoA share a commitment to enabling the citizen's voice in all stages of the research process, as exemplified by Lane's co-construction of a study around Roma experiences of mental health, involving gypsies as partners in the development of funding bids.

Priority areas for new research are derived from research group/institute activity, as described above, underpinned by consultations with service users and practitioners. Building on the themes in submitted outputs, priority development areas include: the role of volunteers and peers in the welfare spectrum; participatory arts as a medium for enhancing wellbeing across the age spectrum, including inter-generational work; and the impact of migration on the educational experiences of young people. As competition for diminishing national funding sources increases, our priority areas are European Union funding streams, the National Institute for Health Research,

Environment template (REF5)

philanthropic bodies and the Big Lottery, as well as research council funding, and small grant funding from regional and local authorities negotiated in relation to specific expertise. To enhance the quality and depth of funded research, staff preparing bids are now required to consider whether a PhD studentship could be built into the funding application. This development complements the investment we have put into building a critical mass of doctoral students (see cii).

Looking forward to the next five years, the main direction for research will be via national and international collaborations. In addition to a general aim to increase research income in the UoA by 10% per researcher per year over the next 6 years. We intend to embed our research partnerships by:

- Building on our strong relationship with the South Essex Partnership University NHS Foundation Trust (SEPT). Our unit's current joint appointments with SEPT (Secker - professor, Lane - reader and Margrove - research fellow) are being extended by new appointments within a jointly established Academy for Health and Wellbeing at the Postgraduate Medical Institute, including the appointment of a director at professorial level. We are further working with this NHS partner through a fully integrated and co-located Joint Research Office (JRO). Working with the Academy and JRO, unit members will support the development of a service-user led research programme on behalf of University College London Partnership (UCLP), of which Anglia Ruskin University became a member in 2012. Plans include the recruitment of two social work practitioners who will be involved in complementary service evaluations.
- Developing our cross-national research networks such as the Reciprocity Network, linking cross-national social work and social policy teams in webinars and discussions to share theory and methodologies and to work towards joint publications. Törrönen, originator of the Reciprocity Network, has also submitted a Marie Curie PEOPLE bid with Munn-Giddings, which if successful would lead to a two-year collaboration focussed on how citizens' mutual aid enhances individual and collective well-being.
- Maintaining the current level of research students whilst focussing on supporting them into early career researcher posts.
- Paying particular attention to evidencing the impact of UoA research through building in short- and long-term feedback from commissioners, practitioners and service users.

Other university level initiatives that will enhance the research environment include a fast developing ARU Medtech campus. Launched by Earl Howe at the House of Commons in May 2012, this private sector-led campus offers 1.7 million square feet of innovation space in partnership with Chelmsford City Council, Harlow Council and Southend-on-Sea Borough Council. The campus will include an 'assisted living hotel', and offer social research opportunities in the area of disability, infirmity and ageing.

A continuing key focus for our UoA is service user perspectives and citizen research, which, combined with the growth of related research within CYRI, will offer a unique constellation of expertise on which to build research in the years ahead. Interdisciplinary research with the psychology department will continue to grow with increased staffing in the area of applied social and health research.

c. People, including:**i. Staffing strategy and staff development**

Staffing policy is strongly aligned to research objectives. Since 2008 considerable resource has been invested in the strategic development of research posts. Within our UoA three new research fellows (RFs), one reader and a professor have been appointed to carry out research in their specialist areas, collaborate with colleagues and take a lead on the production of high quality outputs. In addition, two submitted staff have been promoted on academic merit to reader (Akister) and professor (Munn-Giddings). Following University policy, all new staff are required to hold or be close to completing a doctorate, and existing staff are supported through fee waivers and study leave to undertake doctoral studies. RAE monies have been used to pump-prime three research studentships and the appointment of two post doctoral researchers in the Faculty of Health, Social Care & Education (FHSCE) as well as graduate teaching assistant posts in psychology. All submitted staff in our UoA now hold or are close to completing doctorates. A very active staff

sabbatical scheme supports PhD completion and six staff within this UoA have benefitted from the scheme. All staff submitted are on permanent contracts. With 5 Research Fellows, 2 ECRs, 5 Senior/Principal Lecturers, 2 Readers and 3 Professors, staff in this unit represent researchers at all stages of their career, and include staff from white minority groups from eastern and western Europe and South Africa. The policies and support strategies outlined below underpin our recruitment, retention and development of staff to ensure we maintain and develop our critical mass of research active staff.

Staff development policy is highly skills orientated (facilitated through the faculty Research and Scholarly Activity Plans) and is supported by: i) cross faculty research seminars; ii) dissemination of research opportunities; iii) clustering of research interests into themes; and iv) targeted investment in new and current staff, including reduction of teaching loads and systematic mentoring. In addition we have a buddying system whereby early career researchers are attached to a relevant research group and mentored by a senior academic researcher. A number of regular methodological forums are provided for staff and postgraduate students, including children's and young people's voice, participatory inquiry, ethnography, and mixed methods research design.

Our UoA has made research excellence a priority for staff at every level. Encouraging staff to develop supervisory expertise is a significant target and all staff submitted in the UoA are involved in supervisory roles at masters or doctoral level. Staff who are new to supervision join more experienced supervisory teams and are required to undertake training that ensures that they are fully conversant with degree regulations and processes. Complementary training covers topics such as chairing vivas and research ethics. Equality training is mandatory for all staff. This comprehensive programme covers all aspects of diversity included in the Equality Act 2010. Factors which may not be covered by the law are also included, for example accent, social class and appearance.

Alongside resources to develop research networks, there are now annual research conferences for staff and for research supervisors, providing opportunities for sharing the originality and potential of the research base and showcasing new developments. In addition, staff have been supported to attend courses on bid-writing and European funding opportunities, mentored writing retreats, and to enlist with the Research Professional website. Staff development policy enables attendance, through paying fees and travel costs, at international and national conferences where papers are being presented. In addition, a Research Development Fund managed by Research, Development and Commercial Services (RDCS) is available to support wider networking through attending or hosting conferences and other research events, or for meeting with potential collaborators. RDCS also provides a wider range of in-house training, together with specialist guides and dedicated webpage advice covering all aspects of the research process, from funding, access, ethics, project management and analysis to dissemination and ensuring impact. In 2010, we launched an open access institutional repository, Anglia Ruskin Research Online (ARRO), to highlight and preserve the research outputs of members of the university community, and staff were supported to upload their outputs.

Research development is directed and supported by policies and procedures for the setting and monitoring of workloads during annual appraisal. Likewise the teaching commitments of early career researchers are carefully monitored to preserve their research specialist posts. Our ECRs and research fellows are part of a research 'hub' through which they have opportunities to share their research with the wider research community and critically review colleagues' papers and grant applications. This is particularly important for part-time staff returning from maternity leave.

The effectiveness of our research-orientated staff development strategy has paid dividends. The majority of colleagues in the wider UoA are now research-active experienced educators producing high quality research outputs. Continuing vocational proximity to social work, mental health and youth work practice ensures the currency of research and contributes to our very active regional and national research partnerships with employers. Colleagues new to research are supported by joining experienced colleagues in funding bids, co-authorship of papers and following through the publication process from manuscript submission to final output. In this REF submission, 35% of

outputs were produced through co-authorship between UoA colleagues. This is indicative of the wider range of outputs encouraged by the staff development strategy.

Sustaining the quality of research requires clear policies and their effective implementation. Where staff struggle to achieve required standards, packages of support are quickly put in place (mentoring, collaboration, and leave, buy-out from other duties, and the prudent targeting of internal funds to kick start projects). All funding applications are required to be peer reviewed by staff with strong track records in obtaining research funding. Research ethics procedures are fully developed and maintained by a monthly Faculty Research Ethics Panel, a subcommittee of the University Research Committee. All projects must be considered by the Panel unless required to be reviewed by NHS or local authority research ethics committee, including student projects. Advice is highly developed and a high level of preparatory detail is required before any research can begin.

To ensure equality of opportunity for research staff, readers, professors and research fellows have equal access to study leave and other career development opportunities. Four of the seven UoA research fellows are included within this submission as independent researchers. Two have been promoted in the year 2011-12 and two have had six-month sabbaticals. As noted earlier, one member of staff has been promoted to Reader and another to Professor in the REF period. The University is in the process of implementing the *Concordat to Support the Career Development of Researchers* and undertook a gap analysis of provision in 2012. We have already instigated a number of new initiatives including supporting researchers to develop bespoke career development plans linked to their appraisal objectives. Anglia Ruskin University was awarded the HR Excellence in Research Award in May 2013 in recognition of its robust and public implementation strategy and for improving the career development and management of its researchers. Feedback from staff who participated in the Careers in Research Online Survey (CROS) 2013 showed that Anglia Ruskin staff feel their contribution to a variety of research activities is more highly valued and recognised, than the sector average, and that they were better integrated into their research community. The University is also actively pursuing ATHENA SWAN recognition to ensure that the environment supports gender and race equality.

ii. Research students

We have expanded both our PhD student numbers and completions since 2008. In the last RAE we reported 38 part-time students in the primary faculty; this has increased to 133 in 2013 (36 full-time, 45 part-time and 52 professional doctorate students of which around a third fall within this UoA). Sixteen doctoral degrees were awarded between 2008 and 2013, compared with seven in the period 2001-2008. Learners are predominantly part-time, mature students employed in senior posts in health and social care settings and help ensure a service-focused research environment. Part-time students bring added challenge, opportunity and value through their employment, the focus they put on the application of research to policy and practice, and the attention they give to effective time management. These are challenges that continue to make us fitter for purpose and enable us to key into the needs of local and regional employers. In addition both at university and faculty level we generously support research studentships. For example in FHSCE there are now 19 full-time funded studentships compared with one reported in RAE 2008, Of these, 11 are situated within this UoA.

Research students and supervisors are well supported by both central and faculty-specific training. For students there is a mandatory, three-stage postgraduate research training programme. New doctoral supervisors also undertake mandatory training and refreshers are provided for experienced staff. Students have access to no-cost training courses run by our Human Resources Research Department. Generic training is complemented by the faculty's programme for research degree students and by a cross-faculty methods programme delivered by academic staff to which members of this UoA contribute. Students also have access to online research skills training hosted by Epigeum. A learning agreement approach to student progress is in place including use of the diagnostic tool developed from the Vitae Researcher Development Framework. Annual monitoring of all students has been introduced since 2008 involving the student in a meeting with an independent chair and the supervisory team to review progress against milestones. Training

needs are also assessed and any areas of concern are addressed with an agreed action plan. In addition Faculty monitoring processes ensure a twice-yearly review of progress. Expectations of supervisors, who form a supervisory team offering complementary expertise, are agreed and a supervisors' forum runs four times each year. Dedicated accommodation for research degree students is available on both campuses. ARU's Research Degrees Regulations and Equality Policy Framework are consistent with the QAA Quality Code. The annual research students' conference runs competitions for abstracts, posters and paper presentations and provides awards and prizes for these categories of work.

Research students play an active part in departmental and faculty life contributing to Research Group presentations and debates. Feedback from students participating in the Postgraduate Research Experience Survey (PRES) (2009, 2011, 2013) has shown that the student experience has improved significantly from 2008 to 2013. In both PRES 2011 and in 2013 our respondents rated their overall experience of their research programme at Anglia Ruskin more highly than the sector average.

The EU funded programme 'International Doctoral Studies in Social Work' (INDOSOW) led by Ramon (Emeritus Professor) and Schneider, offers students opportunities to be part of an international community of social work and social policy academics, practitioners, service users and carers. The programme, founded in 2009, has a network of five schools of social work: Alice-Salomon Hochschule, Berlin, Germany; Anglia Ruskin University; Fachhochschule St. Polten, Austria; University of Birmingham, UK; and University of Ljubljana, Slovenia. Two FHSCE research students are part of this programme and the academic leads also supervise students in partner institutions. Membership of the INDOSOW programme has helped to provide partners for international social work/social policy research. For example, two of Schneider's students (and their affiliated supervisors and organisations) have joined the recently successful research proposal in partnership with the University of Cambridge on education and migration. UoA staff contribute to the INDOSOW annual two-week summer school (funded by the EU Mundus programme) offering three students and two members of staff from the UoA participation in an international space for academic discussion. The summer schools are hosted at all participating universities including Anglia Ruskin University, enabling a broader group of students within the UoA to exchange ideas with international students.

d. Income, infrastructure and facilities

We have an unambiguous commitment to research. There has been significant development of research infrastructure since 2008 which benefits our UoA:

- Dedicated financial and administrative support for UK and European research bids.
- Establishment of a Research Enhancement Fund, allocated to develop research institutes and PhD studentships, enhance staff qualifications and capabilities, including supporting staff to develop European networks, and provide resources for staff to carry out research. Fifteen studies relevant to this UoA have been funded through this scheme since 2009.
- A faculty-based Research Support Fund to pump-prime pilot research projects.

Since 2008 ARU has also invested in state-of-the-art buildings to support research, with dedicated space for research students to encourage them to feel part of faculty communities. For example, FHSCE's Postgraduate Medical Institute was built in 2011 at a cost of £12M. In the faculties, every effort is made to ensure research staff are located together to enable the formation and consolidation of a 'critical mass' of researchers. Research students are also based within the vicinity of these research clusters. Facilities have been improved within libraries, with electronic access to comprehensive collections, new computing and quiet study areas, technical support and dedicated faculty librarians. Feedback from postgraduate students regularly includes praise for the research environment. Historically, the UoA has been successful in attracting income from local/regional funders but during the REF assessment period the emphasis has shifted to national and international funders and income has nearly doubled since 2008 to £1.43 million. The Research, Development and Commercial Services (RDCS) office has particular expertise in accessing European funding and writing bids in conjunction with academics, and since 2008 we have been successful with EU partners in winning three EU research bids totalling £547,196 (Moore and Sharpe).

e. Collaboration or contribution to the discipline or research base

1. International and national networks and collaborations

There are now over 40 established national and international collaborations and networks among members of this UoA, ranging from established Erasmus exchanges to international collaborative teams carrying out EU funded projects and preparing multi-stakeholder grant proposals. There are also many effective relationships with research users, including collaboration with the public, private and voluntary sectors. At national level these include: Secker's partnerships with Richmond Fellowship and the Centre for Mental Health (formerly Sainsbury Centre for Mental Health); Akister's work for Community Services Volunteers and with Cambridgeshire County Council; Margrove and Sharpe's work with Zinc Arts; and Munn-Giddings' and Boyce's Big Lottery funded collaboration with Self Help Nottingham and Nottingham University. Internationally, examples include Rohleder's work on HIV and disability in South Africa and Norway; Schneider's work on migration and education with University of Cambridge and INDOSOW programme partners; Sandu's work on student exchanges with University of Syracuse; and Moore's work with EU partners on street safety. In addition, ten international workshops have been hosted by the Social Inclusion Research Group, drawing partners from the US and six European countries. The workshops have resulted in three special issues of peer review journals, two separate articles, three international research grant bids and commissioning of a residential course on community policing for Italian police officers (Moore, 2012). Visiting Professor Maritta Törrönen (Helsinki University) and her team ran a further international workshop on issues of reciprocity and wellbeing in February 2013 which has resulted in the founding of the international Reciprocity Network described earlier.

2. Specific innovative substantive areas

Akister's work on effective volunteering in support of parents where child protection is an issue was ground-breaking, as was Moore's work on children's experience of bullying on the way to and from school. O'Brien's, Moules' and Walker's work on the prevalence of cyber-bullying was reported in a range of national and international media outlets in 2011. Similarly, Anghel's work on staff transitions within institutional arrangements for young people leaving public care in eastern European is acquiring national and international prominence. Other examples of our strengthening domain of citizen partner research include Lane's work on the politics of ageing in Roma families, profiled at the 'World Anthropology Conference' at the British Museum in June 2012 and attended by 200 anthropologists; and Scourfield's work on citizenship in older people's care homes. Ramon's international work as a methodological consultant on an EU funded action research project on ways of including adults with mental health difficulties in decisions about their care and treatment was seminal and has led to subsequent work on shared decision making in psychiatric medication management, the first study of its kind in the UK.

Building on Ramon's lead, the involvement of service users and carers in research has become a special strength including the training and support of Citizen Research Groups who now carry out commissioned work in their own right. Examples (detailed in REF 3b) include Secker's work to maintain the South Essex Service User Research Group, which offers an independent research service to providers and commissioners of mental health services, and Munn-Giddings' lead in the development of an older people's research group known as WhyNot! who undertake peer research for a wide range of commissioners.

3. Extensive editorial and reviewing work

Staff in the UoA are actively involved as editors or are on editorial boards for journals including: *Practice*, *Educational Action Research Journal*; *International Journal of Self Help and Self Care*; as well as reviewing work for the *British Journal of Social Work*, *International Journal of Social Work, Health and Social Care in the Community*; *Voluntas*; *Journal of Health Psychology*, *Social Science and Medicine*; *European Early Childhood Education Research Journal*; *European Journal of Social Work*, *Journal of Psychiatric and Mental Health Nursing*, *Journal of Interprofessional Care*, *Health Education Research Theory and Practice*, *Journal of Integrated Care*, and *Journal of Public Mental Health*.