

**Institution:** University of Stirling

**Unit of Assessment:** C22 Social Work and Social Policy

### a. Overview

Our research is characterised by its application to policy and practice, its methodological rigour and by substantive and sustained collaborations with external researchers. Policy makers, practitioners, service users and carers, from statutory and third sector organisations in particular, are partners in our research endeavour. Our research structure embeds collaboration between the central disciplines of Social Policy, Social Work, Sociology, Gerontology, Criminology, Housing Studies and supports a track record of collaboration with other disciplines, including Computing Science, Economics, Nursing and Politics, as well as larger scale multi-centre and international programmes of research.

Centred in the School of Applied Social Science (the School), our research is organised into five research groups. All research active staff and research postgraduate students are a member of one 'core' group which reflects their primary research interests, although collaboration across groups is systematic.

1. The **Childhoods, Families and Relationships Research Group (short name Childhoods)** (*Daniel, Emond, Helm, McIntosh, Punch, Robertson, Wilson and Woodward*) conducts studies which have focused on the experiences of looked after children; the nature of resilience; neglect and the impact of substance misuse within families. It is linked to the **Centre for Families and Relationships** (with Edinburgh University) and disseminates its findings to non-academic audiences through the *WithScotland* hub (see below). This research has contributed to the wellbeing of children and families and the practitioners who support them.

2. The **Dementia and Social Gerontology Research Group (Dementia)** (*Bowes, Dawson, McCabe, Reynish, Sherwood-Johnson, Ward, Wilinska*) carries out multidisciplinary, policy and practice relevant research with particular emphasis on people with dementia and those who support and care for them. The group works with the **Dementia Services Development Centre (DSDC)** which has extensive links to policy makers and practitioners. This research has contributed to improving the lives of older people including people with dementia and their carers, and supporting the practitioners who work with them.

3. The **Governance, Participation and Inclusion Research Group (Governance)** (*Anderson, Birchall, Cairney, Glencross, McCall, Rummery, Satsangi, Simmons, and Wright*) conducts research concerned with both policy and practice. It focuses on the planning and delivery of welfare and public services; systems and processes of governance; and user participation. This research has contributed to improvements in the governance of policy and practice across welfare sectors including social care, housing, communities and cooperatives.

4. The **Crime and Justice Research Group (Crime)** (*Cayli Hamilton-Smith, McIvor, Malloch, Rigby, Webster, Yates*) concentrates on: child protection, youth offending, youth justice, risk in the criminal justice system, specialist courts, court innovations, community justice, drug treatment interventions, sexual, domestic and corporate violence, corruption, genocide, human rights, sentencing, imprisonment, alternative sanctions and penal policy and politics. It is linked to the **Scottish Centre for Crime and Justice Research (SCCJR)** and **Scottish Addiction Studies** (see below) This research has contributed to the knowledge base supporting best practice in criminal justice and the wellbeing of those in the criminal justice system.

5. The **Social Surveys and Social Statistics Research Group (Statistics)** (*Griffiths, Lambert, Rutherford, Shapira*) focuses on the analysis of social survey datasets, providing a focus for methodological expertise in quantitative data analysis across the School. Issues currently under investigation include social stratification, ethnicity, social identity, citizenship, social capital, social networks, housing and social inclusions and exclusion. This research has contributed to methodological innovation and developments directly affecting policy and practice across social policy areas including housing, social care and criminal justice.

## b. Research strategy

Our overall aim is to provide evidence that will support the enhancement of wellbeing, particularly of groups of people and individuals facing adversity. In order to achieve this, our research strategy is to improve the vitality and sustainability of our research by increasing research income, supporting high quality research and publication, increasing the international significance of our work, and having an impact on policy and practice in our areas. We do this by using our research group structure to drive the intellectual development of our research and the generation of new work. The structure supports investment in training and capacity building for our staff by supporting individual researcher development through planning processes, by leading large grant applications, by participating in multi-centre interdisciplinary and international research projects, and by investing in direct engagement with policy makers, service users, carers and practitioners to increase the reach and significance of the impact of our research. Since RAE 2008 we have completed £5.3m of funded research. We are currently carrying out £5.8m of funded research for the ESRC, charitable and government funders and will be commencing a further £1.7m of secured funded research within the next 12 months.

In RAE 2008 we set ourselves four research goals. The first was to focus on the changing impact and interactions of social divisions advancing analysis of large scale datasets: we have achieved this through both outputs and key investments in quantitative data analysis (see staffing strategy). The second was to address policy concerns around ageing, mental health and demographic transitions: we have achieved this through outputs and key investments in social gerontology (see staffing strategy and collaboration sections). The third was to examine changing forms of governance which enhance the delivery of services: we have done this through the development of new areas of research and participation in collaborative research (see staffing strategy and collaboration sections). The fourth was to build capacity in priority areas of evaluation, gender and community justice: we have done this through outputs, key appointments (see staffing strategy) and collaboration (see future strategy). We have expanded and refined our efforts into the five research groups, particularly by investing in increased research capacity in areas of successful grant capture and impact, such as Childhoods and Dementia. This submission (33 FTEs, as compared with 26) is 27% larger, following these investments, and our research postgraduate numbers have grown (currently 57 enrolled, as compared with 14.5 FTE in 2007).

### Future Strategy

Our future strategy is to build on our strengths, particularly in dementia, childhoods, governance and crime; to achieve the most significant research impact possible; and to improve our research capacity. To deliver the strategy, we will focus on the following priorities:

*Increasing Research Income:* We intend to achieve this by continuing to mentor early career researchers and support their development as independent principal investigators; to work collaboratively across disciplines to contribute to larger scale multi-centre work (building on initiatives such as our contribution to the **Centre for Population Change** and the **Scottish Centre for Constitutional Change**); to use the research group structure to support successful principal investigators to build up teams of experienced, highly skilled researchers to contribute to larger scale projects funded by research councils and government funders; to improve our competitiveness when bidding for funding from government, industry and charitable funders by building on best practice in this area; to continue to support the development of our methodological expertise, particularly in quantitative methods, and qualitative research with 'vulnerable' groups such as children and people with dementia.

*Supporting high quality research and publication in high quality outputs:* We will continue to develop capacity and training amongst our postgraduate and early career researchers, particularly through mentoring, master classes (including residential writing retreats) and joint writing and publication. We will continue to develop our strengths in interdisciplinary and international work e.g. *Rummary* and *McIvor* will contribute to the development of a **Centre for Gender Studies** in conjunction with colleagues in the School of Arts and Humanities, and *Reynish, Bowes, McCabe, Sherwood-Johnson, Ward* and *Wilinksa* will continue to develop interdisciplinary work in the field of ageing and dementia with colleagues in Computing Science, Economics, Psychology and Nursing.

*Embedding research training and sustainability:* We will continue to ensure that our research is disseminated to practitioners through the **WithScotland** hub, **DSDC** and **SCCJR**. We also host the **Scottish Centre for Addiction Studies** (contributed to by *Malloch, Yates, McCabe*) which provides state of the art research-based training and resources for practitioners, including an on-line library. Through research-based professional education programmes we embed research into practice in Social Work, Dementia Studies, Housing, Public Sector Leadership and Drug and Alcohol Studies, as well as contributing to advanced quantitative methods training for postgraduate students and practitioners throughout Scotland through the Applied Quantitative Methods Network (AQMeN). We will continue to develop our research postgraduate education through securing funded studentships and our professional Doctorate of Applied Social Research programme, as well as developing new research training modules based on our research strengths. We will continue active participation in the ESRC Scottish Doctoral Training Centre (DTC), further developing our research training in social policy, social work and allied disciplines. *Rummary* is an Associate Director of the DTC. Through our partnership in the DTC we will contribute to advanced research training and capacity building across 10 Scottish Universities.

*Increasing the international significance of our work:* We will continue to participate in, develop and lead international networks and collaborative research, such as *Ward* and *Rummary's* forthcoming ESRC/NIHR funded work on Dementia-friendly Neighbourhoods with colleagues in Linköping, Sweden; *Anderson's* work on homelessness with colleagues in Norway and Cuba, and *Bowes' and McCabe's* work on telecare with colleagues in Greenland, Faroe Islands, Norway and Sweden. We will continue to support the development of international comparative work, including *Rummary's* forthcoming project on comparative care policies; *Mclvor's* comparative work on penal policies in the UK and Australia; *Lambert's* use of large scale international data sets to carry out comparative research across different contexts, and *Webster's* European Cooperation in Science and Technology (EU COST) programme of research on surveillance.

*Having an impact on policy and practice in our areas:* We will maintain our strategic commitment to infrastructure that supports direct engagement with policy makers and practitioners through **DSDC**, **WithScotland** and **SCCJR**. We will continue to build on the work of *Birchall, Webster, Rummary, Bowes, Daniel, Mclvor* and *Anderson* to engage directly with policy makers and practitioners at the trans-national and international level as well as across different national contexts to ensure the widest possible impact. For example, we will focus our efforts on securing evidence-led policy and practice developments in the constitutional architecture of Scotland in the run-up to the referendum on Scottish Independence in September 2014 and the period of changes in the governance of Scotland's welfare that will inevitably follow (regardless of the outcome of the referendum) through *Cairney, Rummary* and *Rutherford's* involvement in the ESRC-funded **Scottish Centre for Constitutional Change** which has a programme of direct engagement and knowledge exchange with policy makers built in to the Centre's deliverables. In addition to this, the School, with strategic support from the University, will continue to support the development of schemes designed to embed impact into research training and early-career development: for example through collaborative PhD studentships, early career fellowships and competing for ESRC-funded collaborative PhD projects through the DTC.

To monitor our achievements and the attainment of our targets, we will use review processes embedded in the research groups through annual review of individual work; regular review of research group achievements through School level strategic overview taken by our Research Committee and School Executive; annual revision and appraisal of School planning through the University's planning process; regular strategic development at University level, in which we participate through representation on the Senior Management Group.

### c. People:

#### i. Staffing strategy and staff development

Our staffing strategy is to invest in further capacity in our areas of key strength through new appointments; to develop the skills and capacity of our existing staff to ensure excellent research standards; to provide staff with the skills, training and infrastructure to improve the reach and

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significance of research impact and to ensure that staff have equal opportunities to access training, support, networks and infrastructure to conduct research in their fields.

In the REF period we have invested in key appointments in dementia and gerontology (*Reynish, Sherwood-Johnson, Ward, Wilinska*), quantitative methods (*Griffiths, Rutherford and Shapira*), governance (*Cairney, Glencross, McCall*) and crime and justice (*Rigby, Cayli*).

In addition to facilitating staff development through intellectual debate and discussion, the research group structure ensures the standard of research is high through peer mentoring of work in progress, provision of advanced methodological training, identifying and responding to funding opportunities, and providing an infrastructure for collaborative and interdisciplinary workshops, publications and grant applications. We invest in continuous improvement by providing residential writing workshops, peer-mentoring and training for PhD supervision. Annual appraisals and workload planning sessions are held individually with staff and a senior researcher to ensure time is devoted to preparing high quality publications, opportunities to develop and update methodological skills are identified and appropriate training and support offered, and opportunities to work collaboratively and with other disciplines are identified. These sessions are also used to identify and address any equal opportunities issues which might act as barriers to an individual achieving their research objectives (such as part-time working, caring responsibilities, disability-related issues making travel to conferences difficult etc) and University and School resources are used to provide extra support where needed.

The research groups are represented on our Research Committee, along with all Professors, and representation from contract researchers, PhD students as well as the Research Director, Research Postgraduate Tutor, and the University Research and Enterprise Office. This committee allocates a budget for research development, and has funded attendance at international conferences resulting in publications, attendance at meetings to plan collaborative research applications and joint publications, activities designed to increase the reach and significance of research impact in the academic and non-academic community, and advanced methodological training. It also ensures compliance with the Concordat to Support the Career Development of Researchers and reviews equal opportunities issues strategically. All staff regardless of contractual status are eligible to apply for funds for research-related activities with priority given to funding activities which support the skills and capacity development of early career researchers. Staff who have developed from contract researcher to independent researcher status over the period since 2008 include *Dawson, Griffiths* and *Simmons*.

Research-active staff are supported to present their work at international conferences and mentored to work individually and collaboratively on research bids as appropriate to career stage: e.g. *Wilson* won an ESRC First Grant in 2009 for the Young People Creating Belonging project (£197k); *Wright* is Co-I on the ESRC Large Grant Sanctions, Support and Behaviour Change (£287k to *Stirling*); *Hamilton-Smith* was successfully mentored to win two Scottish Government grants as Co I, the Evaluation of Football Banning Orders in Scotland (£31k) and the Community Impact of Marches and Parades (£91k); *Punch* successfully led a team involving *Emond and McIntosh* to win ESRC follow-on funding for the Food for Thought project. In appointing staff, we aim to maximise experience and potential: e.g. *Ward* had secured an ESRC First Grant for the Hair and Care project and was subsequently mentored by *Rummery* as Co-I for ESRC/NIHR funding for the Dementia and Neighbourhoods project (£5.2m) in collaboration with Manchester and Linköping; and *Rutherford, Cayli, Wilinska* and *McCall* had all held small grants prior to their first permanent appointment to the School. Our commitment to research in Social Work has attracted recruits from practice, most recently *Rigby* and *Helm*. *Helm* was mentored to develop research from a teaching-only appointment and is currently being supported to complete a PhD by publication.

In recognition of their research performance during the period *McCabe, Simmons, Wilson* and *Wright* secured promotion to Senior Lecturer, *Malloch* to Reader, and *Anderson, Lambert, Robertson* and *Punch* were awarded Personal Chairs. *Griffiths* secured an ESRC Postdoctoral Fellowship in 2008; *Birchall*, a prestigious Leverhulme Fellowship in 2012; and *Cayli*, a competitive personal early-career fellowship in 2012.

Currently most of the submitted staff are on permanent contracts, with 3 on fixed-term contracts. In the REF period we have made 9 new appointments, including 6 Early-Career researchers (*Sherwood-Johnson, McCall, Rutherford, Cayli, Rigby* and *Wilinska*). We have also expanded our interdisciplinary research and worked collaboratively to secure appointments in politics/public administration (*Cairney* and *Glencross*), strengthening our research focus on governance.

The University operates a research leave scheme for which staff may apply every seven semesters. This was used e.g. by *Rummery* to prepare publications [outputs 2, 4] and prepare a successful grant application to the ESRC for the Fairer, Caring Nations project (£250k), and by *Birchall* to prepare publications [2,3] and his successful application for a Leverhulme fellowship on Risk and Regulation After the Banking Crisis (held 2012, resulting in output 4). Since 2008, most submitted staff have benefitted from at least six months of research leave.

We receive strategic support for staff research from the University's Research and Enterprise Office, which runs regular sessions on forthcoming opportunities to access funding for research and knowledge exchange, provides us with a dedicated discipline-specific support team, and provides the infrastructure for interdisciplinary work and opportunities for mentoring. Specialist training provided at University level has included quantitative and qualitative software and analysis, writing for publication, leading research teams, securing impact, and preparing grant applications. University investment has supported new appointments, as well as competitive schemes such as early career fellowships (*Cayli*) and matched-funding PhD studentships: these competitively awarded funds have enabled us to develop and implement our research strategy in regard to research training, capacity building and sustainability.

Standards in research are further maintained through peer review in our research group structure, and through the School Ethics Committee which is compliant with the ESRC Framework for Research Ethics and scrutinises all funded and unfunded research carried out within the School, including postgraduate and undergraduate research. We comply with Vancouver protocols on authorship which ensure that authors have been fully involved in the concept, design, and analysis of research, in drafting an output, critical reviewing and in final approval of the version to be published. The University issues the Stirling Code of Good Research Practice, which provides a comprehensive guide to all aspects of practice, including legal and ethical aspects.

## ii. Research students

The School is part of the ESRC Scottish Doctoral Training Centre (DTC), a consortium of 10 Scottish Universities, and we are accredited for PhD training in social policy, social work, sociology, socio-legal studies, social care, and families relationships and demographic change (the latter two being interdisciplinary pathways). In addition to the Masters level research training offered through our MSc in Applied Social Research, we also contribute to Scottish-wide PhD training in the DTC, for example in advanced quantitative methods, visual methods, and interdisciplinary training in research on care.

Within the Census period we supervised 21.5 PhD students to completion (a 48% increase on the RAE 2008 total of 14.5) and we are currently supervising 57 PhD students, as well as 10 students undertaking professional doctorates in Applied Social Research. As part of our membership of the Scottish DTC we are currently supervising 22 ESRC-funded PhD students, including 4 which are collaboratively funded through the ESRC and Scottish Government. The University has invested in a PhD funding scheme to attract co-funding for PhD projects, as well as running a competitive studentship scheme: we have won funding for 8 students through these schemes, with the remainder being self-funded or funded through other competitive schemes (such as the Chief Scientist Office, Scottish Government).

We invest in training and mentoring for PhD supervisors, pairing experienced and less experienced supervisors wherever possible and providing a congruent discipline mix. The large majority of those submitted are supervising PhDs, bar the newest recruits, who will be supported to take part in supervision at the earliest opportunity. We support supervisors to apply for competitive funding

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for PhD studentships, particularly those which are collaboratively funded to increase their non-academic impact and the employability of the student; and those which are attached to externally funded projects. These also allow the student to experience working on larger scale projects and as part of a research team, improving their employability. During the census period, the following researchers secured such funding on a competitive basis: *Rutherford* (ESRC/Charities Commission) *Bowes* (Scottish Dementia Clinical Research Network/University; ESRC/Better Choices for Older People, Birmingham; and ESRC/Pharmacy Research Trust); *Rummery* (ESRC/Scottish Government) *Simmons* (ESRC/Scottish Government Joint Improvement Team); *Mclvor* (SACRO/University); *Satsangi* (ESRC/Scottish Government); *Malloch* (ESRC/Scottish Government); *Lambert* (ESRC e-Health Infrastructure centre linked studentship (DAMES Node); *McCabe and Yates* Salvation Army/University). Less experienced staff who have been mentored by senior staff to successfully apply for funded or project-linked studentships in the 2013/14 session include *Shapira* (mentored by Field [UoA C25] – ESRC/Skills Development Scotland) and *Ward* (mentored by *Rummery* – ESRC/NIHR project linked studentship).

All PhD students join a research group and are assigned a peer-mentor upon joining the School. Currently, Dementia includes 10 PhD students; Childhoods 12; Crime 9; Governance 16; and Statistics 10. Students participate in all the group activities and contribute to discussions. They can also become involved in projects, contributing for example research assistance, and comment on proposals and academic writing in progress, as well as presenting their own work for discussion. Through the training offered by the DTC, the School and research groups, they participate in advanced methods training, seminar series and are mentored by senior researchers as well as by their supervisors. They have full access to all facilities within the Colin Bell Building, which houses all School researchers.

PhD students are supported to present their work at international conferences, become active members of professional academic associations (including the British Society of Gerontology, the European Social Policy Analysis Network and the Social Policy Association) and to develop work for publication. Employability rates for our PhD students are high, with all 21 completions being employed at the census date, including *McCall and Sherwood-Johnson* (viva 2013) who are included in this submission.

**d. Income, infrastructure and facilities**

Our total research spend over the REF period was £5.3m. This is an increase of £2.3m over the figure reported in RAE 2008. Most of the funding has been awarded competitively by Research Councils, charities or Government commissioners, and some from specific commissioning of expertise, such as scoping work on alcohol related brain damage (McCabe) and a review of dementia services (Dawson).

We continue to be successful in bidding for Research Council funding: particular highlights over the REF period include the project 'Data Management through e-Social Science', 2008-2011 (£912,362), (outputs Dawson, Lambert); 'Food for thought' 2012-2013 (Emond, McIntosh, Punch) and ESRC First Grants for Ward and Wilson. Charitable funding has come from multiple sources, including e.g. Action for Children (Daniel), Altrum (a Big Lottery funded collaborative project - Daniel), Carnegie Trust (Mclvor), the Dementia Services Development Trust (Bowes), the Leverhulme Trust (Birchall), Kibble Education and Care Centre (Woodward). Government funding has been especially significant for our Crime research, supporting the work of the SCCJR e.g. Hamilton-Smith's work on marches and parades. As noted elsewhere, we have also gained funding for knowledge exchange activities, including seminars and symposia and Knowledge Transfer Partnerships with public and private sectors. Our funding has improved during a period of turbulence for research funding in social science. We attribute this success to the resilience and adaptability of our research strategy, particularly our commitment to staff development and continuous improvement. We have used our research group structure and our network of collaborators to support the development of large scale interdisciplinary grant applications. Recent successes are highlighted under our future strategy and provide a strong basis for our research into the future.

We are co-located in the purpose built Colin Bell and Iris Murdoch buildings: the former was designed specifically to facilitate social science, with intermingling of staff, postgraduate and researcher offices across disciplines; communal meeting spaces, archive facilities and a dedicated IT lab; the latter was the first public building in the world to be designed on dementia friendly principles, and remains a showcase for dementia friendly design. It also houses a specialist library of resources for dementia researchers and practitioners. The compact university campus facilitates easy communication between Schools and has enabled our collaborations across the University. Since RAE 2008, the University library has been completely redeveloped, providing excellent facilities for social scientists, especially through extensive electronic resources.

Our facilities support our commitment to methodological rigour e.g. our dedicated IT facilities supporting our advanced quantitative methods research and training through AQMeN and the DAMES research node. They also support our commitment to international networks and training e.g. our hosting of international conferences in the Iris Murdoch Building Conference Suite. They also reflect our commitment to working collaboratively with a range of stakeholders to secure wide-reaching and significant impact in the non-academic community and our commitment to engaging directly with policy makers and practitioners. The School hosts three major research and development Centres or hubs:

**a. Dementia Services Development Centre (DSDC)**

Members of the Dementia Research Group work with DSDC, a self-funding unit with income from accredited (City and Guilds, RCN) Continuing Professional Development courses, book sales and UK and international change consultancy and building design consultancy. DSDC engages with policy makers through providing advice on dementia policy formation (e.g. in Scotland, to the Cabinet Secretary for Health's dementia advisory groups) implementation advice (eg Northern Ireland Dementia Strategy formation, consultation, implementation and evaluation) and education and briefing of civil servants (e.g. work with New Zealand Health department). DSDC is recognised as an authoritative source of evidence based policy advice by policy makers internationally through European groups and for example the Canadian Dementia Knowledge Translation Network. We operate an open access on-line dementia library and information service and provide free research-based downloadable materials. DSDC reaches a wide range of journalists, practitioners and members of the public with research findings relevant for contemporary policy debates.

**b. WithScotland**

WithScotland is hosted by the School, with the academic lead role held by *Daniel*, and funded by local authorities, Police Service Scotland, NHS and Scottish Government. WithScotland connects research with practice, exchanges knowledge and ideas, coordinates activities across Child Protection and Adult Support and Protection Committees and is also developing links between child protection and adult protection in Scotland. At the heart of WithScotland is the principle of improving outcomes for children in need of care and protection and adults at risk of harm by working in partnership and facilitating access to expertise. A survey of 386 practitioners about their needs for research and information, their experiences of accessing research findings, their views regarding useful resources, and their experiences of applying these to practice, have informed the topics of downloadable research briefings and information fact sheets, which are also disseminated via a monthly newsletter circulated to over 1000 individuals and organisations and provided as resources at conferences and events.

**c. Scottish Centre for Crime and Justice Research (SCCJR)**

Since its inception in 2006, the School has co-hosted the SCCJR. It is jointly funded by the Scottish Higher Education Funding Council and the Scottish Government, supported by commitments from the partner universities, Stirling, Edinburgh, Glasgow and Glasgow Caledonian. SCCJR researchers undertake research and provide policy advice in response to requests issued through a collaboration agreement with Justice Analytical Services, Scottish Government. Recent examples include *Hamilton-Smith's* work on organised crime with the Scottish Crime and Drug Enforcement Agency, *Mclvor's* research on the drivers of female imprisonment in Scotland and a review of the international operation of conditional and suspended sentences and *Malloch's* reviews of literature on the effectiveness of drug interventions in criminal justice. Members of

SCCJR have also engaged in meetings and seminars with policy colleagues regarding the Scottish Government Reducing Reoffending Programme and Mclvor provided evidence to the Commission on Women Offenders.

#### e. Collaboration and contribution to the discipline or research base

Members of the School belong to several multi-centre collaborative research centres, projects and training initiatives. For example, *Lambert* led the ESRC funded Data Management through e-Social Science' (2008-11), DAMES project (partners Glasgow and the National e-Science Centre) contributing to research training and developing resources for e-social science; *Bowes*, leads projects on informal care in rural areas, and carers time-use as part of the ESRC funded **Centre for Population Change** (partners Southampton, St Andrews, Strathclyde and Edinburgh), and was the Stirling lead for COGWORKS: the Cognitive Health and Wellbeing Hub (partners Queen's Belfast, Ulster, Brunel and Warwick) and the PANICOA Care Home Final Study (partners East Anglia, Cardiff and Worcester; *Cairney*, assisted by *Rummery* leads the project Scotland's Policy Making Capacity of the ESRC funded **Scottish Centre for Constitutional Change** partners Edinburgh, Strathclyde, Aberdeen); *Ward* will be leading the Understanding Neighbourhoods from the Perspective of People with Dementia and their Carers as part of the ESRC/NIHR funded programme of research of Dementia-friendly Neighbourhoods (partners Manchester, Salford, Linköping, Lancaster, University College London); *Punch* led the Stirling workpackage of the European Commission HighArcs programme of research, and is also an Associate Director of the **Centre for Research on Families and Relationships**, hosted by Edinburgh University.

Throughout the period 2008-13 excellence in research within the School has been reinforced by hosting visiting research scholars and honorary research appointments. Honorary professorships are held by Professors Stuart Aitken (San Diego State), Bob Blackburn (Cambridge), Adrian Bonner (Salvation Army), Romy Langeland (recently retired as Chair of the Centre for Excellence for Looked-after Children in Scotland Board), Alex McMahon (NHS Lothian), Alec Spencer (formerly Scottish Prison Service, now retired). Honorary fellowships are held by colleagues from the Universities of Manchester, Utrecht, and Glasgow City Council. Honorary colleagues include members of the Academy of Social Sciences and the Royal Society of Edinburgh. These appointments serve to bring high quality inputs to School activities such as research seminar events and research group meetings, offer informal mentoring to members of the School and facilitate links to wider networks. Over 20 visiting scholars have also been hosted in the School over the last 6 years, including researchers from the Universities of Utrecht, Manchester, Poznan, Turku and visiting doctoral students from the Universities of Bremen, Basel, Ankara, Jyväskylä, Prague.

Research groups actively engage with academic, policy and practice constituencies through regular symposia. These have included an ESRC funded seminar series on 'Interrogating 'harm' and 'abuse': protection and citizenship across the lifespan' (*Bowes and Daniel*) which resulted in special issues of papers published in *Social Policy and Society* 9,2 and the *British Journal of Social Work* 41,5; concept-focused seminars on 'Governance' 'Evidence in policy making' and 'Gendering Care Policy', each of which had over thirty external academic and non-academic participants; a Knowledge Exchange Programme of seminars funded by the Scottish Universities Insight Institute (SUII) on 'Constitutional Futures: gender equality matters in a new Scotland' which included participation from politicians, journalists, statutory and third sector organisations; advanced masterclasses on social network analysis (*Griffiths, 2009*) and the Scottish Social Survey Network Masterclass programme (2008-2010) with participants from Higher education, Scottish Government, and Scottish public sector research organisations; *Malloch* led a SUII funded Knowledge Exchange Programme of seminars on 'Human Trafficking' Trafficking' and *Mclvor* and *Malloch* led one on 'Women, Punishment and Social Justice' that resulted in an edited collection (*Women, Punishment and Social Justice: Human rights and penal practices*, published by Routledge in 2012). *Webster* was Chair of the conference organising committee of conferences on surveillance in Brussels (2013) Barcelona (2012) Iasi (2011) and London (2010).

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Members of the School are active members of several disciplinary associations, including the Social Policy Association (*Birchall, Griffiths, Rummery, Simmons, Wright*), who nominated *Rummery* to serve on the 2014 REF panel; International Sociological Association (*Lambert, Punch, Rummery, Wilson*); British Society of Gerontology (*Bowes, McCabe, Sherwood-Johnson*) who successfully nominated *Bowes* to serve on the 2014 REF panel, and *British and European Societies of Criminology* (*Hamilton-Smith, Malloch, Mclvor*). *Daniel* served on the panel that piloted the REF impact assessment in 2011. *Anderson* is active in the FEANTSA collaboration. *Reynish* is co-Chair of the Scottish Dementia Research Network and dementia lead for the British Geriatrics Society and *Mclvor* is a UK participant in the EC COST action on Offender Supervision in Europe and an active member of the European Society of Criminology. They also serve on the editorial boards of the following journals: *Regional and Federal Studies, Policy Studies Journal* (*Cairney*); *Criminal Justice and Criminology, Youth Justice* (*Mclvor*) *Children, Youth and Environments, childhood, children's Geographies* (*Punch*); *Policy and Politics, Social Policy and Administration* (*Rummery*); *Critical and Radical Social Work* (*Woodward*). The School was a member of the FP6 funded international network on Reconciling Work and Welfare (RECOWE) 2008-2011.

Members of the School regularly undertaken research visits and visiting fellowships with our international collaborators: e.g. *Mclvor* delivered invited addresses at City University, Hong King (2009), Monash University, Australia (2010), Coruna University, Spain (2010); *Punch*, invited seminars at the University of Hildesheim, Germany (2013), San Diego State University, USA (2013), University of Chicago, USA (2013) and University of Vechta, Germany (2013); *Rummery* was a visiting fellow at the University of Rennes in 2012; *Webster* was a visiting fellow at Victoria University, New Zealand in 2012; *Hamilton-Smith* gave the inaugural address at a conference on Football and Society at the University of Warsaw, Poland (2012); *Lambert* has delivered invited workshops at the University of Eastern Piedmont, USA (2008) and the Council of European Social Science Data Archives, Paris (2008); *Bowes* has delivered invited addresses at Syracuse University, USA (2010), Danish Centre for Social Research (2010), and the keynote address at the Finnish Society of Gerontology (2013), *Daniel* has delivered keynote addresses in Cork (2013), Hong Kong (2009), Sydney (2008, 2011).