Impact template (REF3a)

Institution: University of Strathclyde
Unit of Assessment: 22 Social Work and Social Policy
a. Context Our aim is to be recognised externally as a centre of excellence and innovation within our three research clusters, generating impact by (1) supporting practitioners who are directly engaged in service delivery, (2) working with advocacy groups, and (3) engaging directly with local, national and trans-national government policy makers. In the area of *Children & Young People* some of our impact is directed through our centres of excellence (Centre for Excellence for Looked After Children in Scotland– CELCIS, and the Centre for Youth & Criminal Justice – CYCJ), or as part of Strathclyde University's Technology & Innovation Centre and Institute for Future Cities. In *Health & Wellbeing*, partnership working, in particular with the NHS, is at the centre of ensuring impact from our research on mental health and learning disabilities. Impact from research includes providing expert advice on policy (as members of government committees) and policy implementation (co-creating mechanism to delivery outcomes, e.g. the Mental Health Arts Festival). Under the *Citizens and Communities* strand, our beneficiaries and partners are primarily within communities and those organisations working with communities in place-making and improving well-being. These include international organisations (e.g. World Bank, European Commission), national organisations (e.g. NHS, Homes and Communities Agency) and those building local connections within communities (e.g. Scottish Refugee Council, Scottish Community Foundation).
b. Approach to impact As part of the University's historic role as 'a place for useful learning', we have taken a strategic approach to ensuring that our high quality research has impact for key users/beneficiaries in policy making and practice, and in the lives of those within communities. This approach involves (1) the co-production of knowledge with user groups, (2) engagement with users around research findings, (3) the development of new forms of knowledge exchange, (4) direct links with government and policy making, (5) secondments based on research expertise, and (6) integration of research and professional teaching. *Co-production:* Through long-term relationships built around shared understanding and common interests, we have co-designed and co-produced research with community and voluntary organisations. These have included the Commission for Racial Equality and the Scottish Human Rights Commission (**Clark**), the Scottish Refugee Council (**Stewart**)**,** Save the Children (**Sime**), the Scottish Community Foundation, and Tullochan Trust (**Rogerson**), and the Mental Health Foundation (**Quinn** and **Knifton**). Some of these users have in turn become partners in ESRC-funded projects (**Stewart**, **Rogerson**), in commissioning specific research (**Clark**, **Sime**), key contributors to research (eg **Kendrick**'s research with historic abuse victims) and in developing impact from research (as exemplified by case study 2 on ethnic identity, and the Scottish Community Foundation's use of research to revise its grant making programme). Others such as the Scottish Refugee Council have used their involvement with research conducted by Stewart in the UoA to assist research that altered policy; for example, the jointly published report with **Stewart** was instrumental in persuading Government to reconsider its initial approach to active citizenship. *User engagement:* Active participation of research staff within user groups provides a second approach to impact both on practice and in developing thinking and actions. **Quinn's** research on stigma and mental health and his chairing of the Glasgow Anti-Stigma Partnership has altered education programmes across local authorities in Scotland, whilst **Stalker's** involvement in the Steering Group for Scotland's Disabled Children Liaison Project has generated new strategic approaches to disability by the group. As part of Scotland's Youth Justice Partnership, the CYCJ brings researchers in the UoA together with colleagues in Law and Psychology, and with external practitioners and managers, to make a lasting difference for children and young people involved in offending behaviour. *New forms of Knowledge Exchange:* Beyond these channels, the unit has also been successful in developing its own pathways to gain impact and exploit the opportunities identified in its research. **Knifton** and **Quinn's** research, advocating the use of arts festivals to engage marginalised groups in mental health, has been adopted in different parts of the EU (Case study 3). Similarly,

Rogerson has used extensive knowledge exchange episodes to garner support for the development of a new approach to learning and thinking about visions of sustainable communities. He has developed an educational, interactive board game that has now been adopted by education groups to enable young people to think imaginatively about communities of the future, and by community development projects seeking to work through issues about their own community's future. Research council funding to support knowledge exchange has been used to generate wider impact. ESRC Venture research funding for the 'Skills and knowledge for sustainable communities initiative' was used to foster relationships within each of the 11 local projects, together with the co-funder, the Homes and Communities Agency, and devolved policy makers in the Scottish Centre for Regeneration and the Northern Ireland Office. The outcomes of each of the projects were published by the Strathclyde team and summarised through use of policy briefings, making the main research conclusions accessible to wider audiences. The ESRC Festival of Social Sciences knowledge exchange events held by **Sime** (Children on the Margins: Supporting Vulnerable Families through Multi-agency Services, 2012; and At Home Abroad on migrant children, 2012), and by **Rogerson** (Building Sustainable Homes and Communities, 2011) were organised to enable external agencies and groups to access research conclusions. Participation in the University's 'Engage with Strathclyde' week has generated new relationships with community groups and urban designers (leading to a joint venture with Architecture and Design Scotland) and joint working on the economic legacy of sporting events (with Sporting Chance Initiative and Glasgow Economic Leadership). Funding through the collaborative Scottish Universities Insight Institute (2013-14) has supported the access to child care records.

Impact on government and policy-making links: the creation of centres of excellence has enabled direct access to government decision making and those who oversee social care provision and youth justice within local communities. CELCIS has drawn on and conducted research as part of its policy briefings for government in areas including child abuse, fostering, permanence and transition in care, whilst CYCJ has a similar approach in areas of early and effective intervention and managing high risk. Recognition as research experts has also ensured impact on policy, through membership of the Scottish Government Review Group on Services for Disabled Children (**Stalker**), the Youthlink Policy Forum and the Registration and Membership Committee of the Standards Council for Scotland (**Sercombe**), the Scottish Government Social Services Strategic Forum (**Kendrick**), the Strathclyde Police Authority Board, and Strathclyde Partnership for Transport (**McGinley**), the Scottish Government's Glasgow 2014 legacy evaluation working group (**Rogerson**), and in relation to the ethnic identity of Gypsy/Travellers (**Clark**, Case study 2) and child protection and historical abuse in residential care (**Kendrick**, Case study 1).

Secondments: The secondment of staff to work within CELCIS and CYCJ has enabled research within the School to impact upon policy (e.g. **Kendrick's** research on historic child abuse – Case Study 1) and practice (e.g. **Duncalf's** research on supporting care leaving, and **Connelly**'s research on education of looked-after children). Other secondments (**Quinn**, 0.5 fte, 2010-12, in collaboration with NHS; **Rogerson**, 0.5 fte, 2011-15, on the 2014 Commonwealth Games; Stalker, 0.2 fte, 2010-11, as interim policy manager for Scotland's Disabled Children Liaison Project Steering Group) and institutional support for research leave for **Stewart** (collaboration with Scottish Refugee Council), and **MacIntyre** (collaboration with NHS State Mental Hospital) also secured impact from research.

Research/teaching linkages: Associated with our professional degrees we seek to expose practitioners to contemporary research and assist them in changing practice. The MSc in Advanced Residential Childcare delivered through CELCIS is unique in the UK and is directed towards enhancing research and evaluation and leadership within the context of current workplaces. The MSc in Social Work Management is based on part-time, day-release programmes and is accredited as leading to the Advanced Award in Social Work, and the MSc in Community Care brings together statutory, voluntary and private sector groups with a focus on research expertise in mental health and disability. Professional development programmes, practice resources, and partnership (Looked After Children Strategic Implementation Group) provide connections between our research and practice. Partners include international bodies (e.g. UNICEF), UK statutory agencies (including the NHS and various agencies with responsibility for public health, children's education, and legal services) and local authorities/agencies and

community and third sector organisations (including the British Association for Adoption and Fostering, Scottish Throughcare & Aftercare Forum, and the Coalition of Care and Support Providers in Scotland).

c. Strategy and plans

In meeting our objective of working effectively with partners to assist in the delivery of a higher quality of life for society, we have attracted funding to channel our existing and future collaboration with external partners into three main centres. In 2010, with £13M core funding from the Scottish Government, CELCIS was formed to extend knowledge exchange by enabling practitioners and policy-makers to link more directly with researchers and focus on important research agendas. In addition to the creation of research-teaching linkages through the specialist professional Masters degree (MSc in Advanced Residential Childcare), the Centre is focusing on two areas of global concern in care provision – stability and transition in care, and alternative care and human rights. A dedicated Permanence & Care team has been created providing the evidence-base for policy implementation, connecting work within the School and beyond with a priority area for the Scottish Government (around permanence) and internationally (on transitions between childcare and adult care). Alternative care approaches have been advanced through work with UNICEF, International Social Service (ISS) and SOS Children's Villages International, and are planned to expand through wider collaborations with the School's links in China (around social care) and the United States (with agreements with New York University on international research into wellbeing and future cities).

Expanding the links between social work and criminal justice was supported through the strategic formation of CYCJ in 2013 (with £1.9m funding from the Scottish Government). The formation of this Centre at Strathclyde marked an extension of the previous Criminal Justice Development Centre to focus on research-based knowledge exchange with practitioners. Implementing its development plan to 2016 will see multi-agency collaboration on priority areas of transitions and mental health. The creation of the University's Institute for Future Cities in August 2013 will expand the UoA's research into sustainable communities through cross-disciplinary collaboration with external partners involved in urban place-making. This is being expanded through relationships with the TSB City Demonstrator projects, the City Observatory research programme, and the University's Technology & Innovation Centre, providing connections to commercial organisations and national agencies in partnership with RCUK.

Our strategy recognises the importance of leadership in maintaining and developing pathways to impact; for example, a KE champion in each research area reports regularly on activity and encourages dialogue on KE opportunities, and senior research staff are expected to be members of external policy committees/groups. We will also extend the use of organisational structures to connect research with user groups (especially emerging opportunities with the University's Technology & Innovation Centre around social policy) and promote the benefits of strong and sustained alliances with influential public sector bodies associated with each research area (through research co-production and advisory roles).

The increasing awareness that many nations are experiencing similar challenges in social work and social policy is reflected in our planned development of an international MSc in Child and Youth Care Studies (being piloted in 2014), collaboration with international partners (e.g. Shanghai Academy of Social Sciences on youth studies and social welfare) and through the expanding international portfolios of the Research Centres (e.g. the Institute for Future Cities' collaboration with Riga, Gothenburg and Ghent under the EU's STEP UP Smart Cities programme). The inclusion of practitioners and policy makers within each of these developments will support knowledge exchange and the impact of our research on communities.

d. Relationship to case studies

Our case studies provide practical illustrations of many of the core aspects of our overall approach, including the co-production of knowledge (Case Study 2), the development of new forms of knowledge exchange (Case Study 3), the establishment and maintenance of links with local and national government and engagement with policy processes (Case Study 1), and the use of secondments to enhance impact (Case Study 1).