Institution: Cardiff University
Unit of Assessment: 32
a. Context [**Key:** C[ase]S[tudy] 1: *Biobanks*; CS2: *Nietzsche in schools*; CESAgen: *ESRC Centre for Economic and Social Aspects of Genomics.* **Bold:** REF terms; ***Bold italic***/*italic*: emphasis]   The Unit's impact is in **influencing the methods, ideas or ethics of a profession** (CS1,*Think about Health*), **informing and influencing the delivery of syllabi in schools** (CS2), **generating new ways of thinking that influence creative practice beyond the academy** (CS2, *Philosophy in Welsh*) and helping **professionals and organisations adapt to changing cultural values** (CS1, risk in mountaineering). These impact types draw on the two core research areas in the Unit: *moral and political philosophy* and *philosophy of mind, including philosophy of psychology*. The main **non-academic user groups, beneficiaries and audiences** are (i) **Professionals and organisations** (CS1, *Think about Health*); (ii) **Teachers and students in post-16 education** (CS2); (iii) Professional and amateur mountaineers; (iv) The general public, including those donating DNA (CS1) and speakers of Welsh (*Philosophy in Welsh*).

b. Approach to impact

The Unit's **approach to interacting with users** has been two-fold. (1) Some of its research is either inherently intended for non-academic use and *already entails direct contact* with potential beneficiaries, or has *attracted the attention of non-academic users* who have approached the researcher(s) with an impact agenda, e.g.

a. Chadwick has been involved at the core of policy-making in several major organisations that collect and use biobank data (e.g. CS1). She has both presented and developed further her research claims in this user-context, and shaped policy as a result.

b. Edgar created a stakeholder forum, *Think About Health* (TaH), as an embodiment of his research claim that decisions about health care provision must be debated within the civil association. TaH hosts conferences for health professionals, where philosophical positions relevant to healthcare are presented and discussed. Its website contains a range of information, discussion and think pieces (http://www.thinkabouthealth.net/) regarding ethical and semantic questions in the healthcare domain.

c. A paper on sexuality by Webber in *Philosophy* led to an invitation to discuss the idea of sexual perversion at the Tavistock Centre and to publish an article in its journal, which was reprinted in the in-house psychiatry journal of the North-East London NHS Trust. On the basis of his article on Sartre's play *Huis Clos* he was asked to write programme notes for a West End production of the play and to discuss the play with the Director while it was in rehearsal.

Where there is no pre-existing link to beneficiaries, (2) the Unit has *used engagement activities to explore with potential beneficiaries what their needs are*, and identify opportunities for impact, e.g.

d. Conferences for teachers and students of A-level Philosophy revealed the urgent need for new materials to support deeper understandings of different philosophical positions, leading to CS2.

e. In 2012 the Unit collaborated with the *Coleg Cymraeg Cenedlaethol* (Welsh National College) to recruit, host, train and mentor a Welsh-speaking philosopher (Williams). This post emphasises engagement and is a significant gateway to research-based impact. In the context of promoting Philosophy among Welsh speakers, Williams is conducting impact-focussed research to address problems associated with teaching and discussing Philosophy in the Welsh language beyond universities. For example, the workshop, 'Beth yw Athroniaeth yn y Gymraeg?'/'What Does Philosophy Mean in Welsh?' (June 2013), considered philosophy in Welsh literature, the ethics of language preservation, and the benefits of conducting philosophy in Welsh. It also created opportunities to discuss broader questions about philosophising in a minority language.

f. Robertson's longstanding interest in mountaineering has gained him access to various national and international mountaineering groups and insight into the issues that concern them. His research into perceptions of risk, already responsible for changing the Scottish Mountaineering Council's Code of practice (predating his arrival at Cardiff), is now being developed, through the gathering and analysis of 'risk-related data', to inform the fast-growing debate in the UK media about whether climbers are irresponsible (see section *c*).

In both cases, the Unit's **approach to developing effective relationships** entails being alert to the needs of beneficiaries and discussing how research might help solve very specific problems. This approach is particularly intrinsic to CS1, CS2, *Think about Health*, and risk in mountaineering.

In order to **support staff to achieve impact** from their research, ***workload time*** is allocated to

impact as required. In addition, probationers have 75 hours p.a. ring-fenced for engagement and impact, to embed user-awareness in their research vision. The School Director of Impact and Engagement has a time allowance of 100 hours p.a. ***Mentoring*** is provided to communicate the purposes and mechanisms of impact and support project development. A ring-fenced School impact and engagement ***budget*** supports activities, travel, printing, evidence collection, etc. Additional support has come from the University's Innovation and Engagement fund. The costs of designing and producing a poster for CS2 were met by the Royal Institute of Philosophy. Most costs for CS1 were covered by CESAgen's ESRC funding or by the stakeholders themselves.

The Unit benefits from extensive **institutional facilities, expertise and resources**, including the University's share of Welsh Government funding for *Innovation and Engagement* and a well-resourced *Community Engagement Team*, which promotes research-to-impact by ***building links*** to potential beneficiaries, ***creating opportunities*** for impact, engagement and dissemination (e.g. press releases, public talks, book launches), and ***giving guidance*** on impact-related processes and documentation. AHRC funding for Cultural Engagement (£40k) secured by the Cardiff Humanities Schools, and the funding for REACT (in collaboration with other universities), was facilitated through ***co-ordination*** by the *University's Humanities Research Support Officer*. The *University's Business Development Team* ***channels*** information about knowledge transfer funding. ***Appraisal and promotion criteria*** feature engagement and impact, so all staff report on them. The Unit is represented in the University's *Innovation and Engagement Policy Network*.

c. Strategy and plans

As part of the ***impact strategy****,* staff were invited to identify how their research was making or could make impact, and then provided with guidance on how to maximise the opportunity for instigating real change. This included conversations about why they were doing that research, and what they knew about the needs of potential users. The impact team identified 3 projects, jointly involving 6 staff, for full development into potential case studies, but also advised others on how to progress their work for impact (see ***b***) and encouraged them to consider, through the lens of their research knowledge, how user needs might be met. Excluding two appointments in Sep 2013, all the Unit's staff have participated in its impact-related activities, whether as an originating researcher or in a support role. The ***onward strategy*** builds on this firm foundation, and will exploit the high level of interest in and commitment to impact generated over the period. Specifically, we will approach impact development in three linked stages.

Stage 1 will use the REF submission as a milestone for evaluating and celebrating our impact achievements, and setting the forward agenda. The cases developed in both Units in the School, including those not selected for return, will be presented to all staff in workshops, to share and discuss the processes of achieving impact and of reporting and evidencing it. Drawing on these experiences, a review will also be conducted by the Director for Impact and Engagement, to consider ways of optimising our approach to impact for the future, informing Stage 2.

Stage 2 is a long-term investment of time and vision, to sustain a full integration of impact in the School's academic life. *Building teams* will enable staff to contribute to impact projects in different ways, including identifying audiences and topics that could benefit from our research, planning, innovative and critical thinking, interactions with users, and materials-writing. Attention will be paid to the quality of the underpinning research, understanding needs, planning interventions with target end-users, and gathering evidence of impact from the early stages. The strategy will enable new ideas to flourish, sustain the values appropriate to impact, and support the two boundary activities, engagement and research, so as to maximise the routes into impact.

Stage 3 will be an iterative process of impact reporting. The Unit will draw on best UK practice and on the guidelines of funders to broaden its range of approaches and skills for evaluating and reporting impact, thus building capacity across the Unit. All developing impact projects will be reported at least annually, to track effectiveness and capture evidence systematically.

Many ***plans*** for impact activities are already mapped out. CS2 has developed further and has a long term ***continuation plan***. A conference for c.100 students and 10 teachers from 5 institutions across South Wales and S-W England, has taken place, beginning the process of developing a booklet for the 'Reason and Experience' module (AS level, compulsory). Similar conferences and materials for 'Moral Philosophy' (A2) in 2015 are planned, with additional attention to the A-level Religious Studies syllabi that include that topic, and for 'Philosophy of Mind' (A2) in 2017. Existing booklets will be regularly updated, to reflect changes in the syllabus or marking scheme.

Although, with Chadwick's retirement, CS1 marks the end of the Unit's impact intervention in biobanking policy, the applied ethics route to impact remains strong. Planning is already in train to develop a potential impact case study for the next REF based on *Think about Health.* Encouraged by the recent endorsement of the Scottish Royal College of General Practitioners, which co-hosted a TaH event in June 2013 (http://bit.ly/16BwDZj), the TaH team plan to build closer relationships with the other professional Colleges. In addition, modelled on Chadwick's direct work with policy-makers (CS1), the team will seek to bring philosophical research directly into executive committees of professional organisations, to have impact on policy documents and practices.

Robertson's work on perceptions of risk in mountaineering is also developing as a future impact case study. His paper with Ebert (2013, 'A plea for risk', *Royal Inst. of Phil. Supplement* 73: 45-64, 2013) sparked considerable interest even before publication, with three mountaineer communities requesting more accessible versions, and an item in the Times, 13/7/13, p.17). A two-part adaptation will be published in 2014 on http://www.ukclimbing.com/, the UK's premier mountaineering and climbing website. Another adaptation will be published in German in 2014, in the *German/Austrian Alpine Club Yearbook,* disseminated to c.20,000 professional and amateur mountaineers. Meanwhile, the Unit is tracking onward impact from Robertson's intervention with the Mountaineering Council of Scotland (MCofS). The draft of 'A Plea for Risk' fed into a seminar on 'Mountain safety: the media and the message' (12/10/13, http://bit.ly/19H0aDz, 14.00) and the MCofS Chief Officer, Director for Safety and Training and President have passed it on to partner organisations. Due to differing styles of climbing, ethics and media attitudes, the philosophical issues around risk are different in different communities, giving considerable opportunity for comparative research with onward impact. Robertson also plans to develop documentary-style television programmes on risk, and to co-author a non-academic book on the philosophy of risk.

Training will be a central activity for staff and students, building on the legacy of an AHRC Collaborative Skills Development award (2012-13, £2920) which *developed postgraduate research students' practical partnership skills* through impact work in the local community. The Unit's understanding of Public Humanities will benefit from its participation in the *Professional Researchers in the Humanities Training Programme* to be offered by the AHRC DTP and its partners in the cultural economy.

Since several of the impact activities developed in the School, including in this Unit, have had their roots at least partially in engagement, investment in *dissemination and engagement* will continue, as a *gateway to impact*. Staff will continue to present at the Cardiff Philosophy Café, and to participate in Cardiff SciSCREEN, a public engagement forum that brings academic researchers to screenings of new release films, to discuss their scientific, social and cultural implications (http://cardiffsciscreen.blogspot.co.uk/). Through Edgar, Sedgwick and Webber the Unit will continue to have regular presence at the Hay Festival and HowTheLightGetsIn.

d. Relationship to case studies

CS1 and CS2 jointly present the heart of the Unit's impact approach and strategy, because they entailed direct work with users, to feed philosophical ideas into the solving of practical problems. CS1 is an example of impact occurring as a natural outcome of *research embedded in the user environment* (type 1 in **b**). CS2 exemplifies type 2, *engaging with potential beneficiaries to identify opportunities for research to solve a problem*. Both interventions involved in depth consultation with the users, so as fully to understand both the immediate need, and its underlying causes and drivers. The work leading to CS2 matured not just the Unit's but also the School's conception of how the research-engagement-impact relationship can develop. It acts as a model for how colleagues can work as a team to broaden and strengthen the researcher-user relationship. Likewise, CS1's embedded approach to influencing practitioners will be a model for the onward development of the *TaH* and *risk in mountaineering* projects. The two case studies also illustrate our broader understanding of the nature of good impact. Both clearly transcend engagement, by constituting intentional, thought-through interventions that apply research to make beneficial changes. In both cases, the impact achieved is lasting: CS1 has led to changes in understandings of ethical issues that are embedded in policy documents and practice; CS2 has increased the availability of study materials that promote critical thinking about real philosophical research done in the Unit. The case studies and other examples demonstrate the Unit's capacity to grow its own projects by establishing and nurturing long-term working relationships with end-users and also to respond to opportunities as they arise. Meanwhile, the case studies in turn have extended perceptions within the Unit of what research in the Humanities can be for, and what it can achieve.