

Impact template (REF3a)

Institution: University of Bristol
Unit of Assessment: 22 - Social Work and Social Policy
<p>a. Context</p> <p>Impact is central to all work within the School and we believe that it is essential that impact is based upon rigorous, challenging, innovative scholarship. Our research is designed to achieve impact by directly affecting the lives of key beneficiaries or the stakeholders who can help to realise change for beneficiaries. The School for Policy Studies (SPS) comprises seven research centres, six being submitted to UoA 22: the Centre for Family Policy and Child Welfare (CFPCW); Centre for Gender and Violence Research (CGVR); Norah Fry Research Centre (NFRC); Centre for Research in Health & Social Care (CRHSC); Centre for the Study of Poverty and Social Justice (CSPSJ); and the Centre for Urban and Public Policy Research (CUPPR). The seventh research centre (Exercise, Nutrition & Health) is being submitted to UoA 26. The five main groups we routinely engage with are: 1) national and international policy makers (e.g. Home Office, Department of Health (DH), Department for Education (DfE), Department For International Development (DFID), and UNICEF); 2) local policy makers across the UK (e.g. Avon and Somerset Police & Crime Commissioners); 3) practitioners, including social workers; 4) third sector organisations (e.g. NSPCC, Women's Aid and local women's groups); and 5) members of the general public such as users of health and social care services and women at risk of male violence, for example. As shown in section b, our research has led to the formation of new laws, developed measures of poverty that have been adopted globally, changed the practice of social care professionals, provided evidence to government and statutory organisations, directly led to the development of government funded national media campaigns and shaped the research and practice agenda both in the UK and internationally.</p> <p>b. Approach to impact:</p> <p>We have seven pathways to impact (PTI).</p> <p>PTI-1) Identifying important research questions: We believe that achieving impact begins with the identification of high-priority questions, the answers to which have direct implications for social work and social policy. As such, the research within the School focuses on: 1) identifying key issues; and 2) addressing the research questions that have been identified by government departments and non-governmental partners. An example of the first approach is CGVR work that examines the relationships between theory, policy and practice related to gender-based violence. Examples of the second are Lucas and colleagues' (CRHSC) DH commissioned evaluation of the Healthy Start Voucher Scheme and Berridge's (DfE) evaluation of social pedagogy in children's homes. Heslop's (NFRC) Big Lottery funded, Hidden Pain project on self-injury among people with learning difficulties, came directly from concerns raised by people with learning disabilities.</p> <p>PTI-2) Engaging stakeholders to maximise research impact: We routinely engage key stakeholders throughout the research process to ensure that our research remains relevant to end-stage users. For example, the team running the Confidential Inquiry into the deaths of people with learning disabilities (CIPOLD - NFRC) worked closely with health and social care professionals, family carers and people with learning disabilities to identify the methods required for such a sensitive project. These stakeholders also contributed to ongoing reviews of the emerging data, and were key players at the dissemination phase of the study, helping both to formulate policy recommendations and to define how to translate the research into NHS practice developments. Heslop, the CIPOLD project manager, received a University of Bristol Public Engagement award for this work. Service users are regularly included in research projects. In the TARA project, longitudinal studies of the service use and needs of homeless women (Williamson and Cameron – CGVR / CRHSC), service users were involved from the proposal writing stage and throughout the study. These collaborations also often realise significant impact locally. For example, the CFPCW partnership with Bristol City Council was cited in the 2012 Ofsted inspection report on safeguarding and looked after children's services as a key contributor to local policy and practice.</p> <p>PTI-3) Disseminating research: Our communication strategy is designed to create routes to impact by facilitating dialogue and interaction with user groups, our academic colleagues and the public. Our dissemination efforts also focus on precipitating change by prompting key beneficiaries and the public to engage in dialogue and demand change in policy and practice.</p>

Impact template (REF3a)

We have dedicated web-pages for all of our large research projects. These include summaries of the research, the target groups and links to outputs. For example, the CIPOLD website included a news section with updates and interim project reports. On the day of the national press launch, the website was updated to include links to the full project report, executive summary and an easy to read report designed to be accessible to a wide readership. Free day events to discuss the findings of the Confidential Inquiry and how to take forward the recommendations locally were mounted in eight regions of England in September 2013. Similarly, CGVR host 2-3 conferences annually, attracting around 100 practitioners each. The June 2013 conference on rape was attended by members of national and local rape crisis groups, refuge providers, domestic violence outreach groups and Police and Crime Commissioners.

We work in tandem with funding agencies and the University of Bristol press office to develop press releases for our high profile publications. These have resulted in extensive coverage in local and national print media, radio, television and online articles such as the BBC website. For example, Gangoli was interviewed on the BBC1 Politics show (23/11/2009) about forced marriage, while Williamson has been interviewed several times on "File on Four" (Radio 4) about domestic violence and military families (CGVR). We also strive to maximise impact by a wider engagement with the media using innovative techniques. For example, Barter (CFPCW) acted as a consultant for the BBC series 'Casualty' when it ran a four episode story on a teenage girl's abusive relationship with her boyfriend. Barter is also helping BBC 3 / BBC Education to develop a training pack on teenage partner violence. These varied approaches enable us to share our research findings with the wider public, thereby generating a discourse around public policy issues.

The School plays a key role in PolicyBristol which provides a portal for news and information about the Faculty's policy-relevant research and brokers links between Faculty academic staff and potential partner organisations. Wilson, the Academic Director of PolicyBristol is one of the School's staff and the Head of SPS sits on the Executive Board. The School's own complementary social media presence includes a blog disseminating our research in a format suitable for non-specialist audiences and providing commentary on policy developments.

PTI-4) Informing practice, statutory guidance and national campaigns: We disseminate findings directly to key stakeholders aiming to change practice locally and nationally. For example, Carpenter (CRHSC) presented findings on inter-agency training programmes for safeguarding children to DfE, DH and the Children's Workforce Development Council (CWDC) as well as the Directors of Children's Services annual Research in Practice (RIP) meeting in 2010. The findings of this work were used to revise chapter four of "Working Together", the statutory guidance on inter-agency working to safeguard children which was part of the Government's response to the Laming review of child protection following the Baby Peter case. Abbott's (NFRC) research which identified poor transitions for young men with muscular dystrophy was used as evidence in support of a £1m programme to improve neuromuscular health services in the South West and directly led to the introduction of regional psychology support services for young people with neuromuscular disease at transition. The independently funded Hadley Centre for Adoption and Foster Care Studies (CFPCW) offers advice based on relevant research to between 100-250 adoptive parents, children, adult adoptees, birth parents, solicitors, judges and children's guardians annually. The advice frequently facilitates positive outcomes for children in adoption and foster care by providing support to challenge local authority placement decisions.

Research also relates specifically to third sector agencies. For instance, in the Skills for Support project Williams (NFRC) produced a training pack for people with learning disabilities to train their own personal assistants. This pack has now been adopted by an Australian provider organisation. Carpenter's (CRHSC) work on inter-agency working was presented to the NSPCC, which subsequently commissioned and published an online evaluation toolkit for inter-agency trainers. CFPCW staff have provided advice to the British Agencies for Adoption and Fostering in relation to adoptive and foster families as well as looked-after children.

PTI-5) Collaborations with and influence on the field: We collaborate with national and international colleagues in our discipline, as well as colleagues from medicine, education and

public health, to ensure we maximise the rigour and policy relevance of our research. Collaboration with other academics also provides practical routes to engage new non-academic organisations. For example, Hester and Williamson (CGVR) are conducting the Programme of Research On Violence in Diverse domestic Environments (PROVIDE) study with Feder (Social and Community Medicine) and colleagues at the London School of Hygiene and Tropical Medicine, the Institute of Psychiatry, NHS Bristol and Next Link, the leading domestic abuse agency in Bristol. The Bristol Approach of poverty measurement (CSPSJ) has been adopted by the EU's statistical office (Eurostat) as the "gold standard". This measure has been adopted by international organisations such as UNICEF and national governments (e.g. South Africa). Our collaborations also include practitioners and development organisations who are partners in research such as in Williams' (NFRC) work with the Mental Health Foundation to study the impact of the Mental Capacity Act.

PTI-6) Direct engagement with policy makers via Parliamentary Select Committees and advisory groups: School staff members have directly advised on the formation of government policy. Berridge (CFPCW) acts as Specialist Adviser on Children's Services to the House of Commons Education Select Committee. Marsh (CUPPR) was seconded (part-time) to the Public Law team of the Law Commission (2006-2010) to provide social scientific advice to law reform projects. Gordon (CSPSJ) has provided expert guidance to the UN on the measurement of poverty. Ayers (CUPPR) provided evidence to the House of Commons Political and Constitutional Reform committee on the impact of local government changes (2012). Gangoli (CGVR) provided evidence to DFID to inform their international strategy on prostitution and migration.

PTI-7) Leading the local discussion of critical policy issues. We regularly stimulate discussion of policy-related issues locally in order to raise awareness. For example, in both the referendum for and election of a Mayor of Bristol, Marsh and Sweeting (CUPPR) were protagonists in a series of local debates on a variety of topics including, "Should Bristol have a directly elected Mayor?". These debates drew widespread local attention.

Support of staff to achieve impact: The School Impact Director's role is to promote and enhance impact for all research projects. Staff are encouraged to develop ideas to engage key beneficiaries and user groups as a means of enhancing impact. All Centres have specific impact plans embedded in their research projects through **PTI 1&2** and as highlighted in section C we will build on these processes to increase engagement with University infrastructure to maximise impact.

Use of university resources to achieve impact: Impact is critical within the University and we have an institutional research action plan. This includes specific funds to support impact such as the Vice Chancellor's Impact award for which Barter was Highly Commended in 2012.

Central resources also directly facilitate research and impact. The University Press Office actively assisted the CIPOLD team, not only to develop a press release, but to have a public platform by coordinating the recent press conference. The press office liaises with funding agencies to coordinate dissemination. For example, the NSPCC led on national coverage of research from the CFPCW, while local and regional press is handled by the UoB press office. This integrated approach ensures that key messages are shared in a coordinated manner with multiple audiences. Staff from Research and Enterprise Development (RED) helped to develop Hester's Knowledge Transfer Project (KTP) with the Northern Rock Foundation. The University leads Bristol Health Partners (BHP), a collaboration between four NHS Trusts, the city's two universities and local authorities to share research and facilitate impact. Health Integration Teams (HITs) - cross-organisational and interdisciplinary groups - are central to the BHP mission. School staff are key members of several HITs including respiratory infections and the forthcoming HIT which will focus on health and well-being in the early years (<5 years of age).

c. Strategy and plans

We will continue to use the institutional expertise and resources detailed in section b. We will increase our engagement with the new cross-disciplinary Elizabeth Blackwell Institute for Health and the Cabot Institute for Environmental Research, specifically contributing a social policy perspective and social research methods to enhance high impact research which addresses issues of national and international importance. We will encourage staff to utilise the networking and

Impact template (REF3a)

career development opportunities that both of these institutes provide, to enhance the capacity of staff to generate high impact research and explore innovative approaches to enhancing impact.

We will learn from the experiences gained from the projects that are highlighted in the PTIs above to embed impact strategies into all future projects. All grant applications are read by either a Centre Head or School Research Director prior to submission to assess the potential for impact. Intending applicants are asked to consider four key questions:

- i. What is the key research question that this proposal is designed to answer?
- ii. Who will benefit from this research at the end of study and within 5 years of completion?
- iii. How will impact be maximised?
- iv. What is the strategy for disseminating research and sharing results with policy makers?

Team members are then encouraged to monitor and report on progress against these questions throughout the grant cycle, taking responsibility for **PTI 3-7**. We shall further formalise these processes by instigating an impact pathway for all research projects. As part of this pathway, all grant holders will produce an annual summary of impact for review by the School Impact Director. The Director will produce an annual report of impact progress, examples of good practice and instances of novel approaches that will be shared with all staff.

We encourage **all** staff to consider the impact of their work during their tri-annual meetings with their Centre Head to discuss research and teaching plans. We also provide support and encouragement for research students to consider and then maximise the impact of their research via the ESRC South-West Doctoral Training Centre, which has developed placements with regional, national and international organisations. Student research often achieves considerable local impact. For example, Side's 2011 doctoral thesis examined bullying from a child's perspective. This research took the (unusual) view that adults do not have all the answers in trying to devise and implement effective anti-bullying policies. The research is now being used in anti-bullying training in Dorset. McKay, a current PhD student, was the Emma Humphries prize winner in 2010 in recognition of her research and activism on violence against women and girls.

d. Relationship to case studies

The School's approach to impact is demonstrated in our five case studies which all provide evidence of multiple pathways to impact. As a detailed example, Hester's study is the result of work commissioned by the Northern Rock Foundation and the Home Office. The research involved a number of elements from within the criminal justice system, victims of domestic violence and members of government staff. The findings have been used in Government Select Committee debates, have influenced Scottish Government policy and were used as evidence in a Home Office review. A Knowledge Transfer Project has shown how grant-making trusts can combine commissioned research with community projects. The main output was a toolkit entitled "Adding value to grant-making". The work has been widely disseminated and provides evidence of **PTI 1-7**.

Our further four case studies demonstrate the seven pathways to impact as follows: Barter and colleagues' work on violence and control in young people's relationships was funded by NSPCC and the Big Lottery. The research engaged stakeholders, was widely disseminated, informed national media campaigns and is creating a dialogue around violence and control in young people's relationships locally and nationally, thereby providing evidence for the use of **PTI 1, 3, 4, 5 and 7**. Carpenter's work on the organisation and effectiveness of inter-agency training programmes was funded by DH, engaged stakeholders, was widely disseminated, informed practice and influenced the social work field and so provides evidence of **PTI 1-5**. Nandy and colleagues' work in CSPSJ led to a new way (the Bristol Approach) of measuring child poverty in developing countries. This new approach has engaged stakeholders, informed practice and directly engaged policy makers globally and therefore provides evidence of **PTI 2-6**. Selwyn's work on adoption and the inter-agency fee was commissioned by DCSF and directly engaged key stakeholders to understand how the inter-agency fee was affecting the placement of children. The research was widely disseminated and has played an influential role in the development of new government policy with Selwyn providing expert evidence and guidance to HM Treasury, DfE and DCSF, thereby providing evidence for the use of **PTI 1-4 and 6**.