

Institution: St. Mary's University, Twickenham
Unit of Assessment: 20, Social Work and Social Policy
<p>1. Unit context and structure, research and impact strategy</p> <p>Unit Context</p> <p>Research in the Social Work and Social Policy Unit of Assessment (hereafter 'the Unit') comes from staff from the Institute of Business Law and Society and the Faculty of Sport, Allied Health and Performance Science, of St Mary's University, Twickenham (hereafter 'St Mary's/the University'), as well as academics who were previously submitted to the 2014 REF in the Education Unit of Assessment by St Mary's. There is also research co-operation with the Institute of Theology and Liberal Arts at St Mary's, especially in areas where religion relates to social thought, public policy, and practice. We have created an inter-disciplinary Unit which spans several disciplines, all of which are related to the Unit descriptor. The research in the Unit is inter-disciplinary and applied. Much of the research relates closely to the University's mission and history as a higher education institution that serves those parts of the community that might otherwise be marginalised or excluded.</p> <p>Structure of research</p> <p>Our research takes place in a range of research centres and clusters in the Institute of Business, Law and Society, the Institute of Education, and the Faculty of Sport, Allied Health and Performance Science. Research centres are more formal groupings, and they are set biennial targets in relation to income generation, publications, and public engagement. These centres and clusters are outlined below, and greater detail of their work is provided in Section 4.</p> <p><i>The Bakhita Centre (formerly known as the Centre for the Study of Modern Slavery)</i></p> <p>The Bakhita Centre, formerly the Centre for the Study of Modern Slavery, was established in 2015 as part of St Mary's University's commitment to act in relation to the growing scale of human trafficking and slavery in the UK and across the globe. The Centre is part of Cardinal Vincent Nichols' initiative to combat slavery and trafficking, along with Bakhita House (a London-based safe-house for trafficked women) and the Santa Marta group which seeks to co-ordinate the efforts of law enforcement authorities, NGOs, and governments worldwide. The Centre's role is to support this initiative with research that feeds into anti-slavery and human trafficking policy at the highest level, in the UK and internationally, and to contribute to education and awareness raising.</p> <p>The Centre has received several research grants and grants for engagement projects (described below) and was "pump primed" by the University, including with assistance in the form of PGR studentships. This Centre has been supported by the University's GCRF funding within its QR allocation and provides one of the Impact Case Studies presented in this submission.</p> <p>See Bakhita Centre for Research on Slavery, Exploitation and Abuse (stmarys.ac.uk)</p> <p><i>Centre for Research into the Education of Marginalised Children and Young Adults (CREMCYA)</i></p> <p>This Centre was established in 2018, after a successful British Council project in 2017 undertaken by the founder director. The success of that project attracted nearly £500,000 of philanthropic research funding to employ a director, research assistants, and a fully funded PhD</p>

studentship for a student from a less developed country. The Centre has also been supported by GCRF funding and has begun to attract self-funding PhD students. It has also developed an MA programme. Within this Centre there is also a research cluster focusing on inclusive education.

See [Centre for Research into the Education of Marginalised Children and Young Adults \(CREMCYA\) \(stmarys.ac.uk\)](https://stmarys.ac.uk/centre-for-research-into-the-education-of-marginalised-children-and-young-adults/)

The Centre for Law and Culture

Launched in 2014, the Centre for Law and Culture examines issues of social justice and equality through interdisciplinary doctrinal, historical, and philosophical legal scholarship. The Centre brings together researchers in law specialising in human rights and inclusion, with a particular focus on gender and women in the legal profession. There is also collaboration with the Bakhita Centre on issues related to supply chains and human rights law.

See [Centre for Law and Culture \(stmarys.ac.uk\)](https://stmarys.ac.uk/centre-for-law-and-culture/)

The Aquinas Centre for Theological Literacy and the Centre for Research and Development in Catholic Education

These two Centres work closely together. The latter transferred from the Institute of Education at University College, London, in 2016. The two centres work on research in Catholic education, relating that work to public policy as well as to teaching practice and curriculum development. These Centres are responsible for the inter-disciplinary journal *International Studies in Catholic Education* (the first international journal in this area) which also transferred from UCL in 2016.

See [Aquinas Centre for Theological Literacy \(stmarys.ac.uk\)](https://stmarys.ac.uk/aquinas-centre-for-theological-literacy/) and [Centre for Research and Development in Catholic Education \(stmarys.ac.uk\)](https://stmarys.ac.uk/centre-for-research-and-development-in-catholic-education/)

Business Ethics Cluster

This is an inter-disciplinary research cluster working with the Institute of Theology and Liberal Arts and working in the field of business ethics and conduct. Its members work closely with the *Economy of Francesco* project ([The Economy of Francesco | OFFICIAL WEBSITE \(francescoeconomy.org\)](https://francescoeconomy.org/)), which is being developed and overseen personally by Pope Francis with the aim of building a more inclusive economy.

Teacher Wellbeing and Resilience Cluster

This research cluster, based in the Institute of Education, studies the wellbeing and resilience of teachers in primary and secondary education, as well the transition between phases of the profession and pastoral support, mindfulness, and mental health.

Other research groupings

The Unit also includes staff from the Faculty of Sport, Allied Health and Performance Science from within the Research Centre for Applied Social and Health Sciences. The focus of the research of this grouping within that centre is inclusion, diversity, psychology, wellbeing, and nutrition. The focus is empirical with a view to influencing public understanding and professional practice.

An additional important project within the Unit is *The Art of Dying Well*. This began as a pastoral and public engagement project with the Catholic Bishops' Conference of England and Wales. The project then moved to St. Mary's so that it could develop a strong research aspect to complement the public engagement. It has received a total of £406,000 of grant awards and philanthropic donations to date (about 40 per cent of which is for projects after 31 July 2020).

In addition, the Institute of Business, Law and Society hosts the Social Enterprise Knowledge Exchange Network, which undertakes research in social enterprise and social entrepreneurship and its relationship to social policy goals.

Research and Impact Strategy

The submission to the Unit has been developed since the University's submission to the REF 2014. The decision to submit staff in the Unit is an important component of the St Mary's University Research and Enterprise strategy, outlined in 'Vision 2025', which committed the University to:

1. Develop research and enterprise capacity alongside a renewed emphasis on teaching excellence.
2. Intensify interdisciplinary research and scholarship to create and disseminate new knowledge.
3. Partner with public, private, and third sector bodies to influence public policy debate and decision-making.
4. Raise the University's profile and increase our impact through an active presence in the public square and development of solutions to key public policy concerns.

The strategy explicitly mentioned social policy as a research area on which the University would focus going forward. In response to this aim, the Unit has sought to develop in the following areas.

1. *To encourage staff to work across boundaries to develop insights that support real life problem-solving especially in relation to areas where there is a real social need*

The Unit has grown through the intensification of cross-disciplinary collaboration between research groups working in Units submitted in 2014, together with the addition of new areas of research contributed by new members of staff and new research centres that have been developed in the last five years. This cross-disciplinary focus was developed considering feedback received from the REF 2014 submission in Education, and the conclusion that the research culture in the field of Education needed to be carefully nurtured. The decision to submit research from Education in the Unit reflects a long-term aim to augment and develop that area of activity. Research into the fields of social policy and social work has received strategic and financial support at the institutional level which has led to, amongst other things, the creation of two newly funded and now self-supporting research centres working at the leading edge of social policy.

The Unit includes academics who have published and developed their careers within several sub-disciplines. This has created an effective dynamic for an inter-disciplinary Unit. These sub-disciplines include education; psychology, sexuality and gender; law and criminology; business ethics; economics; youth and social work; and politics.

The common theme of the research within the Unit is that it involves the creation and application of knowledge which is designed to improve societal outcomes for the disadvantaged and address problems of exclusion and discrimination. Our research does this directly and through our public engagement and impact strategy, which is designed to inform public policy debates and achieve social change via civil society, educational institutions, and business. Thus, the research in this Unit is not limited to examining the role of the state in meeting social needs but includes research and public engagement on and through civil society, the private sector, and international institutions and organisations. The research programmes are very much built around agendas of inclusion, human rights, equality, and diversity. The success of the development of such research activity is demonstrated in the details provided in Section 4.

2. To partner with public, private and third sector bodies to influence public policy debate and policy formulation

The impact that the development of our research has had is demonstrated in detail in Section 4. One example is the success of our work in the fight against human trafficking, where the Bakhita Centre has had significant success in affecting the training of professionals and in assisting public policy debate, such as that around the Modern Slavery (Victim Support) Bill, as discussed in our Impact Case Study. To facilitate this focus on applied research and enhance our collaboration with civil society, think tanks, the world of politics, public services, and the economy more generally, research centres and clusters have networks of advisers. Each research centre is required to have an external adviser. The Institute of Business Law and Society also has a high-profile advisory board who assist us with aspects of work in social policy. Members include Vivienne Artz, Chief Privacy Officer at Refinitiv who has assisted the Bakhita Centre; Charles Wookey, Chief Executive of Blueprint for Better Business, whose staff assist the business ethics research cluster; and Stephen Breninkmeijer, Chair of the European Climate Foundation.

As can be seen from this discussion of the work of the research centres and clusters, the Unit has been at the heart of the University's aim to develop links with the world of practice and the public square. Achieving impact from research is an important aspect of the academic promotion criteria at every level. Within the Unit, there is a great deal of expertise in public engagement and impact. This expertise arises from strategic appointments to St. Mary's staff of individuals who have experience in the political or practice spheres as well as from visiting staff. We ensure that this expertise is shared widely. Workshops on impact are held within the University on a regular basis and the "Experts in Residence" at the Doctoral College provide training and advice on impact to PGR students and St Mary's academics.

3. To expand our national and distinctive international networks to provide a forum for discussion of global issues and the development of solutions to serious social problems

The University's links with the various charities attached to the Catholic Church are used to develop pathways to impact and to provide advice and funding for projects that link research to public engagement. Within the Catholic Church, St Mary's engages at many levels nationally and internationally, feeding research into deliberations about public policy issues, school curriculum development and the Church's role in the alleviation of poverty and social exclusion. This has included important academic work and co-operation in the public square in inter-faith relations, especially on the relationships between Muslims, Christians, and secular society. Such faith groups, civil society and philanthropic organisations have been key to the strategy designed to expand research funding in the Unit.

Practical and professional engagement is demonstrated by the number of St Mary's staff who work part-time for leading public policy think tanks, while others have positions as members of advisory boards or as trustees of think tanks or NGOs. Academics at St. Mary's who do not have significant responsibility for research participate in the process of achieving impact from research. This is made possible by the variety of promotion routes and by the workload model, which allows time for public engagement activities which may be related to the research of colleagues. Examples of this collaborative activity are described in Section Four.

Members of the Unit also collaborate with academics whose outputs have been submitted to other Units of Assessment in achieving impact and public engagement. The inter-disciplinary nature of the work undertaken at St. Mary's has led to some individuals working seamlessly across boundaries of Units. For example, Murphy (a member of this Unit) has worked with church organisations and written in journals aimed at clergy on theological and pastoral aspects of modern slavery. Booth (a member of Theology and Religious studies) has worked on the research and impact for one of the impact case studies in this Unit. In addition, Booth has worked with organisations at the interface of theology and public policy. In January 2019, the Catholic Social Action Network launched his policy paper on housing in the Houses of Parliament, with introductions by parliamentary members of all main political parties. He has also given oral evidence to several Parliamentary Select Committees, including twice in 2020 to the Commons Treasury Select Committee on the economic impact of Covid-19 and has also been asked to give policy advice to the Canadian Shadow Minister for International Development and Human Rights.

The development of our links in relation to public engagement and the heavy teaching commitments in a small university has meant that the development of top-class research has lagged the public engagement and has inhibited the development of a wider range of impact case studies. However, the significant increase in funding we have achieved is translating into a pipeline of research and publications, which will be related to impact in coming years.

Future development and strategy

Following a restructuring of the University that took place in 2020, each of the Institute of Business, Law and Society and the Institute of Education has developed their own research strategies. At the heart of these are the following key features:

1. The development of a publication record to match the income generation that we have achieved in the later years of the assessment period and following the end of the assessment period.
2. The development of 'The Art of Dying Well' project as a major research project to match the success of the public engagement.
3. The maintenance of a culture of inter-disciplinary work with both Institutes working closely with the Institute of Theology and Liberal Arts and the Faculty of Sport, Allied Health and Performance Science.
4. The further embedding of the research culture in the Institute of Business, Law and Society, building on the progress that has been made in applied research in social policy in the last five years to improve the quality of research and ensure more effective impact and public engagement over a range of areas.

5. The further development of already excellent links between research and teaching including the introduction of a professional doctorate in social and public policy.
6. Continuing to improve and broaden research in Education so that, in the next REF, the staff and research can be entered as a separate Unit of Assessment, including colleagues from the Institute of Business Law and Society who are working on education in business schools.
7. An increase in income generation.
8. Ensure that we have sufficient PGR supervisors at the requisite level for our rapidly growing PGR programme.

2. People

Research management, organisation, and leadership

The overall University People Strategy has been applied within the Unit with considerable success. As noted above, this is a new Unit that reflects the implementation of the University's strategy and cross-disciplinary co-operation among our academic staff. The Unit has developed quickly, with 17 FTE of staff with SRR who were not submitted to REF 2014, and the only staff who were submitted in REF 2014 being from Education.

The Concordat to Support the Career Development of Researchers (2008/2019) informs the implementation of the Unit's research strategy by supporting researchers, supervisors and supervisees in developing integrity, probity, equality, and diversity in the Unit's research environment. Every new staff member and ECR considered to be a 'developing researcher' is allocated a research mentor (this is also available to all staff who request it). Staff meet with their Programme Director and the Associate Dean for Research on an annual basis to discuss and agree a Personal Research Plan (PRP) for the coming year. This covers all proposed research activity and the resources to be allocated for its successful execution. The Research Plans are reviewed on an annual basis and a report given to the University Research Office.

Research is led by the Associate Deans, Doctoral Leads, and subject research leads. The Associate Deans have responsibility for implementing the research strategy, ensuring compliance with REF requirements, processing PGR applications (working with the Doctoral Leads) and ensuring that mentoring and other forms of support for early career researchers is in place. They have responsibility for nurturing researchers and implementing the mentoring system, monitoring research, assisting with funding applications, organising events such as seminars and ensuring that research centres are meeting their objectives.

A series of internal seminars have been developed so that members of academic staff and PGR students can present their work and receive feedback. In addition, staff are regularly exposed to the research of external academics. The current programme running from October 2020 to March 2021 in the Institute of Education, for example, includes three members of staff with SRR, three PGR students, two funded research assistants and three academics from other highly ranked research universities. There are also Festival of Research events that have a broader development focus.

Postgraduate research students

During the HESA returns period August 2013 to July 2020 there have been two PhD completions within this REF cycle. There are currently three PhDs in Education (one of these is on the Professional Doctorate Programme in Education) who have been examined and have completed, subject to final corrections. This reflects the relative newness of the Unit. Looking forward, the table below details the current student registrations across the subject areas covered within the Unit.

Doctoral Admissions

	Education (including Prof Doc)	Business & Management	Social Policy	Law
2014/15	3			
2015/16	3			
2016/17	6		2	
2017/18	7	4		1
2018/19	9	1		
2019/20	7	2	4	

Going forward with this cohort of research students we will use the established postgraduate framework to help them develop. St Mary's offers regular in-house training in research methods, publishing, and use of research materials and staff. The creation of the Doctoral College in 2017 has also assisted in this task, providing our PGR community with a dedicated and premium workspace at which they are guaranteed desks and networked computers to support their research activities.

The University's application for Research Degree Awarding Powers was approved on 16 March 2021, and we will be able to award research degrees from 1 April 2021. During the period covered by this report, our cohort was registered at Liverpool Hope University. St Mary's supplements Liverpool's monitoring system with its own progress monitoring review under the aegis of the University Committee for Research which reviews the support and training provided to all research students through the Annual Report and Interim Review processes.

A research students' 'Module' is hosted on the St Mary's Virtual Learning Environment. This contains all relevant administrative documents and research programme resources. A central PGR skills training programme is provided at St Mary's in addition to the sessions available at Unit level. We have undertaken to create an environment that supports and values the PGR community, enabling them to blossom within the Unit. Each student is attached to a research centre or cluster and as well as the programme of Unit-led events each Centre/cluster actively involves its students in conferences, colloquia, seminars etc. All registered PhD students are required to have a minimum of eight formal PhD supervisions per annum – with most exceeding this.

Progress is closely monitored with both the interim review and annual review each year, the results of which are discussed at the Institute sub-committee for research. The annual review requires each student to produce a 2000-word report about which they are questioned at the hour-long review meeting by their supervisory team. The progress of each student is reviewed mid-way through their course in a Confirmation Review. This requires a 20,000-word report detailing their progress to date and an in-depth interview with the supervisory team and external auditors.

Our PGR students are strongly encouraged to present at conferences, achieve impact from their research where they can and work towards academic publications. For example, Fell was invited to speak at the International Human Trafficking conference at the University of Toledo, USA held on the 19 September 2019 and presented on Sustainable Development Goal 8.7 at the Commonwealth Nations, human rights initiative led summit (CHOGM) in March 2018. The Unit has a successful professional doctorate programme. Most of the students on this programme are school leaders who can integrate their professional practice with research benefiting the research environment within the University which, in turn, contributes to the development of practice within the teaching profession.

Equality and Diversity

Consistent with the University's core value of inclusiveness, the Unit has a commitment to providing equal research opportunities regardless of age, race, gender, religion, or sexual orientation. Of the staff returned in the Unit, 65% are female. The staff returned also includes full- and part-time staff, and early career and experienced researchers. The growth in the doctoral student numbers within the Unit since 2019 has also seen an increase in students from BAME backgrounds and a growth in the percentage of female students on doctoral programmes pertinent to this Unit. Among the fifty postgraduate students, twenty-five are female and ten are from BAME backgrounds.

3. Income, infrastructure and facilities

Research and public engagement funding

Since the submission for the Unit is a new one for St Mary's there is no direct comparison available between income generation for REF 2014 and income generation for REF 2021. The most reasonable comparison is with the 2014 Education Unit of Assessment. Research grants for that Unit in the REF2014 period totalled £4,433. For REF2021 this total will be £69,000. However, in many ways, this understates the progress that has been made in raising income for research.

The Unit has seen a significant increase in grants awarded for research. This increase has been achieved because of the central institutional support that was put in place through the implementation of Vision 2025. In addition to this, the building of the research culture within the University led to QR funding being used more strategically to finance activities that would lead to potential income generation. The most important factor in increased research income, however, is the development of a clear vision for research and the development of relationships with key potential philanthropic funders in respect of applied research which is expected to have a social impact. The research grants reported to HESA have increased from £5,500 to £94,500 in 2019/20, though some of the intermediate years have been higher still.

There are three reasons why there is a considerable lag between this very encouraging increase in research grant awards and research grants declared in HESA returns:

- There is typically a delay between grants being awarded and research projects starting. For example, in 2017/18, we were awarded a £440,000 philanthropic donation for the Centre for Research into the Education of Marginalised Children and Young Adults. The Centre was formed with a director in mid-2018 and all the staff appointed in 2019. There are now numerous research outputs under review.
- Many of the projects and centres funded by these new awards are multi-year projects and the income is not included in the HESA returns until spent by the institution.
- Some of these awards were returned in the HESA returns as philanthropic and not research income in 2017/18 and 2018/19.

Year	Research grant income for Unit (£)
2013/14	6,000
2014/15	0
2015/16	0
2016/17	46,000
2017/18	189,000
2018/19	81,000

We are aware that the quality of outputs and impact does not reflect the more recent improvement in research culture, the number of PGR students, increased public engagement activity, the research environment and funding awarded. Notably, the impact case studies all rely on research undertaken since 2015 and much of the research and impact was close to the end of the assessment period. There has, though, been a significant change since 2014, and the funding, PGR students, research assistants and increased research activity by staff are all now giving rise to research that is generating a pipeline of publications and, because of our strategy and the nature of the research, will also lead to important impact. Examples of organisations that have awarded these grants include: ESRC, the EU, the Arise Foundation, the Assumpta Sisters, Porticus, the Plater Trust, and the Modern Slavery Innovation Fund.

The Unit has also been part of several successful collaborative bids towards the end of the assessment period which, again, will lead to research outputs and research income being recorded in the next REF assessment period. For example:

1. The Unit has recently been awarded a £300,000 ERASMUS grant for a three-year project on geographic information system teaching and research. The applicant involved was supported by QR funds to attend a conference at which she networked with teachers and scholars who became part of the group that applied for the grant.
2. The Inclusive Education research cluster is part of a consortium which has received a research grant of £765,000 from the Youth Endowment Fund (established by the Home

Office) in October 2019 for a feasibility study to implement a Transition Hub for children in care aged 11 to 14 (see also below).

3. The Unit is also working on a collaborative project with Christ Church Canterbury, funded by Templeton, on “Big Questions” related to the unity of knowledge in education.

4. The Bakhita Centre has recently been part of a successful consortium bid with the Human Rights Lab at the University of Nottingham. St. Mary’s will receive £50,000 to conduct research to address comprehensively the gap in knowledge concerning survivors of modern slavery and human trafficking interactions with services outside the National Referral Mechanism (NRM) and their outcomes.

5. In addition, we have received an award of a further €100,000 for collaboration with African scholars on Catholic education from Porticus following the success of the project in 2019/20 financed by a €60,000 grant from the same organisation.

6. The Art of Dying Well project has also received £120,000 from Porticus for a public engagement project linked to its research on end of life companionship.

Although not part of HESA definitions of research income – and outside the REF assessment period – the international influence of work within the Unit on Catholic education has led to St. Mary’s being awarded a €160,000 grant over four years from September 2020 for PhD scholarships. This grant, from the All-Hallows’ Trust, is for students to work on themes set out in the mission statement of the Global Researchers Advancing Catholic Education (GRACE) which is an international research-based partnership involving universities in Ireland, the US and Australia. The mission of the Trust, which will be reflected in the work of the PhD students, is how education can contribute to the promotion of the global common good in the face of “[a] looming sense of ecological disaster, a lack of global and local empathy, a growing coarseness in public discourse, a diminishment of responsibility and a shortage of imagination for an alternative future.” This award will help strengthen our considerable PGR programme in the field of education.

4. Collaboration and contribution to the research base, economy and society

Collaborations with and impact on professional practice

The research of the Teacher Wellbeing and Resilience research cluster has had impact on professional practice in the training of teachers, within the University and outside. Begun in 2014, following a collaboration with University of South Australia, it has led to publication and significant impact on teaching, training, and wider society. The results of the research are embedded in the Initial Teacher Education provision at St Mary’s and were a recognised and distinct feature in the 2019 Ofsted inspection. St Mary’s research on wellbeing for teachers is featured in the Department for Education’s (November 2018) document: ‘Addressing Workload in Initial Teacher Education’ and following this publication, Professor Gordon was invited to speak at related DfE dissemination events. A collaborative partnership with Maudsley Learning, part of the South London and Maudsley (SLAM) NHS Trust – a world leader in mental health of children and young people – saw an initial whole-day conference ‘Creating a Mental Health Friendly School’, hosted by St Mary’s, with over 120 delegates from local primary and secondary schools as well as Diocesan consultants. From this activity an international collaboration with Fordham University has developed which saw the pilot of EduBeing: Preservice Teachers’ Wellbeing, an online platform for engaging pre-service teachers in the USA and UK in a programme of wellbeing. The

aim is to evaluate the effectiveness of the programme to enhance pre- and in-service teachers' wellbeing.

In the Centre for Law and Culture, Dr Bourne has used her research on equality, inclusion, gender, and the legal profession in collaboration with the Law Society. She has curated an exhibition on First Women Lawyers at Grays Inn and written on the topic in numerous professional journal articles. At Inner Temple, Bourne has jointly curated a digital exhibition with the Inn's archivist, and she has worked with Middle Temple on their centenary celebrations of the 1919 Sex Disqualification (Removal) Act. Her research caused Bourne to be invited to serve on the Equality and Inclusivity Steering Group at Lincoln's Inn. Bourne has been a regular contributor to the *Law Society Gazette* during the last two years, during which the Law Society has highlighted the issues of women in the legal profession. Conferences have been held by the Centre for Law and Culture on women in the legal profession in Parliament, in the Middle Temple and at St. Mary's with a wide range of practitioner and academic contributors.

Professor Booth, who has been submitted in the Theology and Religious Studies Unit of Assessment, has used the work of the Business Ethics Research Cluster (of which he is part) in the development of the actuarial profession's syllabuses in Business Finance and Business Economics, of which he is module leader.

The work of Dr Querstret, Dr Riva, Dr Lawrence, and Dr Campbell in the Faculty of Sport, Allied Health and Performance Science, is closely aligned with the research centre for Applied Social and Health Sciences. Their collaborations include work with University College London and Great Ormond Street Hospital (Lawrence) and contributions to policy-related reports on health and wellbeing and depression (Querstret). The former research was cited in a Public Health England paper and the second by NICE. Riva's work on mental mechanisms, patient-doctor trust and health environments has been published in the national and international professional sphere. She has also received Marie Curie funding and is a member of the European Association of Decision Making (EADM). Campbell's work on the psychology of sexuality has engaged with national and international radio and popular mediums such as *Stylist Magazine* and the *Metro* newspaper.

International collaboration and contribution

The centres and clusters within the Unit have been successful in developing international networks and achieving international impact from their research, most notably in education, where the University is able to take advantage of its extensive international relationships.

In 2018 Visiting Professor Gerald Grace spoke at the International Conference on Catholic Education in Rome, sponsored by Notre Dame University, USA and the Congregation for Catholic Education, Vatican. Discussions at that event with the Nairobi branch of the charity Porticus led to a €75,000-funded project led by Dr Edwards-Leis to bring postdoctoral scholars from African countries to St Mary's to develop their research skills, work with practitioners in the UK and work on specific research projects relevant to their own country. The results of this will be published and the first articles are in press. The project began in 2019 and the funders have indicated that a further €100,000 of funding will be available to extend the programme because of its early success. The University is creating an international research network, CERIAN (Catholic Educational Research in Africa Network) for the scholars involved in this project.

The Centre for Research and Development in Catholic Education was the first such research centre established in Europe at the Institute of Education at University College London. It transferred to the Institute of Education at St. Mary's in 2016 and continues to be led by Professor

Gerald Grace, working with full-time staff at the University, including Dr Lydon. This Centre hosts the only international journal in this field *International Studies in Catholic Education*, which is published by Routledge and accessed in 112 countries. Members of the Centre, both visiting staff and permanent staff, are active internationally. In 2019 Professor Grace was interviewed by Dr Quentin Wodon of the World Bank Washington for an article to be published in the *Educatio-Si Bulletin* and later in the *Global Catholic Education Report* in 2021. Lydon was recognised with a Papal Knighthood (Commander of the Order of the Holy Sepulchre) from Pope Francis for his services to education, nationally and internationally, and has been invited to give keynote addresses, two examples of which were at the United Nations Convention on the Family and the bi-annual UNEXCO NGO Conference.

Much of the work of the Bakhita Centre has international impact, though it is largely described under other headings in this section. Its research on trafficking in a range of countries resulted in funding for a two-year project with the ARISE Foundation and Women at the Well, under which a specialist Albanian-speaking research practitioner has been recruited to undertake research into the position of Albanian survivors of trafficking in the UK. This work will then provide a basis for influencing policy to make a difference to victims of modern slavery and those who are vulnerable to human trafficking. Work is also being undertaken by a new staff appointment (Dr Outhwaite, 2018) around labour law and labour rights affecting those in exploitative working conditions in global supply chains, adding an additional aspect to the international dimension of the research of this Centre.

The work of CREMCYA is international by nature (see also below). The development of this Centre arose from work undertaken on a £30,000-funded research project for the British Council and the United Nations High Commission for Refugees (UNHCR) by Dr Fincham. The results of the project on Syrian youths' perceptions and experiences of higher education opportunities for refugees in Jordan, Lebanon and Turkey has been referenced by practitioners and scholars, including British Council and UNHCR reports reporting on Conditions for Socio-Cultural Support for Refugees in the Middle East/North Africa region published in 2017 and in a further report (2018) on the Inclusion of Refugees in Technical and Vocational Education and Training. The latter report used Fincham's analytical framework from her research. The research and its impact led to interest from philanthropic funders in developing a research centre which was founded in 2019 to continue both international and domestic research on education and marginalised children and young adults. The Centre has also partnered with the University of Sussex in a project on Muslim youth identities and continues to engage research assistants, PhD students and affiliates from countries in the region. This ground-breaking research has already had impact domestically and will have further impact internationally.

The inter-disciplinary research cluster on business ethics has also had international influence and impact. Dr Girardi has contributed to a UN report on ecological jurisprudence which was presented to the General Assembly. This led to an invitation to act as a senior organiser for one of the twelve "thematic villages" in the Economy of Francesco project (which was directly established by Pope Francis), leading the "eco-music" subgroup. The "village" will produce proposals which will be presented directly to the Pope. The cluster also held a conference on the ethics of mining in developing nations involving mining corporations, academics and international civil society organisations taking part. The conference was opened with a message from Cardinal Turkson, Prefect of the Vatican Dicastery for the Promotion of Integral Human Development. Girardi also represented the Economy of Francesco at an online conference for young entrepreneurs in the Ukraine. This was related to ethical responses to the Covid-19 crisis. Alves, who works for the Catholic University of Portugal but is fully embedded in this research cluster

and teaching at St. Mary's – is part of a working group on Covid-19 Vulnerability and Sustainability established by the Strategic Alliance of Catholic Research Universities.

Other colleagues, such as Wilson, have developed partnerships through the Geographic Information Systems events in the UK and Europe, resulting in an Erasmus grant of £300,000 in 2019 to develop teaching materials for geography teachers in the UK, Europe and in our partnership schools in Ghana. St Mary's strategy of employing grant writers to support staff has been instrumental in enabling such projects to be successful in application and delivery.

Contribution to policy, public discourse, and practice through collaboration with think tanks and civil society organisations

Several members of the Unit work part time for or advise think tanks and other civil society organisations to develop channels for impact. This includes members of staff who are on the Developing Researcher and Scholarship research bands and use their specialist skills and experience in public engagement to work with academics who have Significant Responsibility for Research.

Two members of staff work part time for the Institute of Economic Affairs. As the accompanying Impact Case Study shows, Booth has substantially changed discourse on the reform of the BBC and his research in this area has been presented to 10 Downing Street (twice), prompted a question at a Select Committee hearing, and been quoted in a House of Lords' Select Committee report. The collaborative channel for this impact was the Institute of Economic Affairs, for which policy papers have been written and cited in parliament.

Dr Derfoufi and Ms Samota work together to achieve impact from the work of the Unit in the field of crime, discrimination and punishment which is closely related to the work on human trafficking and organised crime (Samota being the programme director of the related MA programme). Samota sits on the New Generation Policing Advisory Group and during the Covid-19 crisis helped to establish the campaign "A Record of Our Own" which records and publicises how Covid-19 is affecting the lives of serving prisoners, prison leavers, their families and loved ones from Black, Asian and minority ethnic backgrounds. She also chairs Voice4Change England and co-chairs Stopwatch. Derfoufi wrote a speech for a Westminster Hall debate for MP Naz Shah and is on advisory boards such as the National Police Chiefs' Council Police-Public Community Forum and the College of Policing: Stop and Search Strategic Community Group.

During 2015-16 the University invested considerable resources in the development of the Bakhita Centre. The Director of the Centre was Chair for four years of the charity Women at the Well and another academic working in that area is on the board. This Centre has been successful in obtaining funding from the Home Office modern slavery innovation fund and philanthropic sources. As a result of its research, Murphy was invited to take part in a meeting to advise the Prime Ministers' Office on policy in relation to trafficking and organised crime, and a high-profile conference was held by the Centre in 2017, addressed by the Home Secretary. Murphy's research is covered in the Impact Case Study. Jespersen and Barry's work on Typologies of Organised Crime: Human trafficking and modern slavery from Nigeria, Albania and Vietnam was used to inform the Home Office Report 'A Typology of Modern Slavery Offences in the UK' (2017). The Centre collaborates with the Catholic Bishops' Conference of England and Wales and the Santa Marta Group (an alliance of international police chiefs and Catholic bishops from around the world working together with civil society in a process endorsed by Pope Francis) to develop practical and policy responses to the problem of human trafficking.

Dr Lydon and Dr Healy are members of the Catholic Union Education Committee (the Catholic Union is the leading lay organisation in the UK designed to promote the voice of the Catholic Church in the public square). The work of the Aquinas Centre, led by Professor Towey and supported by Dr Lydon and Ed Boyle, led to Towey re-writing the AQA GCSE Religious Education curriculum for Catholic schools, which he further resourced by publishing an edited textbook for pupils (2017). An Ofqual subject specialist, Towey was also appointed to the Commission on Religious Education 2016-18. The Centre also produced a document for the Catholic Education Service on challenging homophobic and bi-phobic bullying in schools (2018).

The Art of Dying Well project transferred to the University from the Catholic Bishops' Conference of England and Wales in 2018. Its mission is to offer hope and companionship at the end of life through public engagement, research, policy, and practical companionship. It is a multi-faith resource, and its work has been covered in all major national newspapers and radio stations, while its website has over 0.25 million unique visitors per annum. During the first wave of the Covid-19 crisis the initiative was employed by numerous hospitals and hospices and led to a collaborative research project on deathbed etiquette in partnership with Lancaster University Medical School. Recently the project has received research funding from the Plater Trust for work with the think tank Demos focusing on *Voices of the Dying*. The impact of this project, and its move to St. Mary's has led to research funding and it is likely that this will form an impact case study in the next REF assessment period.

Other new projects are developing and will create policy impact over the coming REF cycle. As noted above, the CREMCYA research centre, is part of a consortium which has received a research grant of £765,000 from the Youth Endowment Fund (established by the Home Office) in October 2019 for a feasibility study to implement a Transition Hub for children in care aged 11 to 14. The purpose of the fund is to build the evidence base to determine 'what works' in terms of supporting improved outcomes for vulnerable children and young people to prevent them from being drawn into crime and violence.

Contribution and impact of research through teaching, curriculum and education inclusion projects

The outstanding example of a successful research project in this Unit that has had impact through education and inclusion is St. Mary's First Star Academy, linked with CREMCYA. This initiative began as a teaching and learning project with a focus on social inclusion and is the UK's only long-term university preparatory programme for Looked-after Children. The Secretary of State for Education, Gavin Williamson, visited St. Mary's in October 2019 to discuss the academy as part of National Care Leavers week. The preliminary results of a research programme assessing the educational progress of students (funded by Porticus) has demonstrated its success. These results were instrumental in obtaining funding to extend the project for another student cohort and were also crucial for the fundraising undertaken by First Star UK (a charity independent of St. Mary's) to finance similar projects nationwide. Outside think tanks have examined the success of First Star (for example the Centre for Social Justice as part of their "12 by 24" campaign) and the research has been presented as a report currently being written up for formal submission to an academic journal. This is an excellent example of the interaction between our research environment and an engagement and social justice programme within the University, whose results have underpinned engagement and social justice work which has been taken outside the University. The research and impact in this area may well form a candidate for an impact case study in the next REF.

The Bakhita Centre has used its practice-based research to develop a range of teaching, training, and professional development projects, as well as drawing on its research in its unique MA programme on Human Trafficking, Migration and Organised Crime. The Centre has received grants to develop and conduct a 'proof of concept' summer school for survivors at St Mary's, with the goal of developing a model capable of replication in other institutions nationwide and has provided toolkits, recommendations and training to government departments and civil society organisations based on its research. The Centre has worked with charities such as the Snowdrop Project to produce a training standards framework ('Identification, Care and Support of the Victims and Survivors of Modern Slavery') in consultation with organisations across social and health care, legal advocacy, law enforcement and criminal justice, human rights, and business and education.

Dr Cullen, of CREMCYA, has worked as the Local Action co-ordinator for the UK arm of an EU-funded international project involving researchers from the UK, Ireland, Italy, Spain, Serbia, and Hungary on tackling gender-related violence in collaboration with Brunel University. This involved training youth practitioners to identify this violence in their peers, education and health settings and it provided training actions and resources in collaboration with Rights of Women, About Young People, and the London Borough of Lewisham.

The Unit has also been integral in the development of the University Curriculum Framework, developed in 2018 and which applies to all undergraduate degrees. As part of this, students (unless their programme is exempt through the validation process because material is covered elsewhere, or practicalities makes participation impossible) will have the opportunity to take an inter-disciplinary module called "An Inter-Disciplinary Encounter with the Sacred". This is one of the fruits of the Business Ethics research cluster and it will present various subjects (economics, politics, business, pure sciences and so on) in an inter-disciplinary way consistent with Newman's "Idea of a University" which is at the heart of St. Mary's vision. The research of this cluster is also feeding into the development of the professional development syllabus for the UK chapter of the Pontifical Fondazione Centesimus Annus Pro Pontifice.

Conclusion

Overall, the Unit has an effective strategy for impact and public engagement which has already borne fruit and will lead to further significant and important impact in the next REF to build on achievements so far. This is especially so given the research funding that was awarded close to the end of and just after this period of assessment. A key priority is to ensure that the quality of research outputs matches the ability of the Unit to engage with the outside world. We are confident that the increased resources for research that will flow from the recent funding successes, as well as the support that is given to staff on the Developing Researcher band, will lead to higher quality outputs in the next REF and to more staff having Significant Responsibility for Research. We also believe that the development of a Professional Doctorate in Social and Public Policy will cement links between research and practice which will be valuable for the University and for society.