

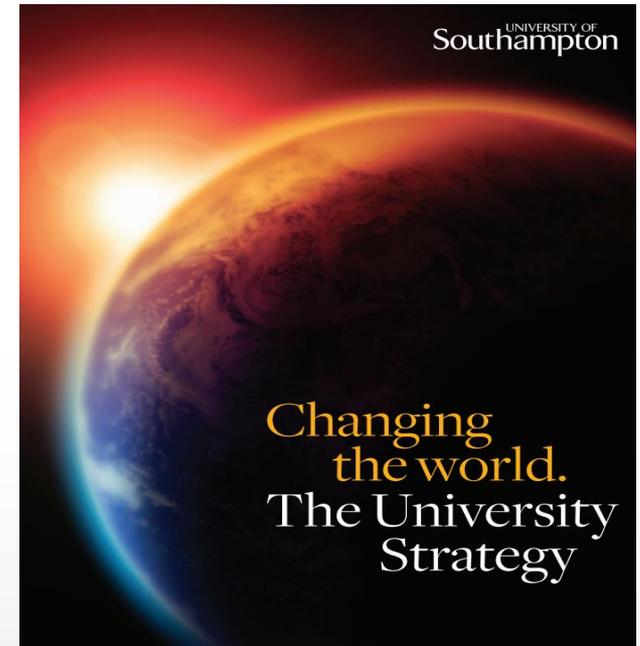
PE and Research Impact - Making it work for you

Public Engagement Day

Clint Styles and Peter Staniczenko

21 May 2015

Peter Staniczenko



REF2014

Research Excellence Framework

Pure University of Europe

Personal Award management

Personal overview

- Research output
- Activities
- Press clippings
- Impacts
- Applications
- Awards
- Projects
- Datasets

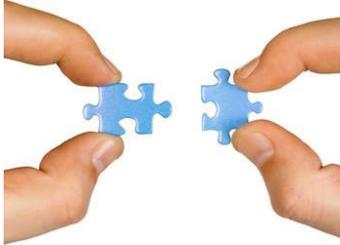
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[Edit profile...](#)

[My research](#) [My CVs and profile](#)

[View graph of relations](#)

Research output (7)

Clint Styles



or



Today's Workshop

Discover the engagement and impact lessons learned from REF 2014.
Explore opportunities for generating impact from your research.
Help to identify what the University can do to make it work for you.

- 1. Definitions**
- 2. Why impact is important**
- 3. Lessons learned from REF 2014**
- 4. PE and Generating Impact**
- 5. Funding Opportunities**
- 6. Discussion Forum**

Definitions

Impact Agenda

- Some observers credit the origin of the “Impact Agenda” to the 1993 Science White paper “*Realising Our Potential*”, and others to the “*2004-2014 Science and Innovation Investment Framework*” published by the Treasury.
- 2006 Warry Report “*Increasing the Economic Impact of Research Councils*” resulted in the inclusion (from 2009) of impact in the Research Council UK’s funding application process.
- Since then, other funding schemes such as the EU’s Horizon 2020 programme and Wellcome Trust have followed suit.
- With the introduction of impact assessment in the research excellence framework (REF), planning for and demonstrating impact are important to securing research funding.

“Impact” is here to stay

- Applications for RCUK funding require the completion of a “Pathways to Impact” section through which *“we want to encourage you to explore, from the outset and throughout the life of your project and beyond, who could potentially benefit from your research and what you can do to help make this happen”*.
- In Horizon 2020 , Impact forms one-third of the bid and assessment criteria. In some funding streams, if two applications have the same marks, they will assess the Impact section over the quality of the science (Excellence Section).
- Impact Case Studies were an integral part of the 2014 Research Excellence Framework and will most probably be used again in REF2020.

Q: Research impact is concerned with?

- a) Potential beneficiaries of research
- b) Actual beneficiaries of research
- c) Both



Impact = Benefit

Economic and Societal Impacts

(RCUK)

The demonstrable contribution that excellent research makes to society and the economy.

Academic Impact

(RCUK)

The demonstrable contribution that excellent research makes to academic advances, across and within disciplines, including significant advances in understanding, methods, theory and application.

REF 2014

(HEFCE)

Effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.



Why impact is important

Benefits of Impactful Research

- **Enhances the University's reputation** nationally and internationally through distinctive research.
- **Generates opportunities for collaboration** with industry, commerce, government and the community at large.
- **Public recognition** for academic staff.
- **Shapes the research agenda** by engaging with the user community and key stakeholders.
- **Increases morale and job satisfaction** of research staff.
- **Academic progression**
- **Financial**

Q: RCUK grant application - Impact can account for?

- a) 1% of total bid
- b) 5% of total bid
- c) Unspecified



Q: QR funding allocated to Impact in REF 2014?

- a) £650 million
- b) £200 million
- c) £150 million



Southampton's share of the Impact pot for 2015/16 is £7 million.
Total REF funding for 2015/16 is £45 million.

Q: Average annual QR for a journal article?

a) £2,200

b) £5,000

c) £7,200



Physics and Chemistry have the highest income per paper.
On average, 4 papers generate £20,000 per annum.

Q: Average annual QR for an Impact Case Study?

a) £3,000

b) £52,800

c) £89,800



Computer Science has the highest average £ per case study followed by Health Sciences (£80k) and Music (£72k) both of which had 100% 4* impact profiles.



Lessons learned from REF 2014

REF 2014 Units of Assessment (UOA)

- 1 - Clinical Medicine
- 2 - Public Health, Health Services and Primary Care
- 3 - Allied Health Prof, Dentistry, Nursing & Pharmacy
- 4 - Psychology, Psychiatry and Neuroscience
- 5 - Biological Sciences
- 6 - Agriculture, Veterinary and Food Science

A

- 16 - Architecture, Built Environment and Planning
- 17 - Geography, Environmental Studies & Archaeology
- 18 - Economics and Econometrics
- 19 - Business and Management Studies
- 20 - Law
- 21 - Politics and International Studies
- 22 - Social Work and Social Policy
- 23 - Sociology
- 24 - Anthropology and Development Studies
- 25 - Education
- 26 - Sport and Exercise Sciences, Leisure and Tourism

C

- 7 - Earth Systems and Environmental Sciences
- 8 - Chemistry
- 9 - Physics
- 10 - Mathematical Sciences
- 11 - Computer Science and Informatics
- 12 - Aeronautical, Mechanical, Chemical & Manuf. Eng
- 13 - Electrical & Electronic Eng., Metallurgy & Materials
- 14 - Civil and Construction Engineering
- 15 - General Engineering

B

- 27 - Area Studies
- 28 - Modern Languages and Linguistics
- 29 - English Language and Literature
- 30 - History
- 31 - Classics
- 32 - Philosophy
- 33 - Theology and Religious Studies
- 34 - Art and Design: History, Practice and Theory
- 35 - Music, Drama, Dance and Performing Arts
- 36 - Communication, Cultural and Media Studies, Library and Information Management

D

Analysis of REF 2014 Impact Case Studies

- Analysis undertaken by King's College London and Digital Science
- 6,679 non-redacted case studies analysed (from a total of 6,975 submitted to the Research Excellence Framework)
- 149 fields of research identified within the 36 Units of Assessment - each case study assigned to up to 3 fields of research.
- 60 impact topics identified - each case study assigned to up to 3 topics
- Full report at http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Analysis,of,REF,impact/Analysis_of_REF_impact.pdf
- View Impact Case Studies at <http://impact.ref.ac.uk/CaseStudies/>

Some of the 60 Impact Topics

Arts and Culture

Business and Industry

Children, Young People and Families

Clinical Guidance

Clinical Tests

Community and Local Government

Engineering, Design & Manufacturing

Health Care Services

Historical Archives

Informing Government Policy

International Development

Media

Mental Health

Parliamentary Scrutiny

Pharmaceuticals

Print Media and Publishing

Public Engagement

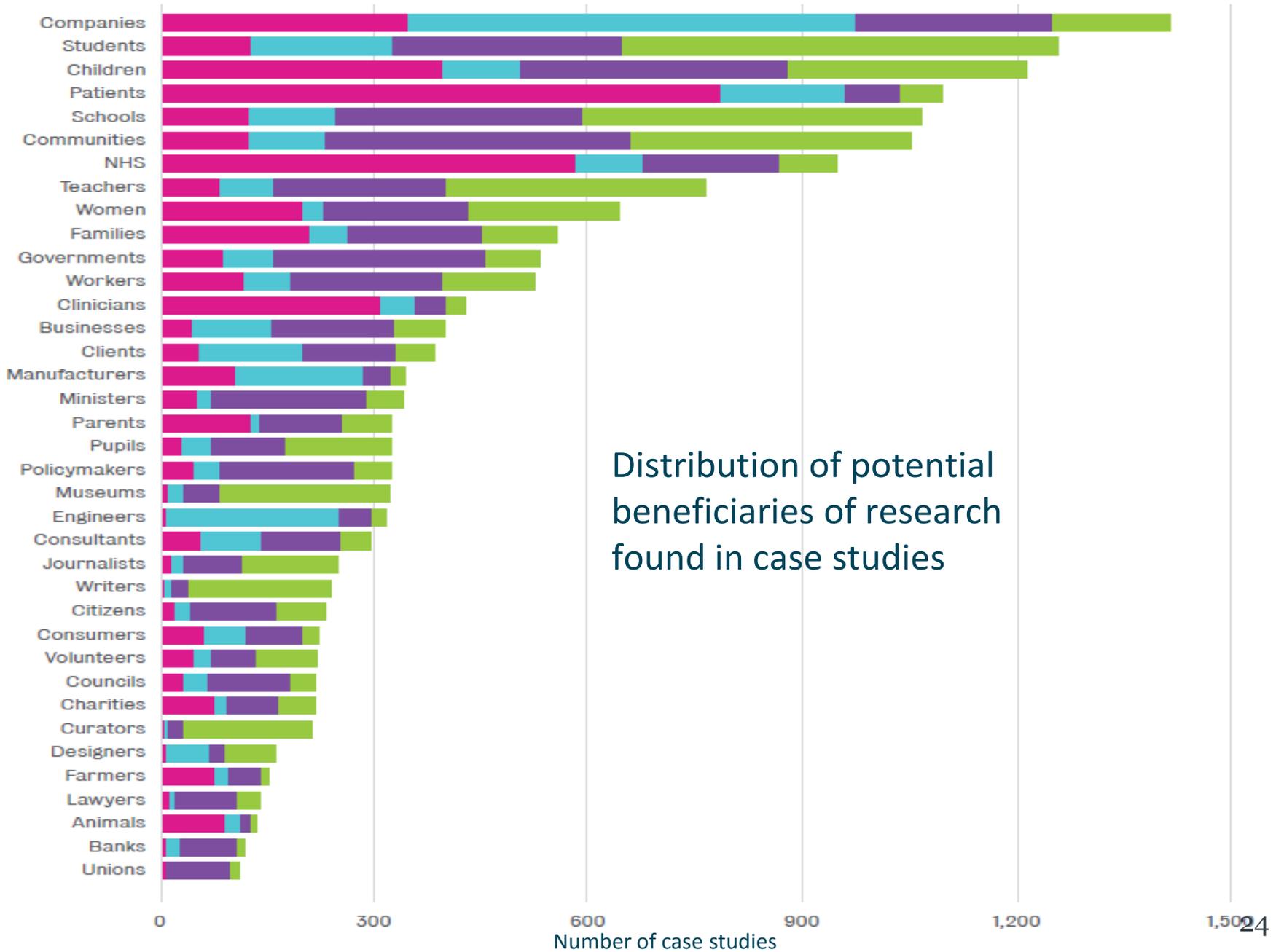
Schools and Education

Software Development

Technology Commercialisation

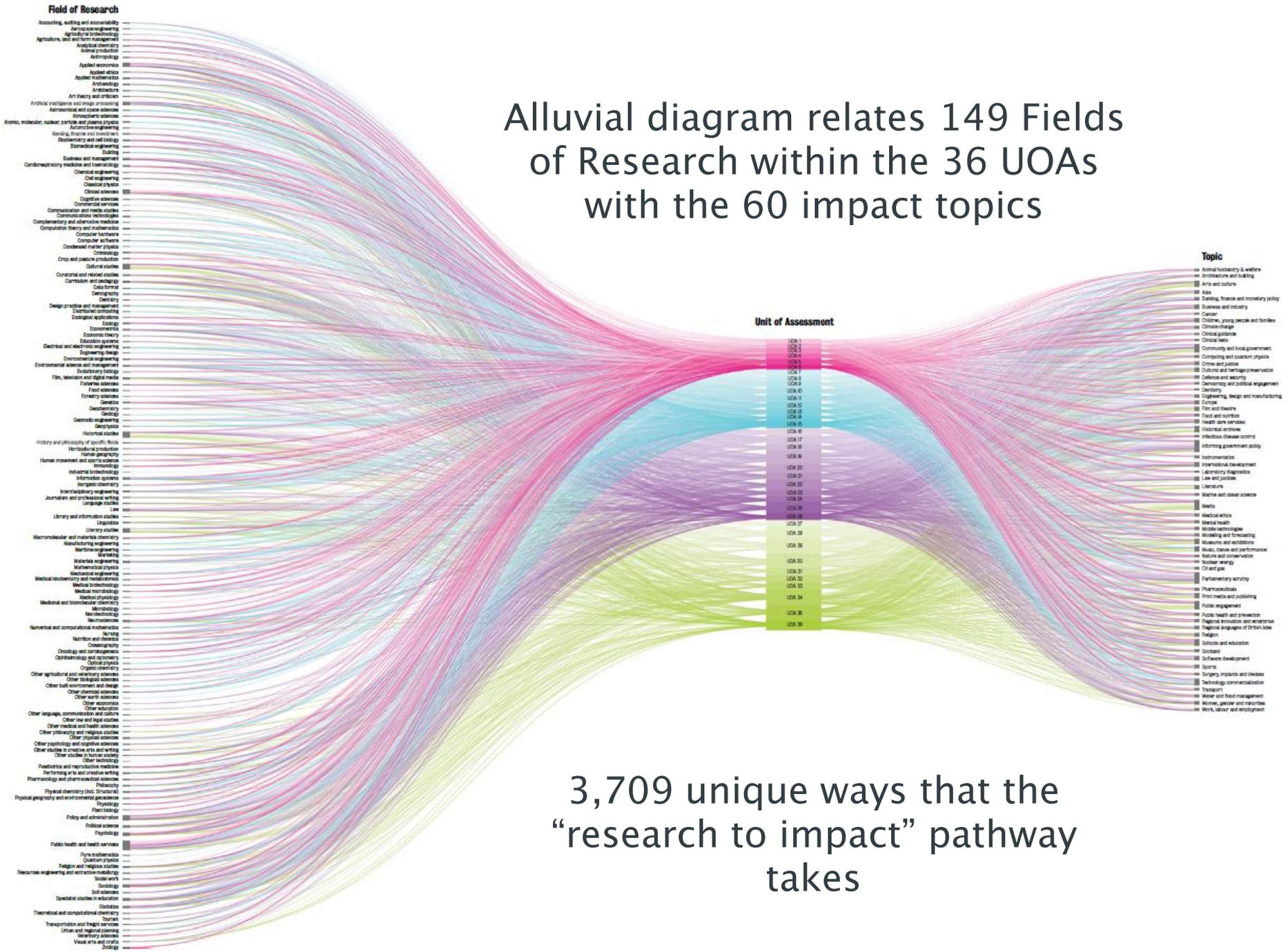






UK academics have made contributions to all the countries of the world





Alluvial diagram relates 149 Fields of Research within the 36 UOAs with the 60 impact topics

3,709 unique ways that the “research to impact” pathway takes

- Field of Research**
- Accounting, auditing and accountancy
 - Accounting, auditing and accountancy
 - Agricultural biotechnology
 - Agriculture, food and food management
 - Analytical chemistry
 - Animal production
 - Anthropology
 - Applied economics
 - Applied ethics
 - Applied mathematics
 - Archaeology
 - Architecture
 - Art theory and criticism
 - Artificial intelligence and image processing
 - Astronomical and space sciences
 - Atmospheric sciences
 - Atomic, molecular, nuclear, particle and plasma physics
 - Automotive engineering
 - Banking, finance and financial economics
 - Biotechnology and cell biology
 - Biomedical engineering
 - Building
 - Business and management
 - Cardiorespiratory medicine and pharmacology
 - Chemical engineering
 - Civil engineering
 - Classical physics
 - Clinical sciences
 - Cognitive sciences
 - Commercial services
 - Communication and media studies
 - Communication technologies
 - Complementary and alternative medicine
 - Competition theory and mathematics
 - Computer hardware
 - Computer software
 - Condensed matter physics
 - Criminology
 - Crop and pasture production
 - Cultural studies
 - Curatorial and related studies
 - Customisation and packaging
 - Data formal
 - Demography
 - Defence
 - Design practice and management
 - Distributed computing
 - Educational applications
 - Ecology
 - Economics
 - Economic theory
 - Education systems
 - Electrical and electronic engineering
 - Engineering design
 - Environmental engineering
 - Environmental science and management
 - Evolutionary biology
 - Film, television and digital media
 - Finance sciences
 - Food sciences
 - Forestry sciences
 - Genetics
 - Geochronology
 - Geology
 - Geomatics engineering
 - Geophysics
 - Historical studies
 - History and civility of specific fields
 - Horticultural production
 - Human geography
 - Human movement and sports sciences
 - Immunology
 - Industrial biotechnology
 - Information systems
 - Interorganizational systems
 - Interdisciplinary engineering
 - Journalism and professional writing
 - Language studies
 - Law
 - Library and information studies
 - Linguistics
 - Literary studies
 - Macromolecular and materials chemistry
 - Manufacturing engineering
 - Maritime engineering
 - Mechanics
 - Materials engineering
 - Mathematical physics
 - Mechanical engineering
 - Medical biotechnology and medical devices
 - Medical biotechnology
 - Medical microbiology
 - Medical physiology
 - Medical and biomolecular chemistry
 - Microbiology
 - Nanotechnology
 - Neuroscience
 - Numerical and computational mathematics
 - Nutrition
 - Nutrition and dietetics
 - Occupational therapy
 - Oncology and oncogenetics
 - Optics and optoelectronics
 - Other physical sciences
 - Other agricultural and veterinary sciences
 - Other biological sciences
 - Other built environment and design
 - Other chemical sciences
 - Other earth sciences
 - Other economics
 - Other education
 - Other language, communication and culture
 - Other law and legal studies
 - Other medical and health sciences
 - Other philosophy and religious studies
 - Other physical sciences
 - Other psychology and cognitive sciences
 - Other studies in creative arts and writing
 - Other studies in human and social sciences
 - Other technology
 - Paediatrics and reproductive medicine
 - Performing arts and creative writing
 - Pharmacology and pharmaceutical sciences
 - Philosophy
 - Physical chemistry (incl. structural)
 - Physical geography and environmental sciences
 - Physiology
 - Plant biology
 - Policy and administration
 - Political science
 - Psychology
 - Public health and health services
 - Pure mathematics
 - Quantum physics
 - Religion and religious studies
 - Recreation engineering and recreation management
 - Social work
 - Sociology
 - Soil sciences
 - Specialist studies in education
 - Statistics
 - Theoretical and computational chemistry
 - Tourism
 - Transportation and freight services
 - Urban and regional planning
 - Veterinary sciences
 - Visual arts and crafts
 - Zoology

Unit of Assessment

- UOA 1
- UOA 2
- UOA 3
- UOA 4
- UOA 5
- UOA 6
- UOA 7
- UOA 8
- UOA 9
- UOA 10
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- UOA 34
- UOA 35
- UOA 36

Topic

- Animal husbandry & welfare
- Architecture and building
- Arts and culture
- Asia
- Banking, finance and monetary policy
- Business and industry
- Cancer
- Children, young people and families
- Climate change
- Clinical guidance
- Community and local government
- Comparing and contrast physics
- Crime and justice
- Cultural and heritage preservation
- Defence and security
- Demography and political engagement
- Demography
- Design, design and manufacturing
- Europe
- Finance and banking
- Food and nutrition
- Health care services
- Historical archaeology
- Historical disease control
- Informing government policy
- Instrumentation
- International development
- Laboratory diagnosis
- Law and justice
- Literature
- Marine and ocean science
- Media
- Medical ethics
- Mental health
- Mobile technologies
- Modelling and forecasting
- Museums and exhibitions
- Music, dance and performance
- Nature and conservation
- Nuclear energy
- Oil and gas
- Parliamentary scrutiny
- Pharmaceuticals
- Print media and publishing
- Public engagement
- Public health and prevention
- Regional innovation and enterprise
- Regional languages of Britain Isles
- Religion
- Schools and education
- Scotland
- Software development
- Sports
- Surgery, implants and devices
- Technology commercialization
- Transport
- Water and food management
- Women, gender and minorities
- Work, labour and employment

Observations from Analysis

- Research within UK higher education has had a considerable impact on a wide range of stakeholder groups
- Research underpinning societal impacts is multidisciplinary, and the social benefits arising from research are multi-impactful.
- UK academics have made contributions to all countries of the world
- It takes an estimated 3 to 9 years for research to have an impact on society, and the speed by which that impact occurs varies by discipline (shortest in panel C and longest in panel D).
- There is a diverse range of impact pathways. Any attempt to define a standard route to research impact could be counterproductive.

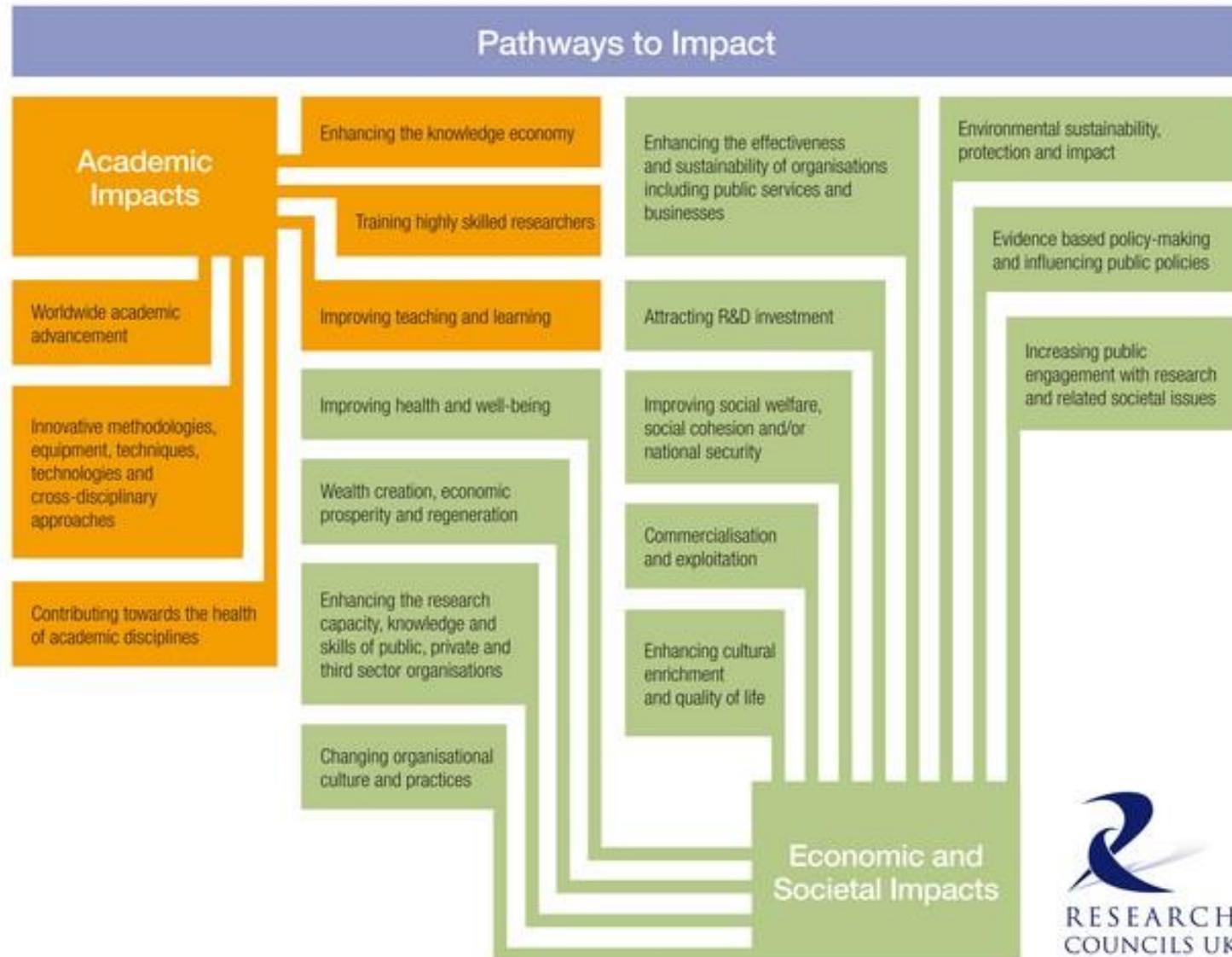
Lessons Learned at Southampton

- Need to invest in research areas where impact can be institutionalised beyond the individual researcher model to provide greater resilience.
- Impact-related activities need to be incentivised at University level.
- Need to collect evidence of how people are impacted, not just the numbers attending a particular event.
- Need for institutional procedures/practices for recording and documenting research impact.

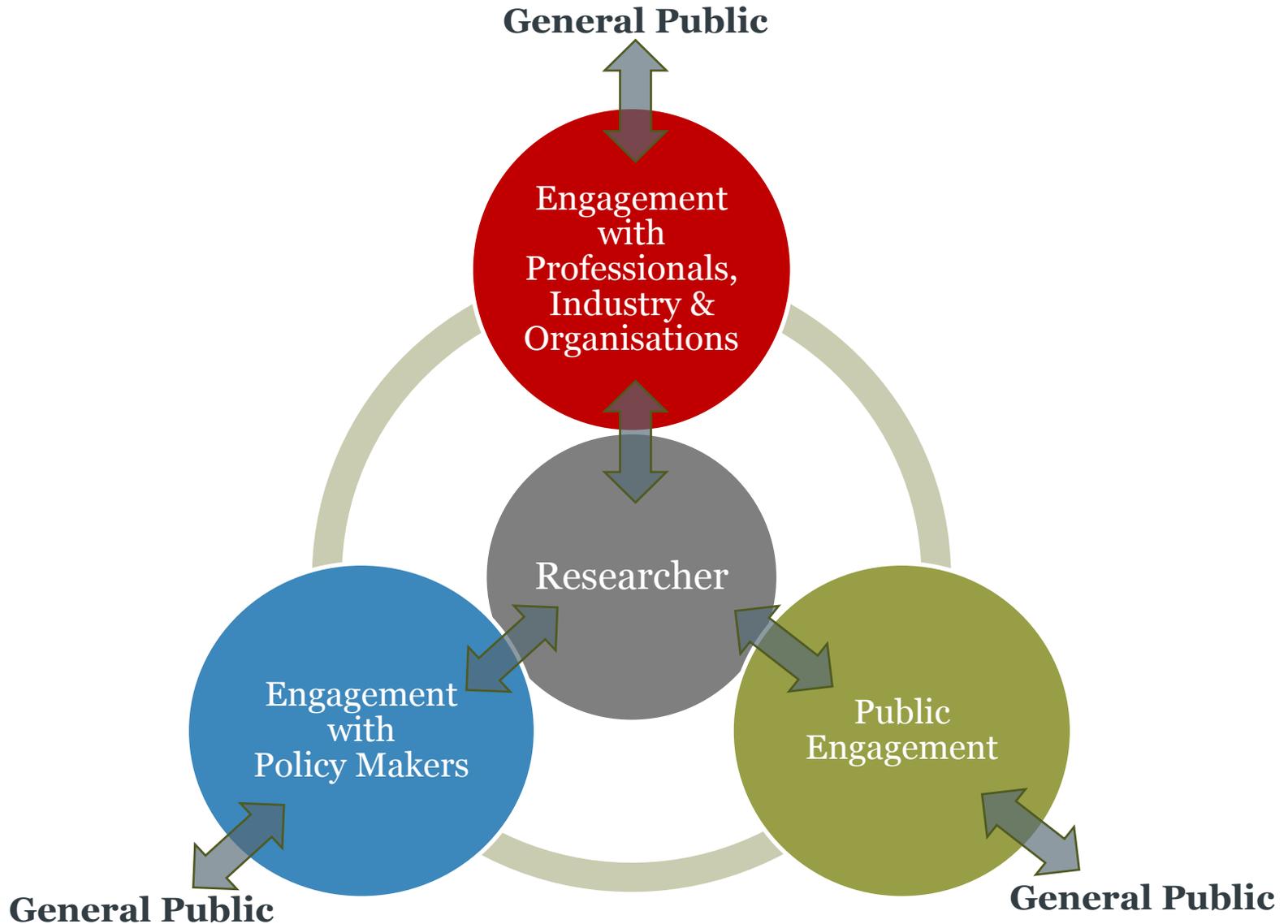


PE and Generating Impact

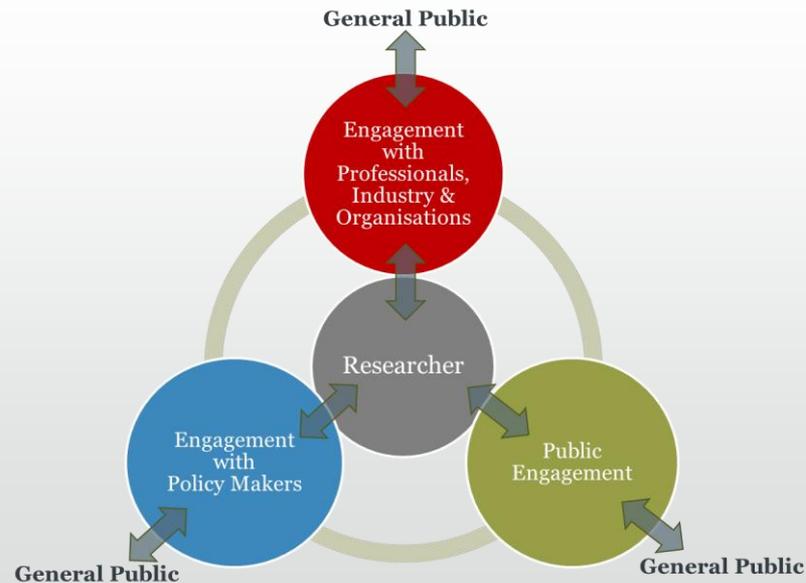
RCUK Pathways to Impact

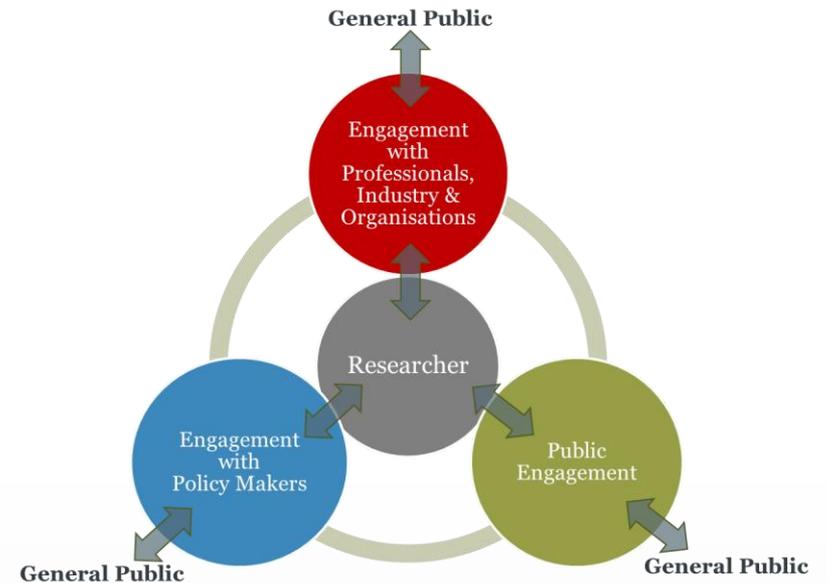


Generic Pathways to Impact



Impact Type	Economic & Societal Impact
Generic Pathway	Engaging with professionals, industry or organisations
Purpose	<i>Establishing greater capacity for innovation and competitiveness to help drive economic development</i>



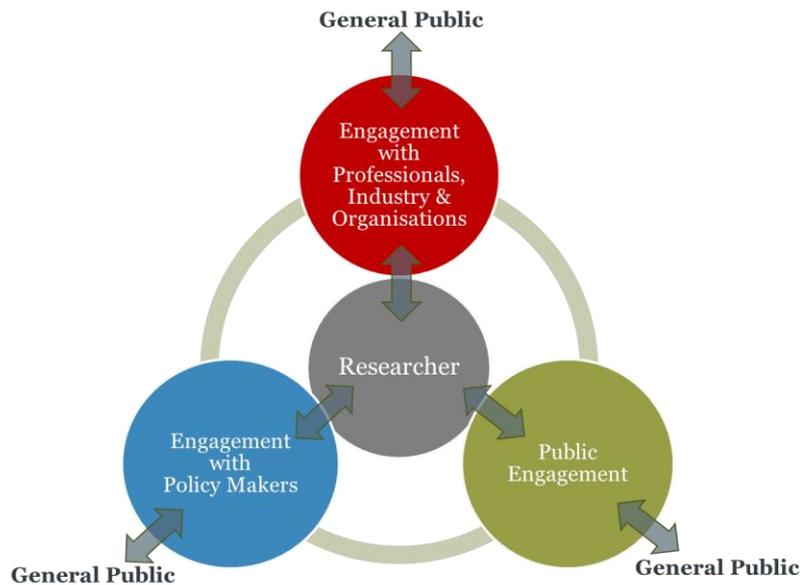


Impact Type	Economic & Societal Impact
Generic Pathway	Engagement with policy makers
Purpose	<i>Providing an evidence base that enables the translation of political vision into activities leading to desired change/benefits.</i>

Q: Public engagement is where researchers?

- a) Inspire, inform and educate the public
- b) Actively listen to the public's views, insights and concerns
- c) Work in partnership with the public to solve problems together
- d) All the above





Impact Type	Economic & Societal Impact
Generic Pathway	Public Engagement
Purpose	<ol style="list-style-type: none"> 1) <i>INFORMING: Inspiring, informing and educating</i> - Goal is to communicate the activity and outputs of research, while encouraging feedback, comments and questions. 2) <i>CONSULTING: Actively listening to the public's views, insights and concerns</i> - Goal is to feed the public's views and insights into the research process itself. 3) <i>COLLABORATING: Working in partnership with the public to solve problems together, drawing on each other's expertise</i> – Goal is to involve the public as participants and collaborators in the research process.



Funding Opportunities

iCURE

- The ICURE Innovation-to-Commercialisation programme, piloted by the SETsquared Partnership and funded by InnovateUK and HEFCE, offers university researchers with commercially-promising ideas up to £50k to ‘get out of the lab’ and validate their ideas in the marketplace.
- Applications for the funding should be made by early career researcher (ECR) with the support of a Principal Investigator (PI) and a Business Mentor.
- Up to £15k contribution towards entrepreneurial lead salary costs. Costs associated with communications required to conduct telephone interviews. Travel and accommodation required to conduct face-to-face interviews. Specialised market research expenditures.
- Calls for applications – no deadline
- More information at <http://www.setsquared.co.uk/research-commercialisation/icure-innovation-commercialisation-programme>
- <https://vimeo.com/120785720> password is SETsquared

Enterprise Competition

- Budget in excess of £1.5M earmarked for the competition which will run until March 2017.
- Fund aimed at stimulating activities which take research from the lab into the wider world e.g. using research expertise in collaboration with a business partner, developing a spin-out, setting up a secondment, or running events on how best to engage with industry.
- Eligible projects include:
 - Knowledge Transfer through People - inwards and outwards secondments/ internships
 - Early Commercialisation Projects - technology development/market assessment/ licensing/spin out formation
 - Stakeholder/Industry Engagement - strategic partnership development with business, central and local Government, or Third Sector organisations
 - Driving Culture Change - Industry showcase events/ best practice workshops/training programmes aimed at enhancing impact of research
 - Other innovative proposals to create non-academic impact from research.
- Competition operates on an open-call basis; applications accepted at any time and will be reviewed on a quarterly basis.



Discussion Forum

Breakout Groups

“What can the University do to help me deliver greater impact?”