LES Fellowships Cohort
Session 2
Pathways to Impact

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The Impact Agenda
What is Impact?

Pathways to Impact

**Academic Impacts**
- Enhancing the knowledge economy
- Training highly skilled researchers
- Improving teaching and learning
- Improving health and well-being
- Wealth creation, economic prosperity and regeneration
- Contributing towards the health of academic disciplines

**Economic and Societal Impacts**
- Enhancing the research capacity, knowledge and skills of public, private and third sector organisations
- Changing organisational culture and practices
- Environmental sustainability, protection and impact
- Evidence based policy-making and influencing public policies
- Increasing public engagement with research and related societal issues
- Attracting R&D investment
- Improving social welfare, social cohesion and/or national security
- Commercialisation and exploitation
- Enhancing cultural enrichment and quality of life
Reviewers form

- You should comment specifically on the Pathways to Impact, giving consideration to the following:

- Have the key areas where impact should be explored by the researchers during the course of the grant been clearly identified?
- Have clear, realistic and appropriate objectives been given?
- Are the proposed activities appropriate to the research, are both routine and novel ways of engaging end-users proposed and are the activities likely to generate very significant potential for impact.
- Has the management of the impact activities been well thought out?
- Has the ability to achieve the impact objectives clearly evident?
Where in the proposal is Impact covered?

**Academic beneficiaries**
- Should cover potential academic impact and pathways towards realising that.

**Impact Summary**
- Should cover potential economic and societal impact and seek to answer two questions:
  - Who might benefit from this research?
  - How might they benefit from this research?

**Pathways to Impact**
- What will be done to ensure that potential beneficiaries have the opportunity to engage with this research?
What is the difference...?

……between the summaries and the “pathways to impact?”

The **summaries** may well appear in the public domain
  - non-technical language
  - focus on beneficiaries and how they will be impacted

The **“pathways to impact”** expands on the information in
the summaries and describes mechanisms of engagement
Pathways to Impact

- 2 page (max) attachment
- Addresses:
  - Who will benefit from this research?
  - How will they benefit from this research?
  - What will be done to ensure that they have the opportunity to benefit from this research?
- Need to consider:
  - Track record.
  - Costs & timescales (cross reference to JoR)
  - Management (for larger projects, cross reference to management plan).
What activities?

- Secondments of research or user community staff.
- Events aimed at a target audience.
- Workshops to provide training or information dissemination.
- Steering or liaison committees/boards.
- Publications & publicity materials summarising main outcomes in a way that beneficiaries will be able to understand & use.
- Websites & interactive media.
- Public engagement activities – contact Caroline Gillet
What resources can be requested

- Investigator time allocated to impact activities for the project
- Specific training e.g. for RAs
- Employment of specialist staff
- Marketing assessments
- Workshops, seminars and networking events
- Publicity/dissemination

**Exclusions:**
- Patent and other IP costs
- TTOs
Characteristics of a poor Pathways to Impact

- Vagueness, lack of specificity and clear deliverables.
- Activities are not project specific.
- Too much focus on track record
- Lack of consideration of broader beneficiaries/impacts/mechanisms
- Activities narrowly focused, end focused, and purely for dissemination purposes
- Lack of consideration of resource requirements
Characteristics of a strong PtI

• Inclusion of specific details
• Good consideration of the relevant beneficiaries and user needs
• Clear mechanism and plan for engagement
• Involvement of “users” from the outset.
• Briefly note track record in the context of the specific research project.
• Demonstrate clear commitment for realising impacts.
• Fully resourced
People

• Who will gain new technical skills during the project?
  • RAs
  • PhDs

• To whom would these skills be useful?
  • Industry (which?)
  • Government/policy/NGOs (ditto)
  • Academia

• What evidence do you have that these skills are in short supply?
  • Government or industry body reports
  • Project partner statements of support
  • Conversations with end users
Collaboration

• How will collaborations & partnerships within the proposed project or research be managed?
• Roles & responsibilities of all parties in relation to impact.
• Nature of the relationships – e.g. established or newly formed.
• Nature, value & significance of any contributions to the proposed project.
• Details of any formal collaboration agreements or future plans for collaboration agreements.
Communication and Engagement

- How have beneficiaries been engaged to date, & how will they be engaged moving forward?
- How will the work build on existing or create new links?
- Outline plans to work with intermediary organisations or networks.
- What activities will be undertaken to ensure good engagement & communication?
Exploitation/application

• Identify the mechanisms in place for potential exploitation, both commercially & non-commercially.
  • Are there specific partnership, collaborative or exploitation agreements in place?
  • How will the potential impacts be identified?
  • What structure & mechanisms can you put in place to exploit & protect the outputs from the research, during & at the end of the grant lifecycle?
Capability

• Who is likely to be undertaking the impact activities?
  • PI or Co-I(s).
  • PhD students & post-doctoral researchers.
  • Specialised staff employed to undertake communication & exploitation activities.
  • Technical experts to write publications, web pages & user-friendly interfaces.

• What previous & relevant experience do they have in achieving successful knowledge exchange & impact?

• How will they acquire the skills?
Sources of information

- RCUK: http://impacts.rcuk.ac.uk/content/guidance.htm
- NERC Guidance for Applicants: http://www.nerc.ac.uk/funding/application/pathwaystoimpact.asp
- EPSRC Guidance for Applicants: https://www.epsrc.ac.uk/funding/howtoapply/preparing/impactguidance/
Questions?