Queen Mary Impact Training Programme

- Reetika Suri
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For Impact newbies (including Professional Services staff)

<table>
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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>Introduction to Impact</td>
<td>1h interactive workshop</td>
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What we cover:
Impact definitions (UKRI, REF)
Impact planning tools
Who’s who in impact support at Queen Mary

Resource:
What is impact poster (1 page PDF)
For PhD students

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<tbody>
<tr>
<td>Research Impact for PhD students/Cohort Day</td>
<td>Half day interactive workshop</td>
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What we cover:
Impact definitions (UKRI)
Types of impact and examples
Impact planning tools

Resource:
Exercise on writing an impact statement (Impact Team provides feedback)
Successful completion earns Skills Points

Section A: Summary of your research (200-500 words)
Please summarise your research for a lay audience.

Section B. Impact Statement (500-1000 words)
Beneficiary 1:
Who?
How will they be affected?
How will you engage them?
Indicators of success:

Beneficiary 2:
Who?
How will they be affected?
How will you engage them?
Indicators of success:

Beneficiary 3:
Who?
How will they be affected?
How will you engage them?
Indicators of success:
For the more Impact Savvy: including Professional Services staff

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<tr>
<td>Impact planning and writing for grant applications</td>
<td>Half day interactive workshop</td>
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<tr>
<td>Evaluating and evidencing impact</td>
<td>Half day interactive workshop</td>
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**What we cover:**
- Impact definitions (UKRI)
- Types of impact and examples
- Impact planning tools

**Resources:**
- Impact planning table
- Examples of impact activities and evidence

<table>
<thead>
<tr>
<th>Type of impact</th>
<th>Beneficiaries</th>
<th>When</th>
<th>Type of engagement</th>
<th>Costs</th>
<th>Evidence of impact</th>
<th>Measure of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic, cultural, health, policy, environmental?</td>
<td>Who are your stakeholders?</td>
<td>When will you engage? Can your beneficiaries feed into the research process?</td>
<td>How will you engage?</td>
<td>What resources do you need?</td>
<td>How will you evidence your impact?</td>
<td>How will you measure if you have been successful?</td>
</tr>
<tr>
<td>Culture and society</td>
<td>Public engagement activities</td>
<td>Specific publics</td>
<td>Positive feedback</td>
<td>Change in awareness/understanding</td>
<td>Uptake/funding of new intervention</td>
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Impact drop-ins for anyone!

Are you a researcher or research student thinking about the impact of your current work or writing a research proposal? Are you a researcher interested in applying for impact acceleration account (IAA) funding? Are you a researcher or research manager working on a ResearchFish submission?

If the answer to any of the above is 'yes!' then book in and come along to one of our drop-in sessions! The Research Impact team is here to chat about anything research impact at Queen Mary that you need help or support with.
Impact Leadership

Are we impact literate?

School/Institute Impact Health check

Impact structures at Queen Mary

Resource: Impact Champions handbook

DVP for Impact:
Strategic oversight of REF Impact submission and impact activities across Queen Mary

DDRIs:
Faculty oversight of REF Impact submission, impact activities and impact funds

Research Impact Manager:
Oversight of Queen Mary’s REF Impact submission, impact support activities and training. Oversight of IAA funds. Supports DVP for Impact

Impact Officers:
Support DDRIs and work with academic leads to support relevant REF Impact submissions. Responsible for impact training, advising on impact activities and managing impact funds.

IAA Officers:
Manages and reports on the IAA.

Academic leads:
School/Institute oversight of REF Impact submission, impact activities and impact training needs. Responsible for developing a School/Institute impact pipeline.

Impact structures at Queen Mary

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Support DDRIs and work with academic leads to support relevant REF Impact submissions. Responsible for impact training, advising on impact activities and managing impact funds.

IAA Officers:
Manages and reports on the IAA.

Academic leads:
School/Institute oversight of REF Impact submission, impact activities and impact training needs. Responsible for developing a School/Institute impact pipeline.

Is there an impact strategy?
Yes | Partly | No | Don’t know
---|---|---|---
Is there an impact implementation plan?
Yes | Partly | No | Don’t know
Is there leadership in place?
Yes | Partly | No | Don’t know
Is there dedicated support and advice available?
Yes | Partly | No | Don’t know
Is support provided through the research lifecycle i.e. planning to assessment?
Yes | Partly | No | Don’t know
Are there systems for recording impact information?
Yes | Partly | No | Don’t know
Do reward and promotion structures recognise impact work?
Yes | Partly | No | Don’t know
Is impact built realistically into workloads?
Yes | Partly | No | Don’t know
Is there sufficient internal funding to support impact delivery?
Yes | Partly | No | Don’t know
Stakeholder engagement training

1. Media and social media training (with Public Relations team): achieving impact through the media and PR activities

2. Navigating policy impact: methods and tools for achieving policy impact

3. Impact from Public Engagement (with the Public Engagement team): methods and tools for evaluating impact from PE activities

4. Achieving commercial/industrial impact (supported by our Impact Acceleration Accounts): pathways to commercial impact and evidence
For REFers

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<tr>
<td>Developing REF impact case studies</td>
<td>Half day interactive workshop</td>
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<tr>
<td>Evaluating REF impact case studies</td>
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What we cover:
REF Impact definition
Evaluation of REF Impact (reach and significance)

Resource:
Internal guidance on REF Impact case studies including scoring

Checkbox for Scoring Case Studies

<table>
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<tr>
<th>Does the case study manage the following?</th>
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<td>□ Clear articulation of the impact(s) and beneficiaries</td>
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<tr>
<td>□ Clear relationship between the research and impact</td>
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<tr>
<td>□ Clear understanding the reach and significance of the impact</td>
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<tr>
<td>□ Robust evidence that underpins each claim of impact</td>
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<td>□ A well-written narrative that highlights all of the above.</td>
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If you cannot check any boxes above, you are likely looking at an unclassified case study. If you check one or two boxes, you are likely looking at a score of 1*-2*. If you check two to four boxes, you are likely looking at a score of 2*-3*. If you check all five boxes, you are likely looking at a score of 4*!
External training

**Impact culture**

- What is our impact culture?
- Building impact culture from the bottom up
- Next steps to a healthy impact culture

**Impact for REF 2021**

- Evidence based testimonials
- What makes a 4* case study?
- Case study surgery
Lessons learnt

Our offer:
• Clear offer
• Schedule at start of academic year
• One lead to coordinate, produce messaging/resources
• Smaller tailored sessions by request

Advertising
• Strategic use of communication channels
• Attend research days/executive board meetings

Delivery:
• Online sessions = more sign ups (no space/travel/time barriers)
• Extra team members to field queries that are relevant but not at the same level as rest of the group
• Breakout sessions = more discussion and thinking space = great ideas!
• Guest speakers = invaluable real experiences
• Mentimeter! For real-time feedback

Working with other teams:
• Clear aims and audiences
• Clear about how joint session differs from each teams’ typical offer

Follow up:
• Encourage 1-2-1 follow up
• Schedule a drop-in for 1 week after the session
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