



From Corroborating Impact to Evaluating Research

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Cultural and Creative Industries Exchange

Leeds Creative Labs...

...The Hepworth Wakefield Edition – collaborative partnerships announced!

Following a competitive application process, we convened our academics, students and technologist to introduce them to each other and our challenge to *Remix the Gallery*.

Our engagement with art, whether a physical artefact or piece of media, is increasingly mediated through digital technology.

How can we start to think about a museum that inhabits a 24-7 connected culture that sensitively negotiates the transition between physical and virtual space? We wish to provoke artists, creative technologists and academics into *remixing the gallery* and finding new futures for our cultural collections.

Our three groups include two combinations of academic/technologist/students and one technologist/student match...

People we work with

Voluntary and Community



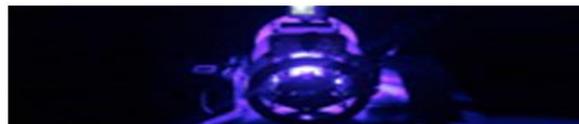
Voluntary sector and community organisations, social enterprises and public sector organisations working in any discipline.

[Read more](#)



The groups comprise:
-Becs Andrews, Alex De Little, Paul Miller and John Stell
-Katie Brown, Laura Harrison, Eun Suk Hur and Andrew Wilson
-Joanne Armitage, Louise Atkinson, Robert Carroll and Steve Manthorp

Business and Creative Technology



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They made **1,911** submissions including:

- **52,061** academic staff
- **191,150** research outputs
- **6,975** impact case studies

The **overall quality** of submissions was judged, on average to be:

★★★★★ **30%** world-leading (4*)

★★★☆☆ **46%** internationally excellent (3*)

★★☆☆☆ **20%** recognised internationally (2*)

★☆☆☆☆ **3%** recognised nationally (1*)



Assessing the impact of research outside of academia. Impact was defined as ‘an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia’

Assessed by case studies (approximately one case study per 10 staff) and an ‘Impact Template’

The research underpinning impact case study must have been carried out by staff ‘while working in the submitting HEI’

Underpinning research ‘predominantly of at least two-star quality’ and published after 1 January 1993

‘Impact’ needed to have happened during the REF2014 assessment period.

Assessed according to ‘reach’ and ‘significance’

Some of the issues we had

What does impact mean in this context?

Impact of research outputs, not the researcher

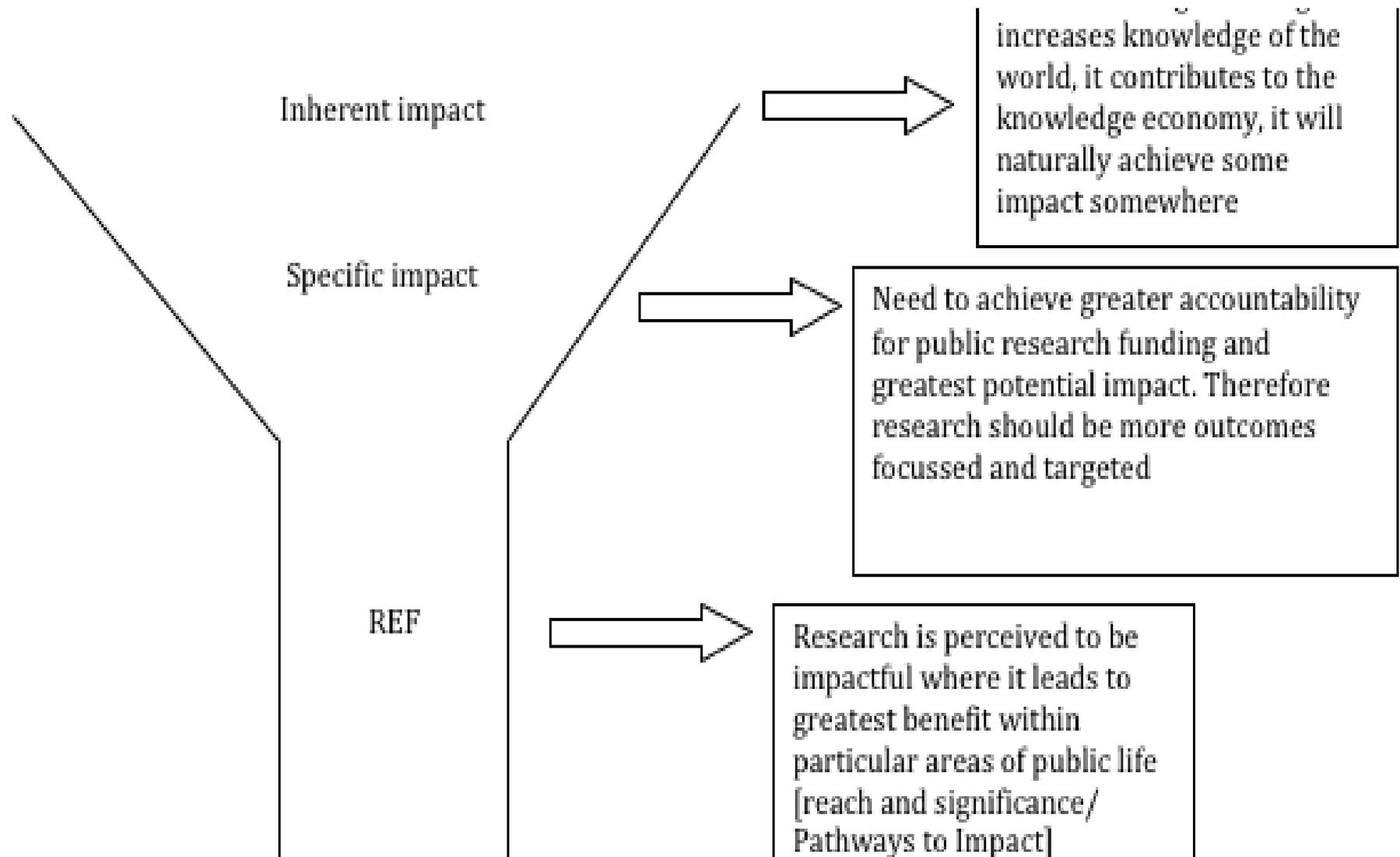
‘Retro-fitting’ impact

What does ‘reach’ and ‘significance’ really mean?

Defining Impact for the REF



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- **Majority of impact case studies involved activities focussed on 3 areas:**
 - **Partnerships**- specifically with heritage/cultural sector, schools, communities, creative industries
 - **Public Engagement**- conferences, seminars, festivals, media appearances etc
 - Creative outputs- exhibitions, workshops, etc
- **In some cases there were impacts in the following fields:**
 - Informing policy/practice of particular professional groups
 - Partnerships- government, NGOs, Charities
- Creation of networks
- **Rarely were there examples of:**
 - Commercialisation/product development
 - Industrial partnership

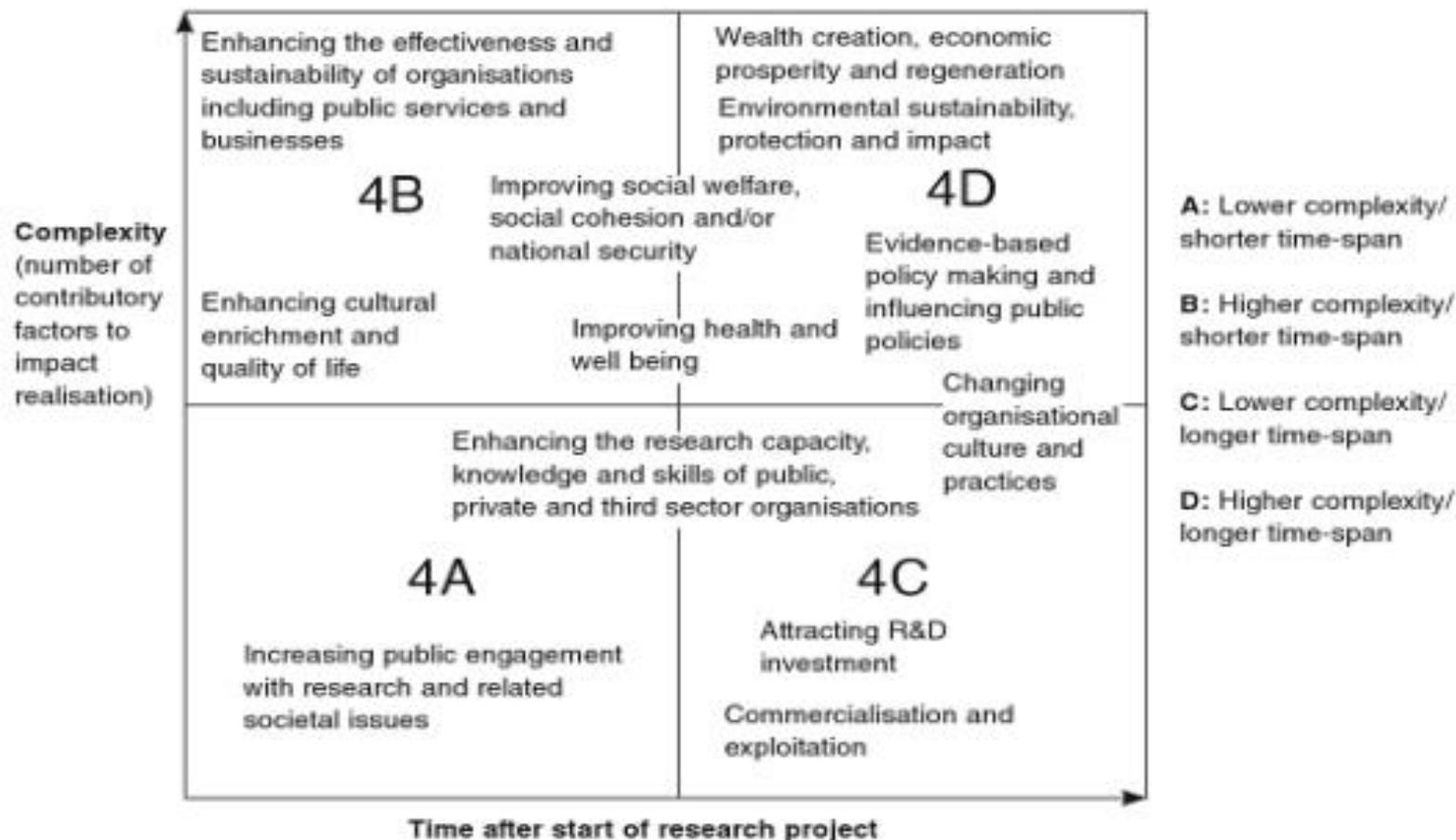


FIGURE 7.3 RCUK 'Pathways to Impact' economic and social impacts mapping

Figures 7.2 and 7.3 map the potential impacts of research highlighted by the UK Research Councils in their 'Pathways to Impact' against the time after a research project starts when a potential impact might be realised. Figure 7.2 shows academic impacts and Figure 7.3 economic and social impacts. This form of mapping can, for example, help understanding of the complexity of an impact to aid design of impact measurement, to illustrate complexity to stakeholders and qualify the level of attribution to a given activity realising an impact. For further details on 'Pathways to Impact' see www.rcuk.ac.uk/kei/impacts/ (accessed 9 October 2012). (Source: An adaption of Figure 5 in Bromley and Metcalfe, 2012)

How can we make research more impactful?



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- Establish and strengthen partnerships/relationships with research beneficiaries
- Establish and strengthen relationships with ‘knowledge brokers’ e.g. policy makers, professional bodies, and media etc who can translate, disseminate and provide credibility to the research
- Establish a better resource and management structure within the university to support impact activities
- Increase **collaborative/cross disciplinary projects**- increases the potential spheres of influence that the research may have
- Increase **co-production of research with research users**- involve users from the outset and at all stages of the research, practice knowledge exchange

What are some of the benefits of co-production?



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- Academic- better understand requirements of research users.
- User- enables evidence based policy and practice.

Issues raised by co-production?



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- Time consuming approach
- Can be more costly
- Involves different skill sets to 'traditional' research.
- Ethical issues and sustainability of relationships.

From 'Corroborating Impact' to 'Evaluating Research'



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- Need for good base-line data
- Developing **holistic and on-going** evaluation strategies for research projects



- Money is very tight so everyone needs to understand what's in it for them.
- Knowledge transfer versus knowledge exchange.
- Don't try and pretend to be something your not. Be flexible but play to your strengths.
- Try to build engagement with external partners into the structure of the project as opposed to adding it on at the end.

