NIHR RIGHT2
Impact Strengthening Workshop

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"Law and Sausages..."

2 Things You Don't Want to See Being Made

Otto von Bismarck
Allegedly
What is The Policy Institute? (and why do we care about impact?)

Solving society’s challenges with evidence and expertise

Combining the rigour of academia with the agility of a consultancy and the connectedness of a think tank, we help solve society's biggest challenges in the UK and beyond.
Supporting impact, and analyzing impact
Today's format and aims

Interactive session

Learn how to embed ‘impact’ into research project
(or how we make a difference)

Support Stage 2 RIGHT2 applications
(not prescriptive!)

Improve our understanding of impact from global health projects
Agenda

10:00–10:15 Arrivals
10:15–10:30 Welcome, introductions and plan for the day (NIHR)
10:30–12:30 Session 1: Understanding and articulating impact (KCL)
12:30–13:15 LUNCH
13:15–14:45 Session 2: Planning for impact (KCL)
14:45–15:00 Feedback and close
What do you think about impact?
Impact is not new
“...the real and legitimate goal of the sciences is the endowment of human life with new inventions and riches.”  Francis Bacon, Novum Organum, 1620

“...The understanding and application of science are fundamental to the fortunes of modern nations. Science, technology and engineering are intimately linked with progress across the whole range of human endeavour: educational, intellectual, medical, environmental, social, economic and cultural.”  Realising our potential, White Paper, 1993
Impact is not new. Impact is defined in many ways.
For the purposes of the REF, impact is 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.”
Impact is not new. Impact is defined in many ways. But it is mainly about non-academic benefits to society.
Note: non-linear processes, time lags, and 'contributions to knowledge'
Impact is not new. Impact is defined in many ways. But it is mainly about non-academic benefits to society.

Capturing data on impact is challenging.
Academic publications

Annual reports

Online tools

Ex-post monitoring

Surveys
Interviews
Workshops

Data mining
Http://impact.ref.ac.uk/CaseStudies/
UOA05-20: Using honey bees as an effective deterrent for crop-raiding elephants

Summary of the impact

In many parts of Africa, farmers and African elephants have to share the same land, and crop-raiding by elephants leads to serious conflict. A simple, but highly effective, solution to this problem has been developed on the basis of research at the University of Oxford’s Department of Zoology. The research identified that elephants are frightened of bees and

<table>
<thead>
<tr>
<th>Submitting Institution</th>
<th>Unit of Assessment</th>
<th>Summary Impact Type</th>
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</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>Biological Sciences</td>
<td>Environmental</td>
</tr>
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</table>

Research Subject Area(s)

- Biological Sciences: Ecology
- Agricultural and Veterinary Sciences: Forestry Sciences
We are conscious of the non-linear nature of impact processes...

...as well as time lags, feedback loops, impacts during projects.

Impact by design in 7C’s
Using a logic model to plan an impact pathway

**Input**
- What was the underpinning research?

**Processes**
- What processes take place to facilitate the impact?
- Who are your constituencies to involve?
- Can you add rough dates to these activities/processes?
- Which communication methods and channels will you use?

**Output**
- What is produced?
- What are the direct results?

**Outcome & impact**
- What are the ultimate impacts that are aspired to?
- Which beneficiaries will benefit from the impact – how will they be involved, if at all?
Using a logic model to plan an impact pathway

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**Outcome & impact**
- Contexts
- Communities
- Capture
- Channels
- Complications
- Constituencies
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Contexts
- We know it’s not linear!

Constituencies
- Capture

Complications
- Channels
- Communications

Communities
Contexts

Communities

Constituencies

Complications

Channels

Capture

Communications
Contexts

What are the key drivers in your external environment?

What are the opportunities and threats for your research?
Contexts

Key drivers

SWOT analysis – *Strengths, Weaknesses, Opportunities* and *Threats*

Strengths and weaknesses are often internal to your project, while opportunities and threats generally relate to external factors.

Often put into a matrix.
<table>
<thead>
<tr>
<th>P</th>
<th>Political</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Economic</td>
</tr>
<tr>
<td>S</td>
<td>Social</td>
</tr>
<tr>
<td>T</td>
<td>Technological</td>
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<tr>
<td>L</td>
<td>Legal</td>
</tr>
<tr>
<td>E</td>
<td>Environmental</td>
</tr>
</tbody>
</table>

**Your PESTLE (and SWOT) analysis**

<table>
<thead>
<tr>
<th>S</th>
<th>Strengths</th>
<th>W</th>
<th>Weaknesses</th>
<th>O</th>
<th>Opportunities</th>
<th>T</th>
<th>Threats</th>
</tr>
</thead>
</table>
Example project: Improving access to point of care devices in Ghana.

<table>
<thead>
<tr>
<th></th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Team is well connected to MOH</td>
<td>Signals from gvt to want to improve</td>
<td>No resources/market for devices?</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td>New tech can help supply chain management</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td></td>
<td></td>
<td>Not really thinking about sustainability in our model...</td>
<td></td>
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<td>L</td>
<td></td>
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<td></td>
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Communities
Communities

Refers to beneficiaries of the research
i.e. who benefits, profits, is better-off, has experienced a change, etc as a result of adopting/interacting/engaging/using your research?

This can happen during or after the research project/process.

When describing impact (for impact pathway or impact case studies) it is important to be specific.
Can you think of the *specific* beneficiaries of your research?
Constituencies

- Contexts
- Communities
- Constituencies
  - Complications
  - Channels
  - Capture
  - Communications
Constituencies help you ‘plan’ your impact pathway – and the impact itself!
Defined by interest in your research and power they have to effect change in your field.

The people and organisations that can make your work have impact.

Your constituency will generally have positive attitudes towards your research, or at least the potential to develop sympathy towards your research, and help you make a difference to the sector you are studying.
Communities vs Constituencies

These people *might* overlap with ‘beneficiaries’ but not necessarily.

- Example 1: teenage anorexia
- Example 2: change in clinical practice
How to identify (and use) constituencies

<table>
<thead>
<tr>
<th>Interest</th>
<th>Influence</th>
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<tbody>
<tr>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>High</td>
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<tr>
<td></td>
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</table>
Example

Interest

Low

The public in the UK

Transport ministry or departments

High

 Patients in Ghana Clinicians

Ministry of Health (key contact name?)

Private industry (which ones?)

One influential clinician!
LUNCH

Back at 13.15
Complications

Channels

Capture

Communications

Constituencies

Communities

Contexts

Complications
Situation – Complication - Question

Now that you’ve identified your constituencies...

How do your questions align with their questions?
Situation – Complication - Question

**Situation**
- What happens right now?
- What are the facts to support this?

**Complication**
- What is challenging our situation?
- What are the threats and/or opportunities?

**Question**
- What is the question that therefore needs to be addressed?
Situation – Complication - Question

**Situation**
- What happens right now?
- What are the facts to support this?

**Complication**
- What is challenging our situation?
- What are the threats and/or opportunities?

**Question**
- What is the question that therefore needs to be addressed?

**General agreement**

**Somewhat agreement**
Situation – Complication - Question

- **Situation**: What happens right now? What are the facts to support this?
- **Complication**: What is challenging our situation? What are the threats and/or opportunities?
- **Question**: What is the question that therefore needs to be addressed?

**Research questions vs Practitioner questions**
### Example

<table>
<thead>
<tr>
<th>Situation</th>
<th>Complication</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ mental health needs currently exists in XYZ country</td>
<td>We have THIS intervention, but we still have to try it out.</td>
<td>Is THIS intervention valuable, feasible, and acceptable?</td>
</tr>
<tr>
<td>OR</td>
<td>We have THIS intervention that can help; but it is not being taken up as quickly or effectively as we foresaw.</td>
<td></td>
</tr>
</tbody>
</table>
Situation – Complication - Question

Now that you’ve identified your constituencies...

How do your questions align with their questions?
Channels
Channel 1: Policy reports

Accessible, message-led publications that enable the reader to understand the research and its implications without the depth and impenetrability of some academic journals.

- Good way to engage policymakers and think-tankers
- Can lead to media coverage
- Can be picked up by policymakers
- Time-consuming
- Need professional support
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Channel 2: Briefing note (for practitioners)

Short (1,000-2,000 word) documents that spell out the key findings of a piece of research, briefly describing how you got there and giving any recommendations

- Advocacy brief vs. objective brief
  - Ideal for time-poor, high-level decision-makers
  - Must formulate a coherent and accessible narrative
  - Lines can be picked up by media

- Can over-simplify complex research
- Can leave you open to criticism
Channel 3: Blogs

“... in research terms, blogging is, quite simply, one of the most important things that an academic should be doing right now.”

– Professor Patrick Dunleavy

Political scientist behind influential LSE blogs
Channel 3: Blogs

1. Write about what you know
2. Research process updates
3. What you are learning
4. Commentary post
5. An event / meeting
“... why Twitter? As with everything else in social media, it’s because that’s where the conversation is today and will be for the foreseeable future. Compared with Facebook, Twitter is also the social media location for a slightly more elite audience of people who want to know news first: journalists and public policy makers. If you see reporters or others on Twitter talking about your field, you can insert your expertise by offering a simple stat or fact either from your own research or from studies you know, and then you’ve started to build a reputation as someone with useful information.”

– Mary Virginia Lee Badgett
Professor of Economics at the University of Massachusetts Amherst
Channel 4: Social media

twitter

LinkedIn

Facebook
Channel 5: Working groups/roundtables

• Small groups engaging with and contributing to your research

✓ Key stakeholders get an ‘early’ sight of your research and can champion it (snowball effect)
✓ Good way to get ‘buy in’ and to engage your networks of users and stakeholders

⊗ Can be time-consuming to organise
⊗ Can be ‘preaching to the converted’

• On the other hand, articulating or providing better support for popular pre-existing ideas can still be valuable
Channel 6: Steering group meetings

Great way to involve those with high ‘influence and interest’ in your constituency matrix

✓ Key stakeholders get an ‘early’ sight of your research and can champion it (snowball effect)
✓ Helps understand challenges to implementation in impact pathway

⭕ Requires lots of commitment from potentially very important and busy people
What channels will you use with your constituencies?

<table>
<thead>
<tr>
<th>Interest</th>
<th>Low</th>
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<tr>
<td>A – minimal effort</td>
<td>B – keep informed</td>
<td></td>
</tr>
<tr>
<td>C – keep satisfied</td>
<td>D – key stakeholders</td>
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Capture can refer to...

- Measuring impact (indicators)
- Recording the impact that took place
‘Measuring’ your impact will vary according to your discipline and the exact nature of your project

Examples we found include the following (but are not limited to these):

Patients’ lives improved (QALYs, DALYs)
Qualitative narratives from clinical staff or patients on improved care delivery
Cited in clinical guidelines
Adoption in practice or policy
...
More indicator examples

- Evidence of use of research in policy guidelines
- Cited publications in successful funding applications
- Requests for research to support policy
- Research used in curricula for new researchers
- Research cited in ongoing health professional education material
- Number of patents licensed
- Collaborations with industry
- Use of research in reports by industry
- Research cited in advocacy publications
- Number of lectures given public audiences
- Numbers of research and research-related staff
- Levels of additional research funding
- Infrastructure grants ($)
- Licensing returns ($)
- Product sales revenues ($)
- Valuation of spin-out companies ($)

- Average citations received by the unit being analyzed, compared to the world citation rate for the discipline(s)
- Number of publications by individual/unit
- Proportion of publications that are co-authored internationally, nationally, with industry, with other disciplines
- Disease incidence or prevalence
- QALY, PYLL, PROM
- Measures of modifiable risk factors
- Measures of social determinants of health
- Level of environmental determinants of health
- Measures of acceptability, accessibility, appropriateness, and competence of the health care system
- Measures of effectiveness, efficiency, and safety of the health care system
- Health benefit in QALYs per health care dollar
- Health benefit in PROMs per health care dollar
Make a record of your impact (or plan to)
Communications

- Contexts
- Communities
- Constituencies
  - Complications
    - Channels
    - Capture
    - Communications
Dear Shirley,

We've been friends for a long time... But about a month ago, you said something I didn't like... Then, 2 weeks ago, you didn't show up at my party... And then...

Dear Shirley,

I HATE you. Here are my reasons.
Example Academic audience versus practitioner/policy audience

For an academic audience

Facts → Analysis → Conclusions → Recommendations

For a policy or practitioner audience

Recommendations → Conclusions → Analysis → Facts
Turn your paper on its head!
Turn your paper on its head!
Using the pyramid principle

Barbara Minto’s *The Pyramid Principle*
Using the pyramid principle

- **Summary answer**
- **Key idea**
- **Detail**

Aim for a maximum of 15 words.

The ‘key line’ of ideas. There should be 2-4 of these.
Bringing it all together
Using a logic model to plan an impact pathway

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Feedback and close
feedback

1. Your name (optional):

2. How would you rate the session? (out of 10, where 10 = excellent)

3. What was best?

4. What would you like to have been different? (if anything)

5. What other information on strengthening impact would be helpful?

6. What will you tell others?

7. One word to describe how you feel now ________________
All materials in this presentation can be used for further training purposes. We simply ask that you cite this presentation and The Policy Institute, King’s College London as the source.

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