

Knowledge exchange and impact, February 2015 update

Jen Ross

Specific items for discussion:

- draft impact case study plan (1.1)*
- piggybacking on annual review process to gather KE info (2.2)*
- developing web and social media strategy (3.1)
- Robertson bequest lecture (3.2)*
- KE advisory group (4.1)*
- Impact Accelerator project possibilities (4.3)
- KE officer role(s) (4.4)
- Seminars and events (4.7)

1. 2020 REF impact case studies	1
2. Tracking KE and Impact	2
3. School profile	2
4. Supporting & developing impact	3

1. 2020 REF impact case studies

1.1 College has asked us to begin identifying projects/areas with good prospects to become impact case studies in 2020. The success of the School's 2014 impact case studies gives us a lot to build on for the next REF. The way this will work next time will probably change, but impact is likely to be even more important in 2020 than in 2014, so we need to start planning for it now. We have been advised to produce **draft case studies at two-year intervals**. The vision is to have a 'mountain' of impact, and to slice off the strongest, topmost examples for our case studies. I propose that we produce drafts in 2016 and 2018. In the first round, the drafts can consist of a checklist survey, an abstract, and pointers to evidence.

Actions:

- Confirm the committee is happy with the draft case study plan.
- JR to lead on the development of a checklist survey (Law has done this already and we may be able to build on theirs) and materials to support the process.

1.2 Our strategy for developing case studies. Research clusters are likely to form an important backbone for developing case studies. Once these clusters have been confirmed, key activities and projects located within each cluster can be identified. Existing networks and research centres should also be invited to identify their strongest examples of research impact. We could aim for at least one promising submission from each cluster to form the first draft case studies in 2016.

To support colleagues to engage with this process, there are some things we can do:

- encourage colleagues to attend the forthcoming REF impact workshops being run by HSS;
- provide our 2014 impact case studies and feedback in an accessible format for colleagues to consult;
- review materials from other Education/Sport UOAs which scored highly and ensure we all have a strong sense of what made for quality impact;
- meet with centres, networks and clusters to discuss potential case studies and what support they need to strengthen impact from key research.

Actions:

- RKE office to publish our case studies on the intranet.
- Collate highly rated case studies from elsewhere (ST to co-ordinate with JR)
- Plan a series of meetings with centres, networks and clusters (OM to co-ordinate with JR)

2. Tracking KE and Impact

2.1 PURE. Tracking of research impact will be best accomplished using PURE, once the system has been relaunched with new functionality in the spring. Simon has been named as impact editor for the School, and is being briefed about this role. Until the new impact section in PURE launches, there is an online form available which can be used to record impact. Simon and I discussed piloting the new system with a small group of colleagues to get a sense of how this is likely to work.

Action: ST and JR to plan pilot of PURE impact data entry.

2.2 Annual review process. Simon, Jen and Lesley discussed how we might be able to piggyback on the annual review process to ask colleagues to share with us KE info from their annual review 'preparing for your review' and 'RKE development' forms.

Action: for discussion – is this a good idea? How might it work?

3. School profile

3.1 Web and social media

Social media strategy. How can we amplify the work we are doing, and attract new research partnerships and opportunities?

Online showcase of impact. Two of our case studies are being written up in a form that can be widely shared. Do we want to do this with the rest and use them as the foundation of an impact section of our web site?

Web site. The Research section of the School web site should be reviewed in terms of its design and layout (the content was reviewed to align with REF themes recently – may need further tweaking in light of clusters).

Action: For discussion. Depending on what we want to do, we will need a budget for this (copywriting, images, design, specialist support).

3.2 Robertson bequest. RKE has taken over administration of the Robertson bequest, which provides £1000/year for a high-profile lecture to take place in the School. The bequest

specifies 'some subject connected with the theory, history, art and practice of education', so is quite broad. The last lecture took place in 2011. We should plan lectures which will attract external partners and stakeholders as well as academics from within and beyond the School.

Action: Consider whether we can hold a lecture this academic year (check where the funds are now, consider if there is time to get someone high-profile). Suggestions for speakers?

4. Supporting & developing impact

4.1 Advisory group for KE. I would like to form an advisory group for KE in the School, drawing from all three institutes and made up of colleagues who are actively involved in research impact and KE activities (at all career stages). The focus of the group would be on activities around *research* specifically, distinct from public engagement more generally. The advisory group would meet a few times each year to discuss supporting and amplifying the KE and impact work of the School.

Action: for discussion and approval

4.2 Impact in research bids. Pathways to impact and similar documents within research bids are increasingly important to the success of proposals, and it's vital that those writing and supporting bids know how to make the most of them, ensuring that impact plans are well-resourced, and that specialist support is properly costed in. There is a 'pathways to impact' guide and form on the ERI website which we should have copies of in the RKE office and make sure we point people to: <http://www.ed.ac.uk/schools-departments/humanities-soc-sci/research-ke/support-for-staff/knowledge-exchange/pathways-impact>
In addition, Anne-Sofie is happy to review pathways to impact documents for research bids – she does this regularly for colleagues in eg ECA.

Actions: confirm that RKE office has pathways guides & forms available in the office as well as sending out links to during the grant-writing process.

LT and ST to discuss with Anne-Sofie how and when to make use of her expertise in the bid-writing stage.

4.3 Funding and support for KE.

- **ESRC Impact Accelerator.** This funding is high-profile, and available until 2018. The next deadline for expressions of interest for grants (of up to £20,000) is in March. CHSS is very keen to have more high-quality applications next time. We should identify excellent projects which might benefit from the scheme and encourage project teams to apply. The quality of the underpinning research needs to be demonstrably high, the impact activities need to be clear, and the outputs well-defined. Importantly: how will the applicants know if impact has been achieved? <http://www.ed.ac.uk/schools-departments/humanities-soc-sci/research-ke/support-for-staff/knowledge-exchange/esrc-impactgrantforms>

Action: identify potential projects (for discussion), ST & JR to encourage PIs.

- **College KE grants, 2-3,000 (5,000 in special circumstances).** The criteria for these grants is not as strict as for ESRC, but they are becoming more competitive. They need to demonstrate some underpinning research (or research in development), and the proposed activity must link to that. HSS would like to see more applications from Education in the next round (1 application went forward for the last one). The next deadline is 24 April.

Actions: RKE office to circulate info about the grants ASAP so people have time to consider. Ask potential applicants to contact the RKE office to discuss.

4.4 KE Officer role(s). A number of Schools have or are in the process of appointing one or more KE Officers. Some of the specific remits involved in these roles are:

- preparing impact case studies for the next REF: gathering evidence, tracking impact
- advising on impact plans
- public relations and communications
- policy work – developing policy connections and advising and supporting academics to increase policy impact
- managing and developing social media
- public engagement and event support
- data co-ordination (eg OA and PURE)
- developing training

Action: for discussion - what do we see as the gaps in our provision at present (also taking into account what ERI offers), and how might we wish to address these? Anne-Sofie is happy to discuss further with us.

4.5 For information: KE & Impact fellowships/sabbaticals. Once our clusters have been identified, we may wish to follow the lead of others Schools (History, Classics and Archaeology, for example) in offering incentives and time for colleagues to develop impact and KE work. These could be aligned with deadlines for KE and impact grants, to enable fellows to develop ideas and apply for funding for them. (There will also be some 'impact accelerator' fellowships announced in due course.)

4.6 For information: Online professional learning incubator. This development is led by Pete Evans and me, with support from Graham Thomson, and aims to support new CPD courses in the School. Our intention is that a good proportion of participants in the first incubator will be developing research-led courses. <http://oplinc.education.ed.ac.uk>

4.7 Seminars and events.

- I would like to organise a seminar for colleagues on developing high impact research projects through relationships with external partners. In many cases these relationships are already in place – how can we build on them to develop research projects with impact? Possible speakers – Natasa Pantic on critical communicative methodology; Judy Robertson on training teachers to gather data; Jen Ross on developing the Artcasting research project with cultural heritage sector partners. Other ideas?
- ERI is very happy to have suggestions from us about topics we would like to have sessions on, and to visit Moray House to deliver events for us. What might we want input on?
- Sarah Morton from CRFR is delivering a training event on 30 April, called 'Making and measuring impact', run by the National Centre for Research Methods. The venue is at Moray House – could we fund, say, x5 places (2 PhD students, 3 academics)? The cost is 30.00 for PhD students, 60.00 for staff.
<http://www.ncrm.ac.uk/training/show.php?article=5321>

Action: for discussion.