



Writing and evaluating an Impact Case Study.

What to look for.

Prof. Bruce Brown | Prof. Anne Boddington

Four guiding principles.

Understand the rules.

Answer the exam question.

Recognise the Panel's job.

Know your contribution.

1

Understand the rules.

1

Understand the rules.

Help the Panel form a robust judgment within their rules.

1

Understand the rules.

Help the Panel form a robust judgment within their rules.

Don't make the Panel have to work hard, either interpreting your text or finding evidence.

2

Answer the exam question.

2

Answer the exam question.

What has changed because of your research?

2

Answer the exam question.

What has changed because of your research?

Answer this question directly using evidence for impact.

2

Answer the exam question.

What has changed because of your research?

Don't focus on descriptions of the research or its methods.

3

Recognise the panel's job.

3

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To assess the quality of your
Impact on a scale of 4* - 1*

3

Recognise the panel's job.

To assess the quality of your
Impact on a scale of 4* - 1*

*Do not tell the panel what to
think or make quality claims.*

4

Know your contribution.

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Set out the case for your impact's
Significance / Reach.

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Know your contribution.

Set out the case for your impact's
Significance / Reach.

*Avoid unsubstantiated assertions.
Provide evidence.*

The Rules.

Census dates:

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Underpinning research:

1/1/2006 - 30/9/2025 20 years

Census dates:

Underpinning research:

1/1/2006 - 30/9/2025 20 years

Impact

1/10/2019 - 30/9/2025 6 years

Definition:

Definition:

Demonstrable impacts,
beneficial effects,
valuable changes or
advantages that research
qualitatively brings.

Included:

Included:

The economy, society, culture,
public policy or services,
health, the environment,
quality of life.

... beyond academia.

Included:

Continuation Impact Case
Studies where the Impact
claimed is new, and is within
the census period ...

1/10/2019 - 30/9/2025

Included:

Benefits to pedagogy may be included where the impact is outside the institution in which the research was undertaken.

Excluded:

Excluded:

Academic impact, while valuable, will be more appropriately assessed through research outputs and environment.

Excluded:

The impact of research on
other research,

Excluded:

The impact of research on
other research,

- on the advancement of
scholarship or knowledge,

Excluded:

The impact of research on
other research,

- on the advancement of
scholarship or knowledge,

- or on students.

Excluded:

The dissemination of research,
or the communication of its
findings.

The Panel's job.

The panel will have two
judgments to make:

The panel will have two judgments to make:

- i. Threshold judgment.

The panel will have two judgments to make:

i. Threshold judgment.

- Has a clear claim for Impact been made?

The panel will have two judgments to make:

i. Threshold judgment.

- Is the underpinning research of at least 2*?

The panel will have two judgments to make:

i. Threshold judgment.

- Is the underpinning research of at least 2*?
- Does it link to the impact being claimed?

The panel will have two judgments to make:

i. Threshold judgment.



- If the answer to one of these questions is no, then the Case Study may be unclassified.

The panel will have two judgments to make:

i. Threshold judgment. 

- If the answer to each question is yes then the case study will proceed to a quality judgment.

The panel will have two judgments to make:

- i. Threshold judgment.
- ii. Quality judgment.

- The degree to which the Impact claim meets the quality levels 4*-1* ?

The Panel will use four quality levels to judge the excellence of your research's Impact (+u/c) in terms of reach and significance:

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- 4* Outstanding impacts
- 3* Considerable Impacts
- 2* Some impacts
- 1* Limited impacts

The Panel will use two criteria to help form a judgment on the degree to which the Impact meets the quality levels 4*-1* (+ u/c). The criteria are:

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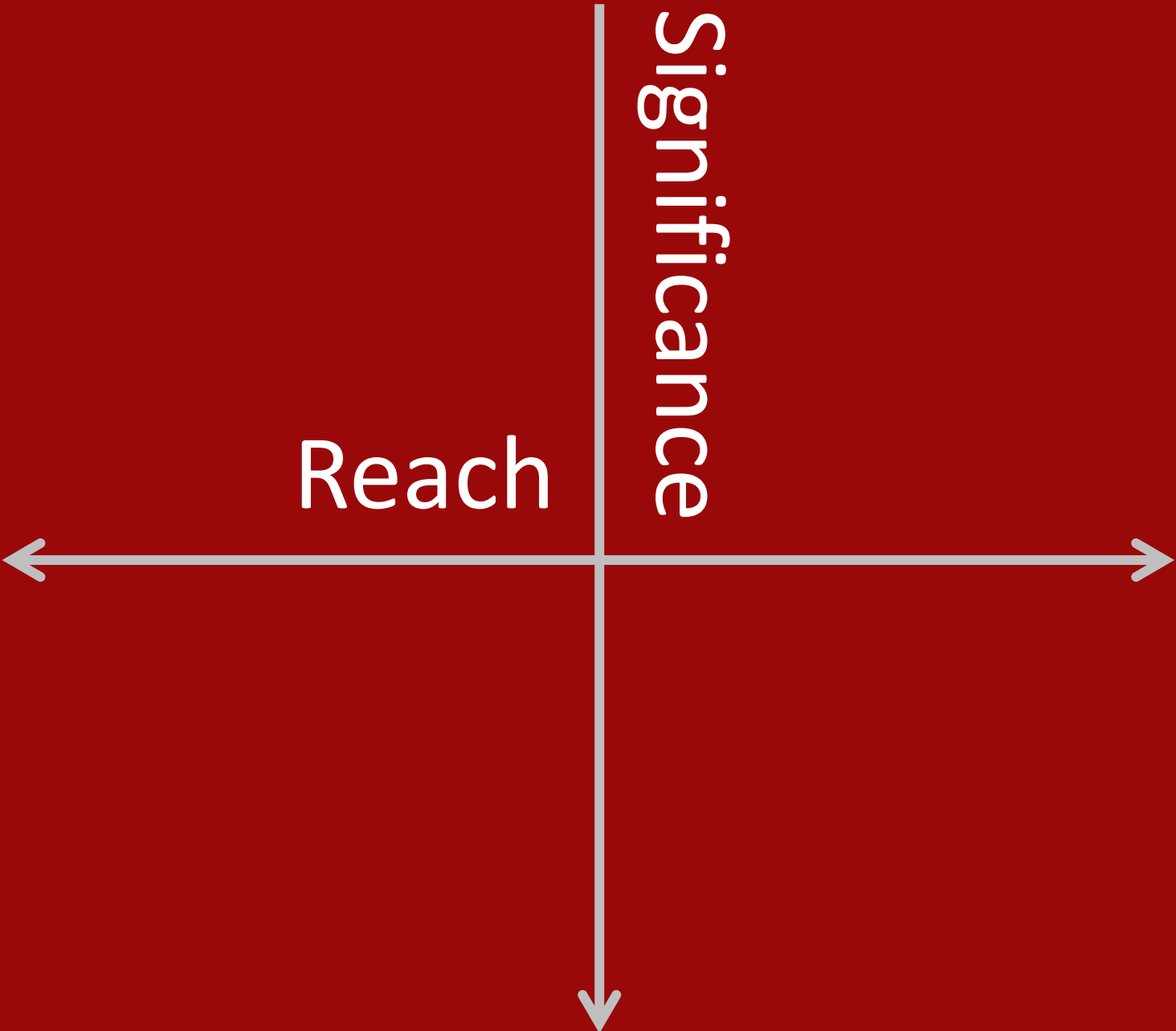
- Significance
- Reach.

Significance



Significance

Reach



Significance

Significance

The degree to which the impact has:

... enabled, enriched, influenced,
informed or changed ...

Significance

The degree to which the impact has:

... enabled, enriched, influenced,
informed or changed ...

... the performance, policies, practices,
products, services, understanding,
awareness or wellbeing ...

Significance

The degree to which the impact has:

... enabled, enriched, influenced,
informed or changed ...

... the performance, policies, practices,
products, services, understanding,
awareness or wellbeing ...

... of the beneficiaries.

Reach

Reach

- The extent and/or diversity of the beneficiaries of the impact (as relevant to the nature of the impact).

Reach

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- The extent to which the potential constituencies, number or groups of beneficiaries have been reached.

Reach

- The extent and/or diversity of the beneficiaries of the impact (as relevant to the nature of the impact).
- The extent to which the potential constituencies, number or groups of beneficiaries have been reached.

Not assessed in geographic terms or absolute numbers of beneficiaries.

Your task.

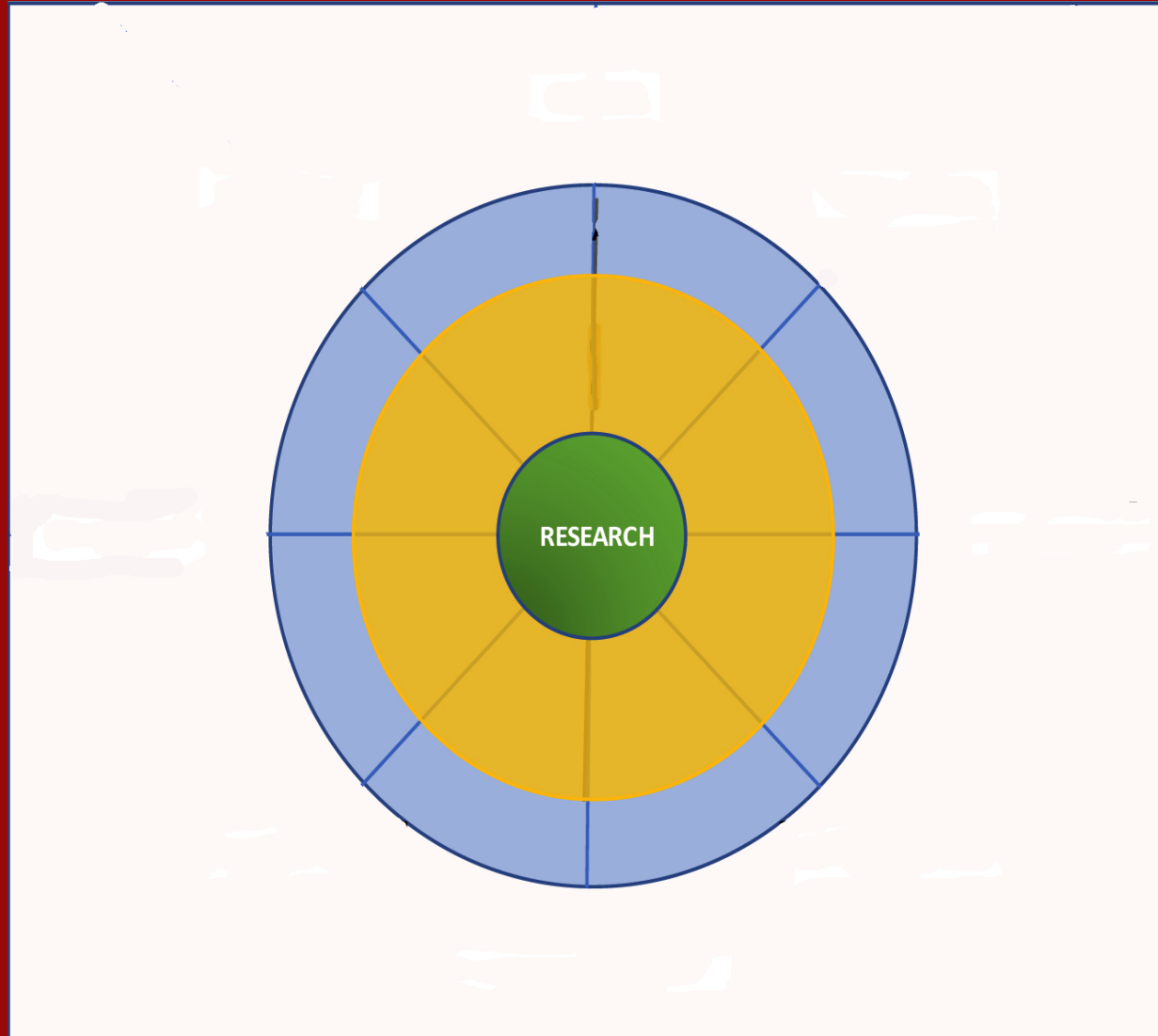
- **Understand the impact claim**

- **Understand the impact claim**
- **Answer the exam question**

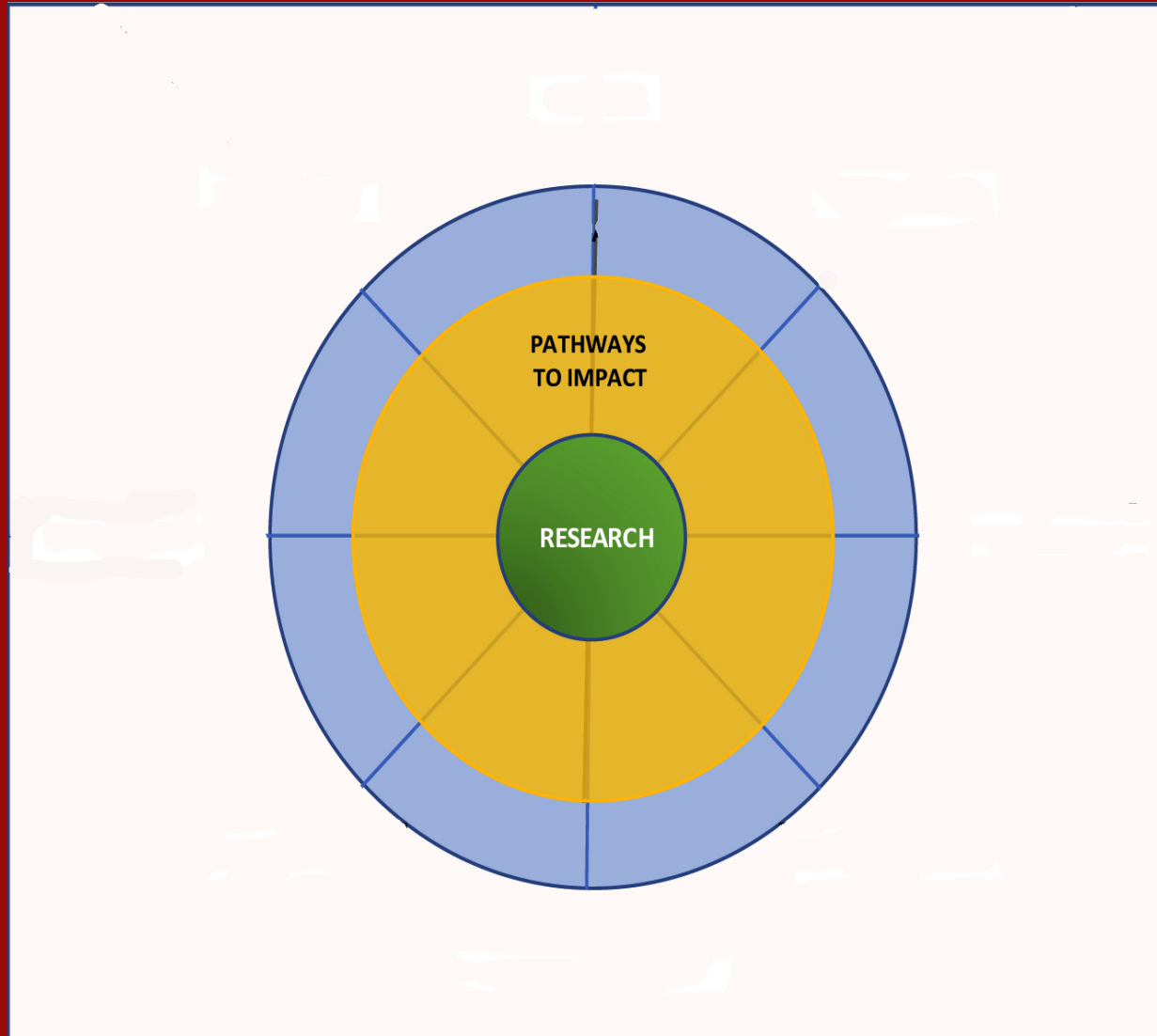
- **Understand the impact claim**
- **Answer the exam question**
- **Structure the narrative**

- **Understand the impact claim**
- **Answer the exam question**
- **Structure the narrative**
- **Provide evidence**

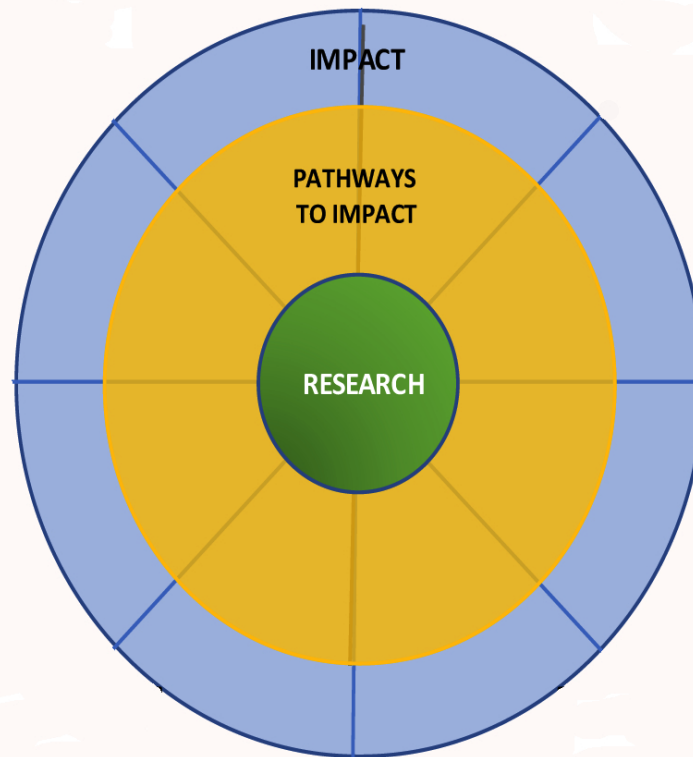
Understand the Impact claim:



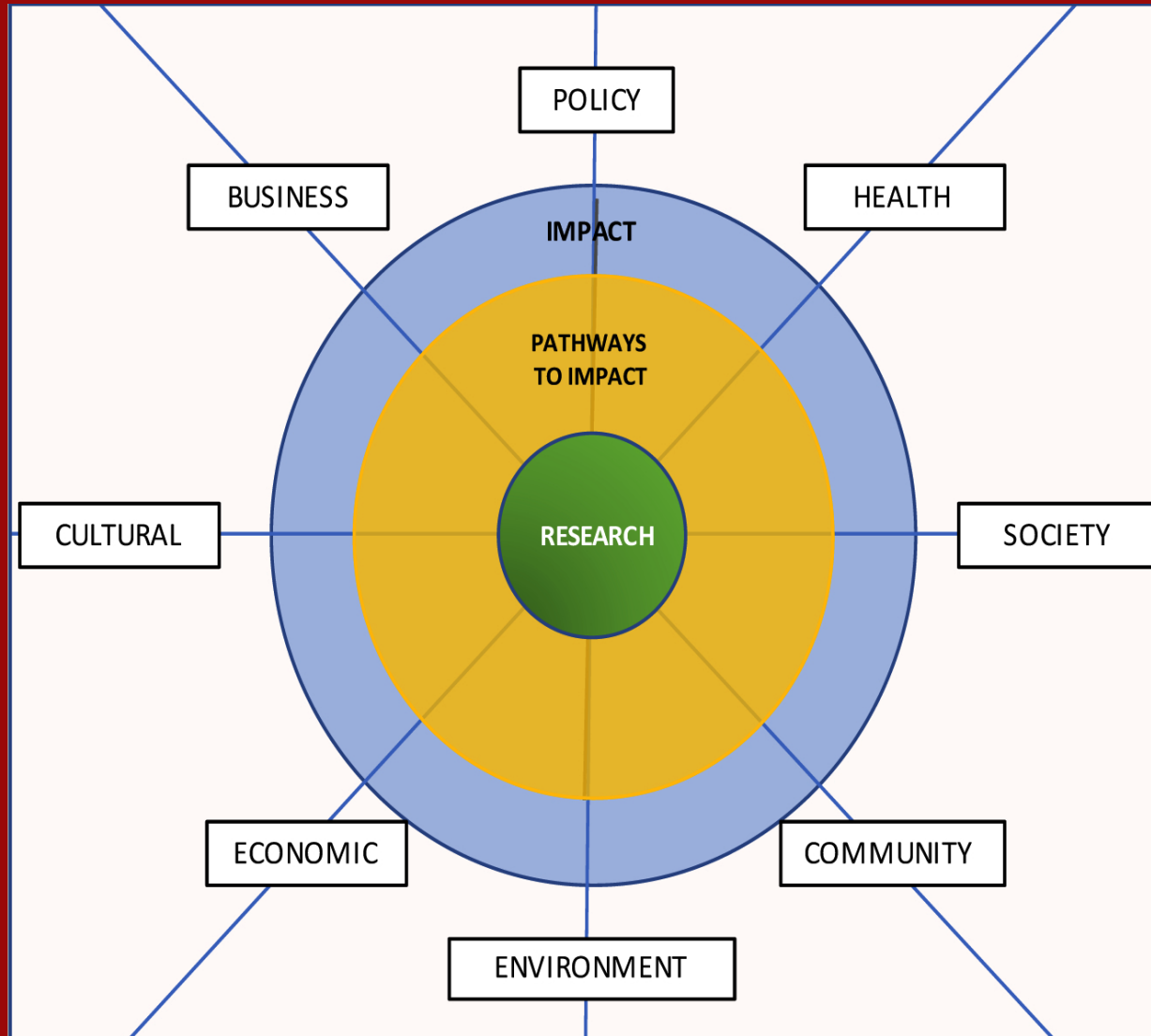
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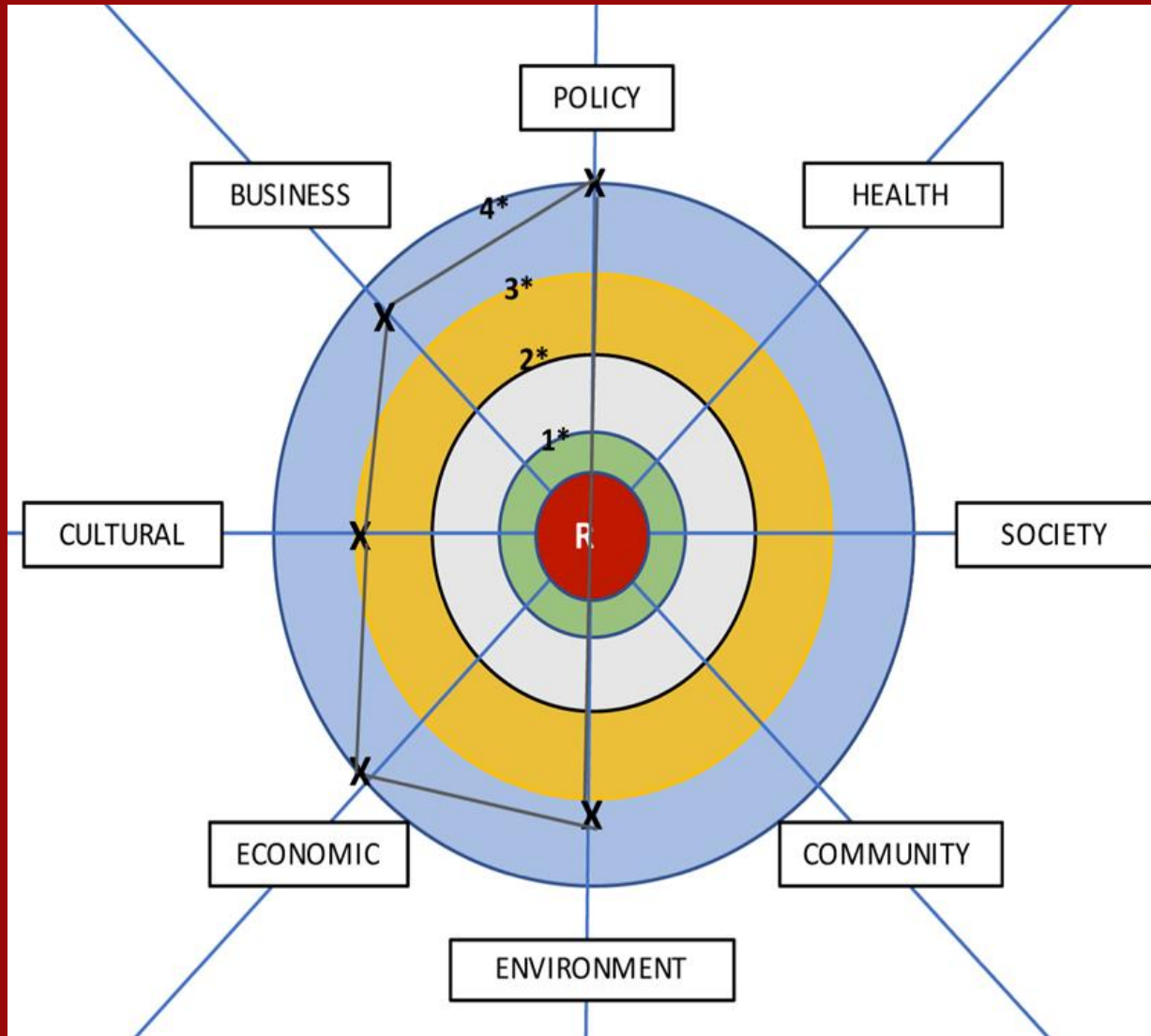


Understand the Impact claim:



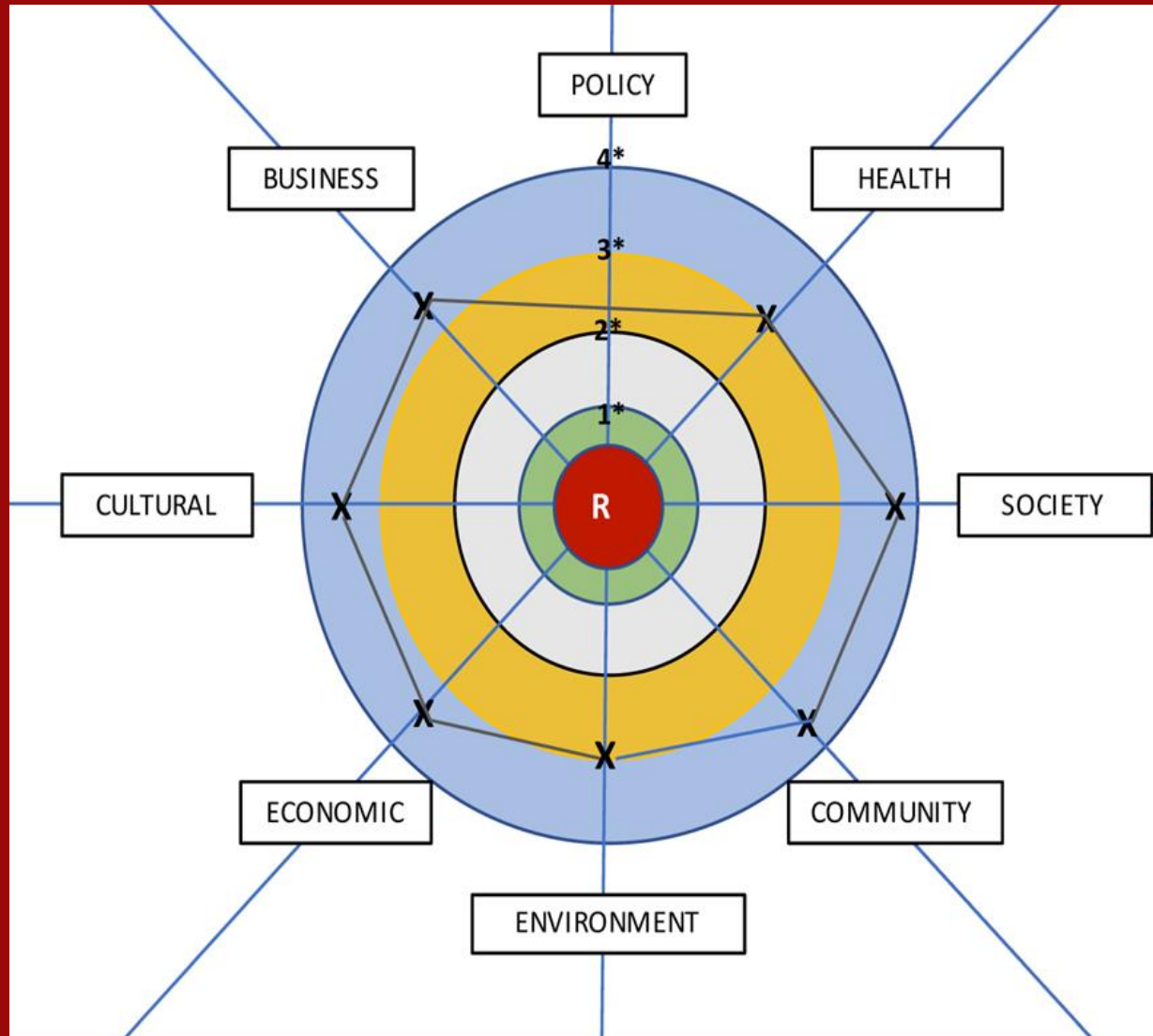
Understand the Impact claim:

TITLE:
TRANSFORMING
DESIGN
MANAGEMENT



Understand the Impact claim:

TITLE:
MIAOXIA
VILLAGE



Answer the exam question

Answer the exam question

- What has your research 'enabled, enriched, influenced, informed or changed'?

Answer the exam question

- What has your research 'enabled, enriched, influenced, informed or changed'?
- How diverse are the beneficiaries?

Answer the exam question

- What has your research 'enabled, enriched, influenced, informed or changed'?
- How diverse are the beneficiaries?
- To what degree have they been reached or have benefitted?

Structure the narrative

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1. Summary of the impact.

Structure the narrative

1. Summary of the impact.
2. Underpinning research

Structure the narrative

1. Summary of the impact.
2. Underpinning research
3. References to the research

Structure the narrative

1. Summary of the impact.
2. Underpinning research
3. References to the research
4. Details of the Impact

Structure the narrative

1. Summary of the impact.
2. Underpinning research
3. References to the research
4. Details of the Impact
5. Sources of corroboration

1 Summary of the impact

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This is essential to get right.

In 100 words you must indicate:

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- The Impact being claimed

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In 100 words you must indicate:

- The context of the research
- The Impact being claimed
- Its Significance and Reach

Summary : Example

This research led to the creation of Football4Peace (F4P), which is a vehicle for conflict resolution and peace building in divided societies. By challenging cultural prejudice it transformed passive citizens into active ambassadors for peace. More than 8,000 children, 595 coaches and community leaders have participated in F4P projects generating political discourse in the community and government ministries. Originating in Northern Ireland's peace process, F4P has changed the policies of sporting organisations in Israel, Jordan, Palestine, Ireland, South Africa and South Korea.

Context of the research

This research led to the creation of Football4Peace (F4P), which is a vehicle for conflict resolution and peace building in divided societies. By challenging cultural prejudice it transformed passive citizens into active ambassadors for peace. More than 8,000 children, 595 coaches and community leaders have participated in F4P projects generating political discourse in the community and government ministries. Originating in Northern Ireland's peace process, F4P has changed the policies of sporting organisations in Israel, Jordan, Palestine, Ireland, South Africa and South Korea.

Impact claim

This research led to the creation of Football4Peace (F4P), which is a vehicle for conflict resolution and peace building in divided societies. **By challenging cultural prejudice it transformed passive citizens into active ambassadors for peace.** More than 8,000 children, 595 coaches and community leaders have participated in F4P projects generating political discourse in the community and government ministries. Originating in Northern Ireland's peace process, F4P has changed the policies of sporting organisations in Israel, Jordan, Palestine, Ireland, South Africa and South Korea.

Reach

This research led to the creation of Football4Peace (F4P), which is a vehicle for conflict resolution and peace building in divided societies. By challenging cultural prejudice it transformed passive citizens into active ambassadors for peace. **More than 8,000 children, 595 coaches and community leaders have participated in F4P projects generating political discourse in the community and government ministries.** Originating in Northern Ireland's peace process, F4P has changed the policies of sporting organisations in Israel, Jordan, Palestine, Ireland, South Africa and South Korea.

Significance

This research led to the creation of Football4Peace (F4P), which is a vehicle for conflict resolution and peace building in divided societies. By challenging cultural prejudice it transformed passive citizens into active ambassadors for peace. More than 8,000 children, 595 coaches and community leaders have participated in F4P projects generating political discourse in the community and government ministries. **Originating in Northern Ireland's peace process, F4P has changed the policies of sporting organisations in Israel, Jordan, Palestine, Ireland, South Africa and South Korea.**

2 Underpinning research

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This is not an opportunity to re-describe the research, or its methods and processes.

2 Underpinning research

Identify key points in the development of the impact claimed in your summary.

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Identify key points in the development of the impact claimed in your summary.

Describe how specific, underpinning research outputs, link to, and support, these key points.

3 References to the research

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Give full citations for each of the research outputs identified.

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Give full citations for each of the research outputs identified.

Number each citation for easy reference between sections.

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Give full citations for each of the research outputs identified.

Number each citation for easy reference between sections.

Ensure that all research outputs are of at least 2* quality.

4 Details of the impact

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Unpack and provide a detailed account of the impact described in your summary, along with evidence for its Significance and Reach.

The structure is as follows:

1 Summary of the impact

Context of the research

Impact claim

Its Significance / Reach

1 Summary of the impact

Context of the research

Impact claim

Its Significance / Reach

2 The underpinning research



1 Summary of the impact

Context of the research

Impact claim

Its Significance / Reach

2 The underpinning research

3 References to the research

4 Details of the Impact

1 Summary of the impact

Context of the research

Impact claim

Its Significance / Reach

2 The underpinning research

3 References to the research

4 Details of the Impact

5 Sources of corroboration



1 Summary of the impact

Context of the research

Impact claim

Its Significance / Reach

2 The underpinning research

3 References to the research

4 Details of the Impact

5 Sources of corroboration

Afterword.

Impact must be linked to those
who benefit.

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Understand the differences and distinguish between:

Impact must be linked to those who benefit.

Understand the differences and distinguish between:

- Users
- Audiences
- Beneficiaries

Users:

Those who apply the outcomes of research to make qualitative or quantitative changes to, for example, policies, concepts or processes etc.

Audiences:

Those who co-produce knowledge when engaged with the outputs of research.

This may lead to enhanced understandings or insights.

Beneficiaries:

Those who have experienced qualitative beneficial effects, valuable changes or advantages brought by the research.

Evidence:

Evidence:

- Data that shows change,

Evidence:

- Data that shows change,
- The voices of those who have benefitted;

Evidence:

- Data that shows change,
- The voices of those who have benefitted;
- Policies and citations of research in policy;

Evidence:

- Data that shows change,
- The voices of those who have benefitted;
- Policies and citations of research in policy;
... are the best evidence

Thank you
for
Listening