Research Assessment Exercise 2020
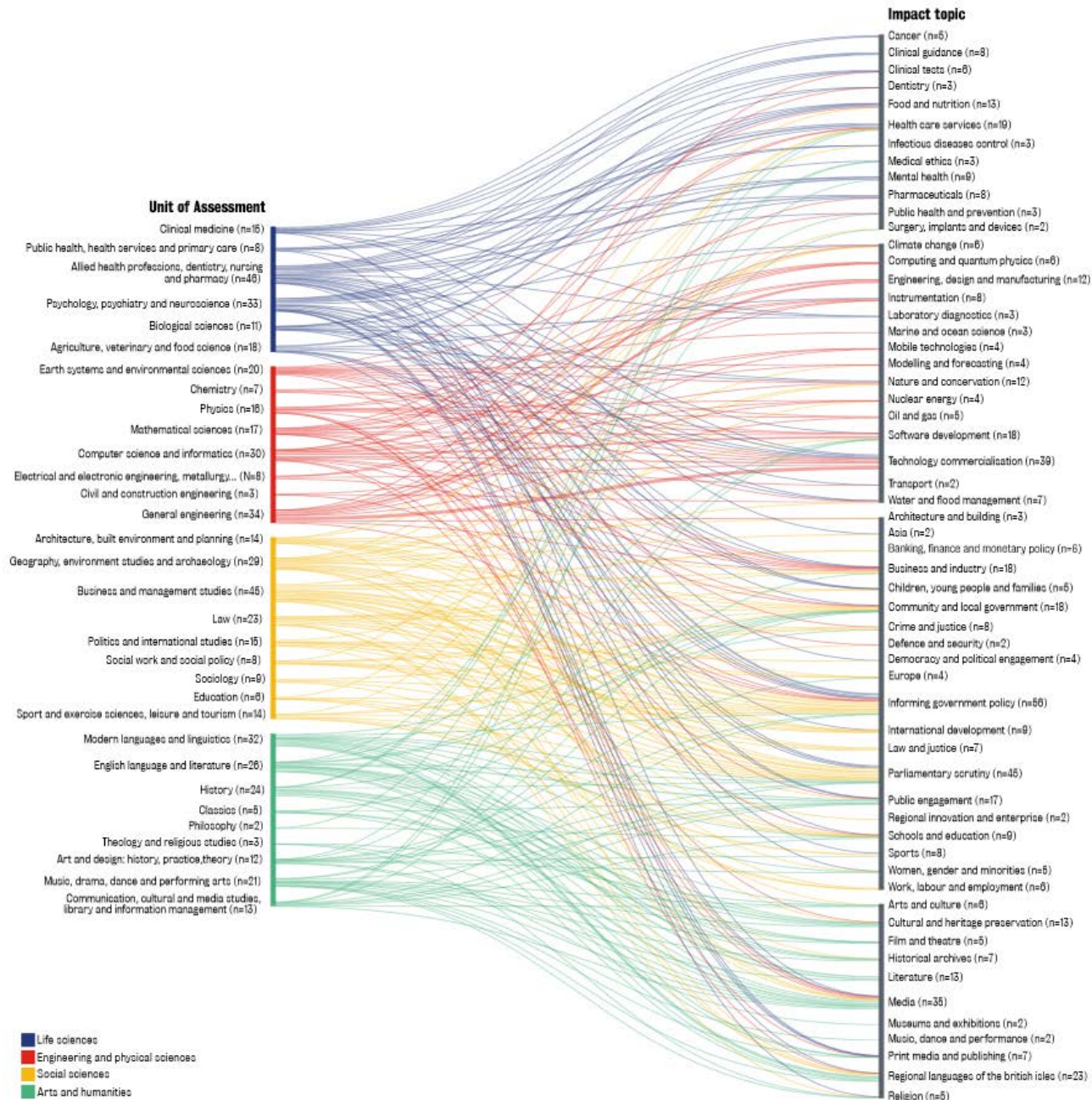
January 2019
Impact Workshop

Figure 5: Alluvial connectivity linking UoA to impact topic

Unit of Assessment

Clinical medicine (n=16)
Public health, health services and primary care (n=8)
Allied health professions, dentistry, nursing and pharmacy (n=46)
Psychology, psychiatry and neuroscience (n=33)
Biological sciences (n=11)
Agriculture, veterinary and food science (n=18)
Earth systems and environmental sciences (n=20)
Chemistry (n=7)
Physics (n=16)
Mathematical sciences (n=17)
Computer science and informatics (n=30)
Electrical and electronic engineering, metallurgy,... (N=8)
Civil and construction engineering (n=3)
General engineering (n=34)
Architecture, built environment and planning (n=14)
Geography, environment studies and archaeology (n=29)
Business and management studies (n=45)
Law (n=23)
Politics and international studies (n=15)
Social work and social policy (n=8)
Sociology (n=9)
Education (n=6)
Sport and exercise sciences, leisure and tourism (n=14)
Modern languages and linguistics (n=32)
English language and literature (n=26)
History (n=24)
Classics (n=5)
Philosophy (n=2)
Theology and religious studies (n=3)
Art and design: history, practice,theory (n=12)
Music, drama, dance and performing arts (n=21)
Communication, cultural and media studies, library and information management (n=13)

Impact topic

Cancer (n=5)
Clinical guidance (n=8)
Clinical tests (n=6)
Dentistry (n=3)
Food and nutrition (n=13)
Health care services (n=19)
Infectious diseases control (n=3)
Medical ethics (n=3)
Mental health (n=9)
Pharmaceuticals (n=8)
Public health and prevention (n=3)
Surgery, implants and devices (n=2)
Climate change (n=6)
Computing and quantum physics (n=6)
Engineering, design and manufacturing (n=12)
Instrumentation (n=8)
Laboratory diagnostics (n=3)
Marine and ocean science (n=3)
Mobile technologies (n=4)
Modelling and forecasting (n=4)
Nature and conservation (n=12)
Nuclear energy (n=4)
Oil and gas (n=5)
Software development (n=18)
Technology commercialisation (n=39)
Transport (n=2)
Water and flood management (n=7)
Architecture and building (n=3)
Asia (n=2)
Banking, finance and monetary policy (n=6)
Business and industry (n=18)
Children, young people and families (n=5)
Community and local government (n=18)
Crime and justice (n=8)
Defence and security (n=2)
Democracy and political engagement (n=4)
Europe (n=4)
Informing government policy (n=56)
International development (n=9)
Law and justice (n=7)
Parliamentary scrutiny (n=45)
Public engagement (n=17)
Regional innovation and enterprise (n=2)
Schools and education (n=9)
Sports (n=8)
Women, gender and minorities (n=5)
Work, labour and employment (n=6)
Arts and culture (n=6)
Cultural and heritage preservation (n=13)
Film and theatre (n=5)
Historical archives (n=7)
Literature (n=13)
Media (n=35)
Museums and exhibitions (n=2)
Music, dance and performance (n=2)
Print media and publishing (n=7)
Regional languages of the british isles (n=23)
Religion (n=5)

■ Life sciences
■ Engineering and physical sciences
■ Social sciences
■ Arts and humanities

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Areas where impact is found - UK REF 2014 as an example

Figure 4: Disciplinary 'hot spots' that underpinned the 60 impact topics from Wales's REF 2014 impact submissions (n=273)
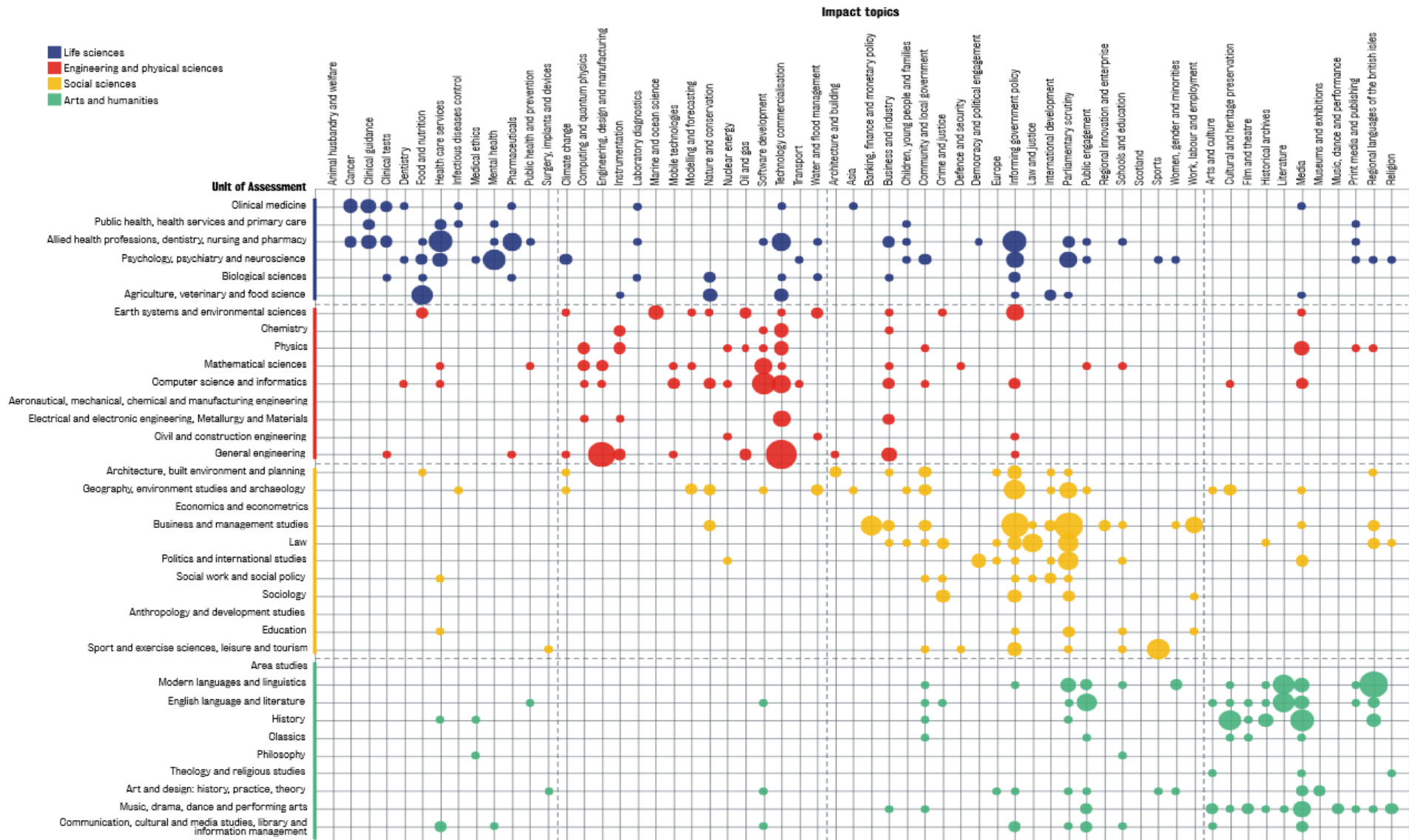
The Policy Institute, King's College London: *Impacts of academic research from Welsh universities*, May 2017
https://www.kcl.ac.uk/sspp/policy-institute/publications/The-impacts-of-academic-research-from-Welsh-universities.pdf

RAE 2020 Range of Impact

Social Sciences

Policy or public debate has been stimulated or informed by research evidence.

Adoption in public discourse by stakeholders and commentators of conceptual tools and empirical evidence.

Developing new ways of estimating key, policy relevant statistical outputs.

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RAE 2020 Evidence of Impact

Types of supporting evidence: Social Sciences

- Documented **changes to public policy** / legislation / regulations / guidelines.

- **Formal acknowledgements** of and/or evaluations by relevant beneficiaries, bodies and organisations.

- Application or **incorporation in professional best practice**, training and continuing development materials.

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RAE 2020 Range & Evidence of Impact: Education

Research shows that **certain educational practice is likely to benefit learners**. A **practitioner support network was created**, & the researchers worked with it to undertake CPD & produce materials for wider dissemination. 'N' practitioners have attended CPD, & the practice is now part of the CPD

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RAE 2020 Range & Evidence of Impact: Education

Research identified an effective approach to improving the engagement of whole families in difficult-to-reach communities. The findings were picked up by a regional government outside of Hong Kong, & used for an approach to engagement with families from difficult-to-reach communities. 'N' schools were involved in the project, reaching 'Y' families.

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RAE 2020 Range of Impact: Law

Influencing the development or **application of law by courts**.

Helping professionals & organisations adapt to changing socio-economic, political and legal environments.

Influencing curriculum in schools, eg via widespread use of text books or an IT resource.

Influencing the methods, ideas or ethics of the legal profession.

RAE 2020 Evidence of Impact: Law

- ***Citations & reviews in non-academic users' documents*** **such as court judgments, counsels' written submissions to courts, policy documents, reports of law reform bodies, and civil-society reports.**

- ***Independent testimony*** **– acknowledgement in publications, testimony of experts or third party**

- ***Public engagement*** **– Media coverage, downloads of linked resources, web access count.**

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RAE 2020 Some Case Study Titles

Social Sciences

Understanding the economic & environmental impacts of tourism (Business/Management)

Improving labour relations in the world's ports through social dialogue (Business/Management)

Global Health and Foreign & Security Policy (Politics)

Influencing international legislation, policy and management strategy to improve maritime safety by reducing seafarers' fatigue (Psychology)

Improving the response to victims of violence (Sociology)

How research on Thailand's healthcare reforms changed perceptions, influenced policy & impacted on the resource allocation mechanism (Social Work & Social Policy)

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RAE 2020 More Case Study Titles

Education

Community exercise schemes for rural populations.

Challenging the International Policy Consensus on Skills, Knowledge and Human Capital in the Global Economy.

Law

Regulating nanotechnology: shaping government strategy & industry standards.

Canon Law and Covenant: Transformation in Global Anglicanism.

RAE 2020 Assessing Impact

Basis of evaluating impact –

- the submitting unit/university is to present *how it made a distinct and material contribution* to the impact in the assessment period

- such that the impact *would not have occurred* or would have been significantly reduced without the contribution of research

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RAE2020 Assessing Impact

Some Do's/Don'ts

- **The Summary section of the Impact Case Study should clearly summarise the Impact being claimed (i.e. what has changed) with a brief indication of its reach & significance. It should not be an abstract of the whole Case Study or a description of the underlying research.**

- **Credibility: are there reasonable grounds for the claimed impact, bearing in mind other factors or organizations could have contributed to impact?**

- **Evidence: is there a clear account of evidence that links the research with the claimed impact?**

- **Look at some published case studies, and at guidance for neighbouring UoAs – might stimulate ideas**

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RAE 2020

Thank you!