



Public engagement with research processes and findings at UCL Institute of Education

REPORT OF ACTIVITIES AND LEARNING RESULTING FROM RESEARCH COUNCILS UK FUNDING 2012 – 2015



Acknowledgements

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The front cover illustrates four aspects of public engagement with research.¹ Images are used with permission from National Assembly for Wales, winnifredxoxo, ILRI.

¹ Oliver S (2013) *Research for All*. Institute of Education Press, London. ISBN 9781782770275
<https://www.publicengagement.ac.uk/blog/public-engagement-with-research-making-sense-diversity>

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The Centre for Research in Autism and Education (CRAE), winner of The Director’s inaugural prize for Public Engagement with Research, is a partnership between the Institute of Education and Ambitious about Autism, the national charity for children and young people with autism.

Executive summary

Culture change at the Institute of Education

An institutional culture of public engagement with research combines conducive structures and procedures with a raised profile through formal communications and informal conversations. The overall aim at the Institute of Education (IOE) was ‘to take the IOE forward from a position of having *micro-cultures* of strong public engagement amongst research and senior leadership teams, to where the institution as a whole is a leading contributor to the growing culture of public involvement in educational and other forms of social research’. The original theory of change was based on the Catalyst team, supported by the Research Impact Support Group, working with core bodies (particularly research committees) to help them reflect on their current contributions to public engagement. In practice, amending institutional structures did not drive culture change, but did cement it.

To accommodate changing institutional structures as IOE prepared to merge with University College London, and responding to how activities were received, we amended the plan. Instead of focusing largely on committees and the Staff Development programme as mechanisms, we re-directed the team’s efforts to supporting individuals and naturally occurring communities of practice to connect directly with their interests – though still accompanied by the important structural levers to announce or cement change in the form of raising the profile rewards and recognition for public engagement with research.

Lessons learnt

Energetic networking for mutual learning with colleagues working in unfamiliar areas found new and existing enthusiasts who were willing act as new catalysts for change in their own areas and led to unforeseen benefits. Success came when staff recognised a version of public engagement that matched their own working context and they saw it as a route to achieving their own responsibilities. For instance, researchers responded positively to one-to-one mentoring for ‘just in time’ learning opportunities. Similarly, working with existing groups rather than offering additional formal training allowed researchers to discuss public engagement without having to find additional time within their pressing schedules. Ideas about research travel faster between academics and their publics than do ideas about public engagement between academics in different disciplines. Yet there is enthusiasm to address this challenge, particularly through establishing a new journal to encourage debate across academic disciplines.

Locating the Catalyst team within contract research structures made the team’s enthusiasm the main driver and brought credibility with other academics, especially those working in the same discipline. The inevitable associated challenges were the greater costs of academics over professional staff, and the higher staff turnover among early careers researchers. Nevertheless, the enthusiasm of individuals has assured institutional memory beyond project funding which remains available to advise on-going developments here, nationally and internationally.

Key highlights

Developing *Pathways to Impact* statements for research proposals

The Catalyst team has provided one-to-one support for researchers developing ‘pathways to impact’ statements to accompany proposals to research funders. This involved providing materials and giving feedback. The support was a combination of colleagues requesting guidance with the statements and also some referrals from research support staff at an early stage of reviewing bids. This support was particularly welcomed by researchers as guidance elsewhere was ‘*harder to navigate than having the personal touch from the Catalyst team*’ (principal investigator) and elicited positive peer review comments to the funders (see stories of change).

We supported 12 proposals in total, seven led by early career researchers. Half were successful in winning funding, a higher success rate than usual. Successes included a bid for £5 million in funding for five years up to 2019 for the UK's first research Centre for Global Higher Education, co-funded by HEFCE and the ESRC; a collaborative series of ESRC funded seminars; and a three year Leverhulme Trust research fellowship.

However, this achievement was only a small fraction of the potential: approximately 2% of total research proposals, and 20% of early career researchers developing proposals. To extend the reach, the learning accrued from this experience was captured by annotating the Impact Summaries and Pathways to Impact sections from the successful bids so that other researchers can explore how arguments have been made for engagement and impact and can consider employing similar or modified engagement strategies in their own work. These materials are now accessible on the IOE’s intranet and available for all staff, including academics holding departmental responsibilities for impact (Impact leads), to support the development of future proposals.

An open access journal

A distinctive product of the IOE Catalyst project is the launch of a public engagement journal – *Research for All: Universities and Society* (see Appendix 2).² A managing editor is in place and a call for contributions in September 2015 will be for a first issue in 2016. This journal is for anyone, working inside or outside universities, who is committed to seeing research make a difference in society (Box 1). It models the principles of public engagement in being a joint venture between universities and wider society, involving interaction and listening with the goal of generating mutual benefit.

Research for All focuses on research where those inside Higher Education institutions and their complementary publics have shared interests. It aims to raise the quality of engaged research by stimulating discussion about the effectiveness of public engagement with researchers, research outcomes and processes.

² <https://ioepress.co.uk/research-for-all/>
www.publicengagement.ac.uk/work-with-us/current-projects/research-all-journal.

The journal is sponsored by the IOE and the National Coordinating Centre for Public Engagement (NCCPE). The IOE's support allows open access to all articles without charge to either authors or readers. Support from NCCPE has facilitated a collaborative approach to developing the journal in discussion with other universities and community partners, as well as the integration of the journal with the NCCPE's website and programme of activities.

Box 1: The role of a journal

The journal is an experiment which we hope will catalyse new thinking and more effective practice, ensuring research is informed by and relevant to all stakeholders. Discussions have revealed a range of potential roles:

- **Culture Change:** Engaged research is still not valued by many in universities, and for those working to inspire a culture change in how universities engage with others, an academic journal is an important contribution to winning hearts and minds. However, for this to have potency it needs to be academically credible. In addition, it needs to be high profile enough to engage strategic leaders, research funders and policy makers.
- **Societal change:** Engaged research is often about improving society (although there are many other motivations). For those for whom this is important, an opportunity to share their practice and to learn from others was seen to be a key need to improve their work, and to ensure that their organisation was using research to inform their approach.
- **Improving practice:** Currently, engagement is bounded in disciplinary and sector silos, with little access to or learning between these groups. However there is much of value to be gained from creating a space where all these different groups can critically reflect on their work, and share it with others. The journal, therefore, will be successful if, having provided a space to do this, engagement practice is improved.
- **Modelling engagement:** The journal is seen to be an important opportunity to model engaged practice – therefore its content should be relevant and useful to academics and those working with them; it should be open access; and contributions from all stakeholders in engaged practice should be supported and encouraged.

(Adapted from the output of a workshop convened by NCCPE and IOE in October 2014 to develop the new journal in discussion with universities and wider publics.)

The NCCPE's work in supporting and bringing together the Catalyst projects influenced our decision to launch a journal in this area – by exposing our Catalyst team to a broader range of public engagement activities which varied across academic disciplines. In addition,

NCCPE, working with *Connected Communities*,³ had reviewed the literature about public engagement with research and recognised the lack of learning across the full spectrum of public engagement communities. More generally, it provided a valuable forum to develop ideas and shape the journal.

Ask a Professor Blog

The *Ask a Professor Blog* (see Appendix 2) was conceived as an accessible way of linking parents to expertise and knowledge about the education system, as well as broadening the reach of the Institute beyond its main audience of teachers. To ensure the conversation was led by an experienced public, such as parents, we elicited questions from them at school and nursery coffee mornings. Then we found academics at the Institute to answer their questions. Recordings of the questions and responses were posted on the *Ask a Professor* blog site⁴ and promoted by the IOE and through Twitter. We utilised the IOE's London Festival of Education event to gather some more questions, this time from teachers. The recordings present not the academic's personal research, which is part of the traditional academic role, but research-based knowledge to answer each question posed by a parent or teacher. This focus on reframing of how research findings are shared contributed to our efforts to change academic culture. The site attracted nearly 1,300 visits and the IOE's 18,000 Twitter followers were alerted each time we add a new post, before the site was integrated into the main IOE Blog.

³ The AHRC is leading on Connected Communities, a cross-Council programme designed to help understand the changing nature of communities in their historical and cultural contexts and the role of communities in sustaining and enhancing our quality of life.

⁴ <https://askprofessorblog.wordpress.com/>.

Context and approach

Distinctiveness and context of the project

This Catalyst project was set in IOE, when the project began a small research intensive university in London, and by the end of the project a school within University College London (UCL). Its focus on education and related social sciences, research and professional development, offers opportunities for public engagement with the processes as well as the products of research, particularly in schools and colleges. It enjoys the benefits of a London location with neighbours including national charities and museums, and also attracts students and research opportunities nationally and internationally.

During the three years of Catalyst funding, IOE underwent two major structural changes. The first was the dissolution of IOE's existing two Faculty structure, which involved many changes in staffing, internal committee structure and communication pathways. The second was a merger with University College London to form UCL Institute of Education. Preparations and implementation of the merger engaged the attention of all senior staff and many professional staff, allowing them less time for other initiatives.

The first event required plans to be refocused. The second opened up opportunities for embedding support for public engagement within the wider IOE professional services structure, and for stronger links with support for public engagement across UCL.

History of Public Engagement

Traditionally, the IOE engaged the public with its research findings through its publisher and through its press office. IOE Press, the IOE's University publishing house, commissioned and published education books as well as academic journals. The IOE's Marketing and Communications team worked closely with national and specialist press to promote the IOE's research findings.

Prior to the Catalyst project, then, there was no public engagement team at the Institute, nor even an individual who had the promotion of public engagement as an explicit part of his/her brief. However, by 2010/11 there was an emerging commitment to greater public engagement with the research process as well as research findings as an important lever for achieving research impact, and recognition that this would need to be more actively managed. As a first step, the Institute signed up to the RCUK Concordat for Engaging the Public with Research and the NCCPE Manifesto for Public Engagement. It then took the decision to pursue Catalyst funding. It was in this context that the Institute was developing its new five-year corporate plan, for 2012-17. The growing interest in public engagement and in changing institutional cultures to support it was an important influence. The process of putting together the corporate plan incorporated a good deal of consultation with colleagues, as well as targeted engagement with colleagues working in areas that were already identified as strategically important for the IOE, including research impact and public engagement. Equally, the colleagues involved in drafting the Catalyst bid took an active interest in how the corporate plan could help to progress that agenda. The two

documents influenced each other in an iterative way – the bid document highlighted what needed to be achieved, and the inclusion of public engagement within the corporate plan reinforced the bid and added impetus to specific objectives (e.g. the introduction of new promotions criteria). As we outline below, there were a number of related developments at the IOE that added to this direction of travel.

Alongside developing the strategic plan and making public commitments, the IOE was putting in place internal support for research impact, driven in particular by preparations for the 2014 Research Excellence Framework exercise. The IOE established a senior post (Assistant Director Impact), reporting to the IOE's Pro-Director: Research and Development. Not long before the Catalyst project commenced, the Assistant Director Impact established a Research Impact Support Group, as a forum for academic and professional members of staff from across the IOE with an interest in research impact. This provided an obvious forum for the Catalyst team to work with and through in the first instance. Meanwhile, public engagement in research had already evolved spontaneously in a number of areas across the IOE: London schools; cultural, creative and business sectors in the city; the health and social care sectors; environmental science; British cohort studies of the life course; lifelong learning for promoting economic competitiveness and social cohesion; and international development. The Catalyst proposal, and the 2012-17 strategy, recognised the potential to build on these important pockets of activity and expertise and take a more strategic and professional approach to sharing this expertise and building engagement and capacity across the organisation. The external driver of the increasing importance of the impact agenda also helped to drive the move to be more strategic in this area.

The IOE's wider strategic commitment to public engagement has been reflected in, for example, the decision to run a 'London Festival of Education' event, in partnership with the TES. Two such events have been run to date, in 2013 and 2015. The festival is a celebration of education and attracts a large audience (1,500 delegates) from, mainly, the teaching profession to hear about the latest research and inspiring practice in schools.

A further example is provided by the IOE's Doctoral School, which has provided sessions on engaging the public with research for its students, as well as offering these seminars to other colleges located in Bloomsbury.

Strategic priorities

The overall aim, expressed in our original proposal was 'to take the IOE forward from a position of having *micro-cultures* of strong public engagement amongst research and senior leadership teams, to where the institution as a whole is a leading contributor to the growing culture of public involvement in educational and other forms of social research'.

The objectives for this work were, in order of priority:

1. strategic commitment for public engagement more directly focused on research, not only public engagement in HEI facilities and events more widely;
2. people holding senior leadership positions expressing this commitment more strongly;
3. raised awareness and increased opportunities for reward and recognition in this area amongst IOE staff;
4. a shared enthusiasm for public engagement and innovation in activities across IOE;
5. a body of staff and students who feel knowledgeable and supported in their public engagement work;
6. contributions to discussions and publications organised by the NCCPE and the wider HE community from a range of IOE stakeholders who have worked for or with IOE on public research engagement activities.

These objectives, in referring to a body of staff and students and a shared enthusiasm, highlight the collective effort required for effecting culture change. Indeed, ‘culture’ is a communal phenomenon.

Culture: *The distinctive ideas, customs, social behaviour, products, or way of life of a particular nation, society, people, or period. Hence: a society or group characterized by such customs, etc.*

OED Online. Oxford University Press, June 2015.

The overall aim was for public engagement with research to grow as a distinctive element of how staff and students conducted their work, and how they portrayed it to each other and the world outside: both visible and valued.

Overall approach to culture change

Theory of change

The programme design in our original proposal was predicated on theories and evidence of how ideas spread through public organisations.⁵ We recognised how public engagement had evolved in isolated pockets across IOE and anticipated a growing corporate commitment acting as a catalyst for those pockets to reach out to each other. The plan was to identify the innovators, early adopters and novices within the Institute to address their different concerns and speed assimilation of ideas about public engagement. IOE, which has assimilated novel ideas in the past (about equal opportunities and ethical procedures for overseeing education and social research), had important pre-requisites for change in the form of senior leadership and staff holding key roles for learning and communication being willing to support this strategic commitment. There was top-down and bottom-up readiness for change.

⁵ Greenhalgh T, Robert G, MacFarlane F, Bate P, Kyriakidou O (2004) Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank Quarterly* 82(4): 581–629.

Our mechanisms for spreading ideas about public engagement were the IOE's committee structure, where we knew there were some enthusiasts ready to share their expertise and help with formal efforts to promote public engagement, and the Staff development programme. Important levers for change were raising the profile of public engagement, then recognising and rewarding achievements. The final crucial component was monitoring and feedback, followed by adaptation and reinvention.

Pathway to impact

These theories about diffusion of innovations were translated into a practical pathway to impact based on the Catalyst team, supported by the Research Impact Support Group, working with core bodies within the IOE to help them reflect on their current contributions to public engagement, consider contributions by similar bodies in Beacons and other HEIs, and shape new contributions in a continual cycle of planning, action and evaluation. These bodies included:

1. Committees whose prime remit is to make decisions about research: Research, Consultancy and Knowledge Transfer; Research Careers Advisory; Research Governance and Ethics; and Research Impact Support Group.
2. Committees that make decisions that affect the research environment: Council; International; Meeting of Professors; Regulations and Assessment; Scrutiny Panel for Collaborative Activities; Senate; Senior Leadership Team; Staff Development; Undergraduate Studies; and Validation Sub-Committee.
3. Departments well placed to encourage public engagement in research: Doctoral School; Marketing, Development and Communications; Research and Consultancy Services, Human Resources, including Staff Development.
4. Research teams across the Institute, identified through the Research Governance and Ethics Committee.
5. Academics with expertise in managing change, public engagement and use of research.

We envisaged, as a central resource to support individual and collective deliberation about how to support public engagement, a 'Catalyst pack' aligned with the principles of the Concordat for the Engaging the Public with Research. The pack's core pages were to include information about public engagement in general and examples of public engagement at the IOE. Additional pages were to include examples of public engagement drawn from the Beacons, resources hosted by NCCPE, our public engagement impact framework and the EDGE self-assessment tool, all tailored to fall within the interests and responsibilities of IOE central and local committees, and responsibilities of academic and support departments, and research teams and networks. This pack was to be a web-based 'living document' hosted by the Staff Development team, with printable versions to facilitate group discussions. The plan was to update it as the IOE's experience grew.

We had identified key levers for culture change from the work of the NCCPE and Beacons projects:

- Integrating public engagement with research into the institutional strategic plan
- Recognition and rewards through promotions criteria and prizes for public engagement with research
- Making training available for staff and students.

All these ideas were collated into a plan spread over the three years of funding.

The Catalyst Team

The Catalyst for this work was a team that had emerged from two research units within the IOE which are largely funded by Research Council grants, government contracts and charities (see Appendix 1). This organic process resulted in a team which had coalesced around members' long experience and strong commitment to public engagement with research. This approach was particularly well suited to the aim of supporting principal investigators planning their public engagement, and developing materials for this activity. The fact that the project was led by active researchers was particularly helpful in demonstrating to other academic staff that the team understood the multiple pressures of running research projects.

The Catalyst team was supported at a senior level by Professor Michael Reiss, the Pro-Director: Research and Development, who was the principal investigator for the project. He promoted the project to colleagues on various IOE committees, took forward initiatives at director level, attended network meetings and gave one-to-one support to Professor Sandy Oliver, the Catalyst team leader.

Other staff identified in the original proposal made important contributions within their existing responsibilities. The Marketing and Communications team supported the Catalyst team by designing our externally facing engagement page and our internal network pages and updating the external pages. Emma Wisby, Head of Policy and External Affairs, led discussions around the role of public engagement at the IOE in relation to the development of the 2012-17 strategic plan. She represented the IOE at some events hosted by NCCPE. Alongside all the colleagues named in the Catalyst proposal, other enthusiasts aligned themselves with the vision of a publicly engaged university and took new opportunities to encourage public engagement with research.

What happened

In practice, implementation of our Catalyst plan faced some unforeseen internal changes, within the project team and within the IOE. These included colleagues moving to new posts (not uncommon for early career researchers) and changes to key internal partners, including support departments and committees. The IOE's merger with University College London

(UCL) towards the end of the Catalyst project also meant that there were new structures to negotiate.

In order to realise our overarching objectives in this changing context we reworked the planned activities. Instead of focusing largely on committees as a forum for action, where structures, responsibilities and membership were in a state of flux, we re-directed the team's efforts to supporting individuals and more stable, naturally occurring communities of practice – though still accompanied by the important structural levers for change in the form of raising the profile of public engagement with research, and recognising and rewarding achievements. We shaped our new plan to fit with their concerns, namely the careers of researchers, funding applications and research impact, and used the expertise of enthusiastic individuals we had met when we visited committees during the first year as we took forward our strategy. The core principles in our original pathway to impact were retained: raising awareness and reflection, identifying opportunities for public engagement, accruing knowledge and skills through learning and mentoring opportunities, sharing experiences, and recognising and rewarding achievements. Box 2 lists the revised priorities.

Box 2: Catalyst priorities, year 2 onwards

1. Create a visible network of researchers

- Community of Practice on web page
- Monthly networking and problem solving session
- Offer a symposium to an educational conference
- Blogs
- Identify and support champions for public engagement

2. Provide training for new researchers

- Attend NCCPE training event and adapt training for IOE context
- Offer short sessions to doctoral school and others using NCCPE material

3. Mentor the preparation of funding proposals

- Deliver one hour face to face support meetings for researchers who need to develop an impact plan for a funding proposal
- Explain levels of support available to academic staff through briefing research managers and administrators at the Research Support Network

4. Improve Reward and Recognition for Public Engagement

- Promotions criteria to explicitly mention public engagement in the criteria
- Director's prize for public engagement

Impact

Changing the IOE

The Catalyst team worked to influence strategic priorities and to provide practical support for public engagement with research. Efforts to influence strategic priorities effected lasting change in responsibilities and procedures for supporting public engagement with research, as described below. Efforts to provide practical support for public engagement with research have been followed by greater public engagement in research projects.

A summary of achievements for each of the project's objectives are listed below and in Appendix 3.

Objective 1) Strategic commitment for public engagement more directly focused on research, not only public engagement in HEI facilities and events more widely

- A commitment to public engagement was embedded into organisational plans for IOE as a whole, Human Resources, IOE's Institutional Strategic Plan and the Research Impact Support Group
- Strategic investment is now via central UCL structures, which supports for each school a Public Engagement Officer and a Research Impact Officer, as well as the more general support provided through, for example, UCL Public Engagement Unit. Research and Consultancy Services at IOE is now the point of liaison with UCL Public Engagement and Research Impact colleagues.
- IOE has allocated funding to support the production costs of an open access journal about public engagement with research, including the appointment of a managing editor, to effect culture change here and more widely.
- Alongside its responsibilities for recording research impact, Research and Consultancy Services (RCS) have taken responsibility for supporting researchers with developing pathways to impact and by convening monthly network meetings.
- The Communications and Marketing team has taken responsibility for maintaining content on the web pages and intranet.
- A new departmental structure for research leadership includes responsibilities for research impact and public engagement.

Objective 2) People holding senior leadership positions expressing this commitment more strongly

- The Director awarded a prize for excellence in public engagement with in 2014 and 2015 (see appendix 2), he has included the importance of public engagement with research in the IOE blog, at a staff conference on public engagement with research and in his all staff emails. The handful of nominations each year, on a par with nominations for other prizes awarded by the IOE Director and with nominations for public engagement awards at larger, multi-faculty universities, provided another opportunity to showcase public engagement both internally and externally.

- 16 academics engaging with the public on the Ask a Professor audioblog. It has attracted 1,290 visits and the IOE's 18,000 Twitter followers are alerted each time we add a new post.
- @IOE_Engagement has over 400 followers. Tweets have averaged over a thousand impressions per month.

Objective 3) Raised awareness and increased opportunities for reward and recognition in this area amongst IOE staff

- Prizes awarded to: The Centre for Research into Autism Education (year 2); and Dr Karen Edge for work with Action Aid, and the Communications team within the Centre for Longitudinal Studies (year 3).
- Criteria for promotion were amended in time for the promotion round at the end of 2014 (year 3) (see appendix 2).

Objective 4) a shared enthusiasm for public engagement and innovation in activities across IOE

- Public engagement network meetings are convened monthly, each attracting a different audience of 10-12 staff, external colleagues and visitors.

Objective 5) A body of staff and students who feel knowledgeable and supported in their public engagement work

- >150 people held face-to-face in-depth discussions with the Catalyst team.
- In 2013 researchers were engaging mainly teachers (45%) and policy makers (90%).
- In 2015 researchers were reaching out to a broader range of publics to teachers (67%), policy makers (52%), parents and children (41%), managers in education (40%) or health and social care (15%) and the general public (11%).
- Training and one-to-one support was appreciated, though more support, including funding would be welcomed.
- Proposals receiving support for preparing pathways to impact were more successful in securing funding (see Key Highlights, page 6; reflections from a research funding applicant, page 21).
- Pathways to impact from successful bids are now annotated, available on the intranet and used by Departmental Impact leads to support researchers preparing new bids (see Appendix 4). They have also been donated to NCCPE for them to use with other universities.
- The Good Practice IOE public engagement webpage presents ten recent examples of how IOE research teams have collaborated with the public.
- The ethics of participatory research and public engagement now appears within the IOE's Research Ethics guidance materials.

Objective 6) Contributions to discussions and publications organised by the NCCPE and the wider HE community.

- Learning accrued from working with University of Aberdeen was used to design the Director's Award at IOE.
- Public engagement increasingly portrayed in ways to attract academic interest, as a legitimate focus of academic papers and an academic journal.

Changing committees

Our first year focused on working with IOE committees. The impact of this effort was judged in discussion with the chairs of the IOE's research committees, helped by use of the EDGE tool. The EDGE tool offers standard indicators for public engagement whether it is embryonic, developing, gripping or embedded in each of the following domains: mission, leadership, communication, support, learning, recognition, staff, students and public.

For Research, Consultancy and Knowledge Transfer, the importance of public engagement was recognised before the project began. Two years later, the public engagement culture was 'gripping', as expressed by the leadership, communication and support.

A similar pattern of increasing leadership, communication, support and learning was evident with the Research Careers Advisory Committee, which takes a particular interest in early career researchers. It embedded public engagement into its support for staff.

In contrast, the Research Governance and Ethics Committee was already showed strong leadership, communication and support, but during the Catalyst project considered public engagement alongside the conventional ethics of research and embedded public engagement with research into its mission.

The chair of the Research Impact Support Group in 2015 was less confident of a well-developed culture for public engagement than his predecessor in 2013. Nevertheless, by the time of this second conversation, the IOE had already included in its Strategic Plan, key objectives and actions to:

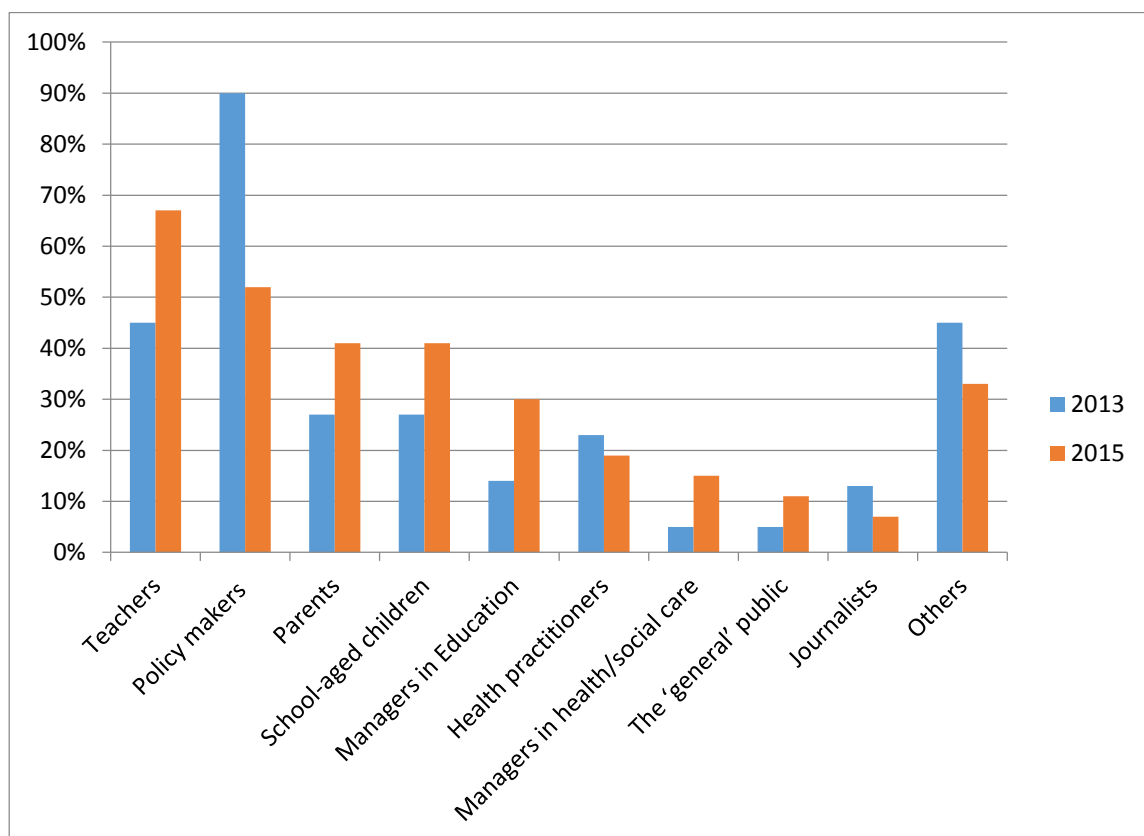
- Make a step change in embedding a commitment to public engagement across the IOE, investing in systems and involving students, staff and the public.

Since then structures supporting public engagement and impact have been strengthened further.

Changing researchers

From the second year onwards we focused more on researchers themselves. Principal investigators of on-going research projects were surveyed in Spring 2013 and Spring 2015. On each occasion, of the one third who responded, the vast majority engaged wider publics in their work: 63 (90%) in 2013, and 81 (84%) in 2015. Figure 1 shows the variety of groups engaged throughout the research process, the most popular being teachers and policy makers at local or national level. By 2015 researchers were reaching out to a broader range of publics.

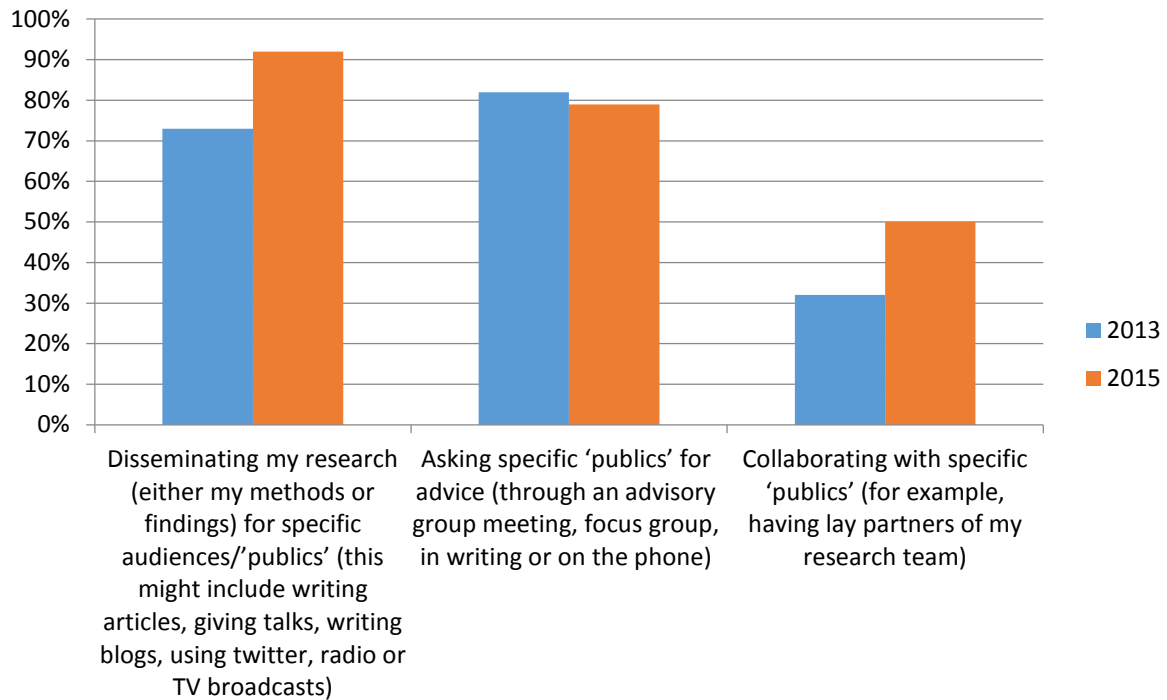
Figure 1. The proportion of survey respondents engaging with different groups



(Involved 'Others' included: NGOs such as voluntary child care organisations, Royal Academy of Music, Royal National Institute of Blind People (RNIB), Special guardians / kinship carers, Social Workers, the games industry, Library Curators, Area Co-ordinators in the Further Mathematics Support Programme, Education Consultants, Local Authority Managers, Professional Teachers' bodies.)

Figure 2 shows that most engagement was either with the research findings, or with seeking advice for the research process and less so for more collaborative arrangements, although this last may be growing and an example appears in box 3.

Figure 2. The proportion of survey respondents using different activities to involve others



Box 3: Visually Impaired Musicians' Lives

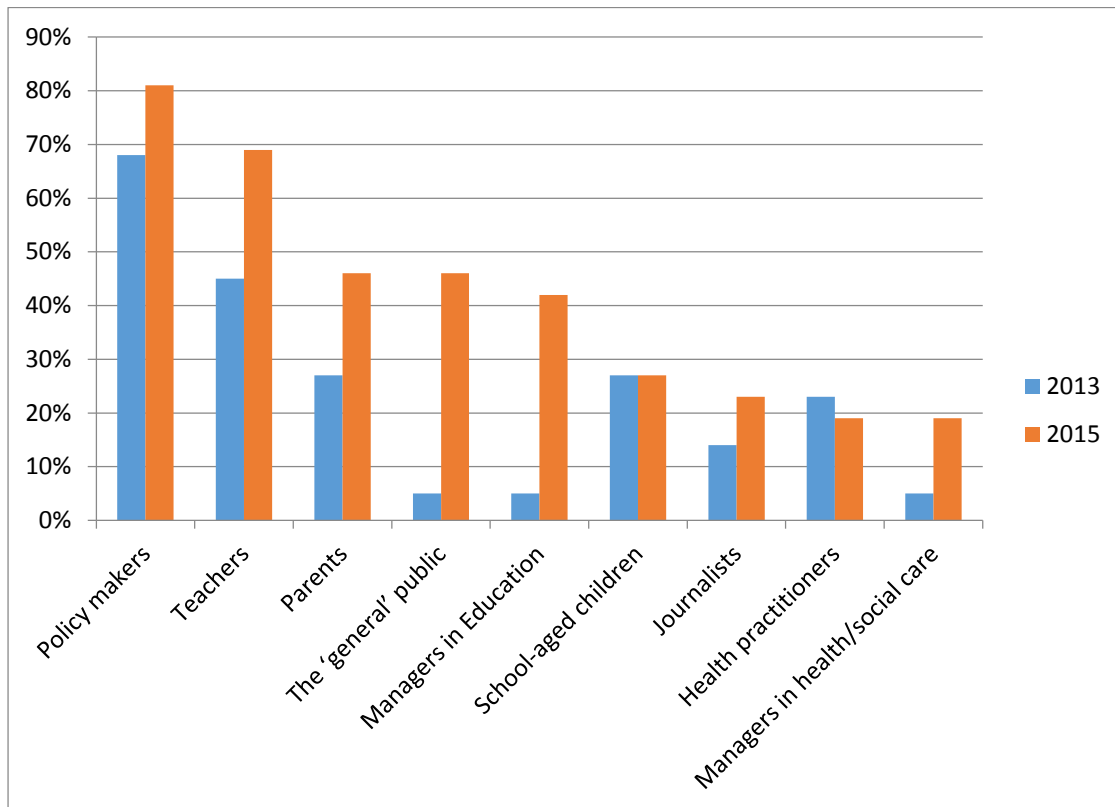
This is an AHRC-funded project and the official project partners are the Royal Academy of Music (RAM) and the Royal National Institute of Blind People (RNIB). RNIB are offering advice on the project, facilitating contact with respondents, helping with the



organisation of our conference. The RAM has worked with us by forming music outreach at a London primary school with a visual impairment unit. We trained RAM students in working with visually-impaired children (based on our findings) and they then proceeded to collaborate with the children at the aforesaid school. (Principal Investigator, Survey).

In 2013, researchers were reaching out with their research findings to, mainly, policy makers at national or local level, teachers, parents and pupils. By 2015 they were reaching out to a broader array of publics (Figure 3).

Figure 3. The proportion of survey respondents aiming to disseminate to different groups



Stories of change

Catalyst Principal Investigator

As a member of the Senior Management Team, and PI of the project, I got involved with the project at its proposal stage for a number of reasons. First, I knew about the Beacons initiative and supported its aims, and the call for Catalyst bids seemed a good way of continuing this work. Secondly, I respected the person, Professor Oliver, within IOE who was keen that we put in a bid and knew that she had worked academically within this field for a number of years.

My own views of the project now that its funded element has come to an end very much fall into two camps. First of all, day-by-day within the project it felt quite an effort to effect change. I am not against things requiring effort but the reality is that it was only due to the on-going, day-by-day work of the project team that things got done. We found plenty of individuals within the organisation who were grateful for our work and benefited professionally from it but this wasn't a cross-institution project where large numbers of people immediately understood its value (such as preparing for the REF or Ofsted/QAA visits, improving teaching facilities or improving wireless provision).

Secondly, though, I felt increasingly proud of much that we achieved. In particular, our focus on embedding change within organisational structures (e.g. changes to promotion criteria, getting an annual Director's Award launched) and linking with those things that academics do value (e.g. launching a journal, improving the chances of attracting research funding through assistance with pathways to impact statements) mean that the work we did should have lasting benefits despite on-going changes both with UK Higher Education in general and the Institute of Education in particular.

Michael J Reiss

Professor of Science Education

Pro-Director: Research and Development until October 2014

Research funding applicant

A Senior Research Officer at UCL IOE, specialising in research about child language brokering, successfully developed a research proposal in regard to 'pathways to impact' with support from the Catalyst Team at IOE.

As part of her role as a member of the Research Consultancy and Knowledge Transfer Committee, she heard a member of the Catalyst team talk about the work of the team and the support available for researchers writing 'pathways to impact' proposals. When the Principal Investigator was writing her proposal for an Arts and Humanities Research Council grant, she contacted the team for support. Another member of the team helped her and "made loads of amazing suggestions".

For example, the principal applicant had proposed to make a short film and exhibit it on the project website. However, the Catalyst team member suggested wider ways of disseminating the films, for example on Teachers TV and Hospital TV and through institutions such as schools, Clinical Commissioning Groups and local authorities. She also suggested that the PI should show the film to minority ethnic community groups and find out the impact it had on them. The applicant was impressed at the personal support given to her in writing the 'pathways to impact' element of the proposal:

I also looked on the NCCPE website but found this harder to navigate than having the personal touch from the Catalyst team. (PI)

When the proposal was peer-reviewed, the 'pathways to impact' section was particularly praised. Comments from the reviewers included:

The dissemination strategy and impact plan are impressive aspects of this bid. The language-based organisations the project will work with are well placed. The proposer has thought very carefully about the possibilities this project has to engage with child language brokers and those who work with them in some way and has an excellent programme of participation and engagement. (Reviewer).

There is a good focus beyond academia, with good use of social media planned to spread the word about the network and the final film produced. (Reviewer).

A Beacon – Catalyst synergy

University College London developed a strong programme of public engagement with support from RCUK Beacon funding between 2008 and 2012. Their on-going programme of seed funding for public engagement was combined with IOE expertise in social science and IOE Catalyst team support. The result was a successful funding application for research.

Dental scientists at UCL had previously engaged social scientists at IOE for qualitative research to complement their own work. They repeated their request when they had secured UCL public engagement funding for convening focus groups in preparation for a large-scale funding application to support the development of a new dental material for children. They were referred to an early career researcher at IOE who was supported by the Catalyst team.

My initial involvement with the UCL Eastman Dental institute was to act as a facilitator for two focus groups: one with dentists and the other with young children. The purpose of the focus groups was to elicit the views of participants regarding research priorities, ensure that the language being used was accessible to end-users, identify any issues that might affect the uptake of the product, ensure that children's voices were included in the funding bid and produce a more child-focused clinical trial. Although I had numerous ideas regarding how I wanted to involve children, I was unsure of the practicalities and resources that were available to develop involvement methods. I had attended a number of informative presentations hosted by the Catalyst team and consulted with them on numerous occasions to comment on my proposed methods. I developed a game play approach for conducting the focus groups based on familiar party style games. This yielded some interesting findings, which were incorporated into the funding bid. The Catalyst team also helped to hone the public engagement element of the bid, which was particularly well received by the funders' peer reviewers. The funding application was successful, securing approximately £900,000 to research self-bonding, bacteria-inhibiting, tooth-coloured dental fillings that promote greater natural tooth repair for children. I was able to share my learning with others by presenting at a seminar organised by the Catalyst team. Over time the relationship with UCL Eastman Dental Institute has grown and the importance of public involvement in research is greatly supported. This has led to further collaboration with the development and incorporation of a public involvement element in the MSc Dentistry programme, developing involvement methods for young children and potential future research bids. The input of the Catalyst team proved invaluable throughout this process.

Gillian Stokes, Research Officer

Research and Consultancy Services

In reaching out to hold conversations across the Institute we encountered opportunities we had not anticipated. Similarly, working with NCCPE alongside other Catalyst universities broadened our horizons. These two ways of experiencing unpredictable change ultimately led directly to a key foundation of our public engagement sustainability plan.

During a Catalyst meeting late in the second year, NCCPE introduced Catalyst teams to the Association of Research Managers and Administrators (ARMA), and in particular to their professional development framework which describes the activities, knowledge, skills and behaviours required across the full range of research management and administration roles.⁶ Attention was drawn to the Translation theme within this framework, which covers ‘Dissemination and Public Engagement; Knowledge Exchange and Business Development; Technology Transfer and Supporting CPD Courses’.

The Head of Research and Consultancy Services at the IOE, Pauline Muya, is a former Director and Deputy Chair of the Association of ARMA and oversaw the development of the Professional Development Framework for use across the research management community. She remains an active member of the ARMA community and was awarded the Carter Prize for Outstanding Contribution to ARMA at the Association’s annual conference in June 2015. This shared interest opened up conversations about how staff in Research and Consultancy Services might support public engagement with research at the IOE.

Ultimately, Research and Consultancy Services have taken responsibility for two key Catalyst activities as RCUK funding has come to an end: supporting researchers as they develop pathways to impact documents for their funding applications; and convening the public engagement network meetings. Moreover, Pauline Muya has volunteered to work with NCCPE to design and deliver a training event for research managers and administrators.

Lessons learned

What role for structural levers?

The balance between tackling structural levers for organisational change and directly engaging IOE’s publics changed over the course of the project. We found tackling the structural levers to be a very slow process with barriers presented by staff turnover in senior positions, committee reorganisation, website re-design and re-routing of communication channels. During such a state of flux Institute structures were not helpful for signalling and implementing its commitment to public engagement. Greater success was had by engaging new or existing enthusiasts across the Institute and focusing directly on the issues they raised. Structural change was easier where cultural change had already happened: a convinced senior leadership welcomed both the Director’s Award and integration of public engagement into the strategic plan; institutional support for a journal followed the combined enthusiasm of academics and the publisher motivated by growing international

⁶ www.arma.ac.uk/professional-development/PDF.

interest in public engagement with research. **Targeting structures during a period of reform did little to lever cultural change, but more to consolidate it.**

Enthusiasm and authority

The Catalyst team offered enthusiasm and energy, with the Pro-Director: Research and Development also offering authority. Many achievements were won with enthusiasm and energy alone when members of the team discussed public engagement widely around IOE, and attracted the interest of colleagues. There were times when energy and enthusiasm were not enough to convince colleagues who had other priorities and constraints; very occasionally change was effected only with the additional authority of the Pro-Director: Research and Development. **Although authority could secure an immediate advance it did not win hearts and minds, whereas generating engagement and enthusiasm led to unforeseen benefits.** Senior leadership engagement and championing is essential, not least in helping to promote the legitimacy of Catalyst-type teams, who may reside in just one part of a university.

Academic boundaries

The greatest learning within the Catalyst team was staff with long experience of public engagement encountering unfamiliar versions in other departments of IOE and in other universities with Catalyst teams. **Ideas about research travel faster between academics and their publics than do ideas about public engagement between academics in different disciplines.** A Catalyst team needs to reflect the diversity of the research community it serves. The diversity of purposes and public engagement activities was the focus of a contribution to the NCCPE, and the justification for the scope of an open access journal to provide a forum for exchanging ideas about public engagement with research for anyone, working inside or outside universities, who is committed to seeing research make a difference in society.

Researchers' time and interests

Most researchers are more closely associated with the research centre that employs them, rather than the IOE as a whole. For researchers to progress in their career, they focus on their publication record and their funding proposals. Both of these are essentially individual pursuits to develop personal reputations and specialised knowledge, often gained through networking and individual contacts. This has meant that training marketed as open to all in the organisation, regardless of research topic or discipline, has not met the particular requirements of researchers. Researchers are very strategic about allocating their time, considering how activities contribute to their CV or impact of their research. In contrast, **success came from approaching established research centres or communities of practice and when the session was championed by a local senior academic.**

We found that offering **one-to-one coaching sessions** to academics was more successful than formal training. This one-to-one support could be offered at the stage of developing pathways to impact arguments for research funding applications. Timing and focus were

tailored to their availability and interests. An informal meeting helped them with their core task, whereas formal staff development sessions pulled them away from their core tasks and may not be aligned with an opportunity to apply and consolidate their learning. Allowing learners to access new knowledge and skills quickly in order to complete their immediate work is key. This is the notion of **just in time learning**, in contrast to just in case learning, which is neither timely nor appealing to staff.

Another success was **working with existing groups**, and aligning the principles of public engagement to their current debates. This worked well with the IOE Research Staff Association (RSA) which recognises ‘the importance of providing targeted development opportunities for researchers and ensuring they are enabled to take the time to undertake such training and to gain experience... to benefit their future career progression’. The Catalyst team led one-hour training sessions on public engagement in research and on pathways to impact as part of the RSA regular programme, and additional sessions for groups established around other specific interests:

- Language in Education Special Interest Group
- Social Science Research Unit
- Thomas Coram Research Unit
- CLOSER (Cohort and Longitudinal Studies Enhancement Resources) project
- Adult Language, Literacy and Numeracy Special Interest Group
- London Centre for Leadership in Learning
- Research Support Network, for research managers and administrators across the IOE.

The Public Engagement Network meetings also worked with existing groups: those with an intrinsic interest in public engagement research and those with an interest in the advertised research topic. Speakers were relatively easy to find, and colleagues interested in their area of research also attended. Attendance was similar in scale to other meetings that cut across the institution.

Seeding new champions

Success came when staff recognised a version of public engagement that matched their own working context and they saw it as a route to achieving their own responsibilities.

This recognition was often unpredicted. For instance: a member of the Academic Writing Centre recognised the potential for the *Ask a Professor* site to attract potential students; a member of Marketing and Communications volunteered to prepare a PowerPoint loop illustrating public engagement and research impact for displaying in the main foyer; and a social media enthusiast with responsibilities for research support helped establish a Twitter account to engage the public with education research.

These are all examples of **seeing public engagement as integral to core interests rather than as an optional extra**. They arose from the Catalyst team making new contacts by

working with or across unfamiliar departments throughout IOE and **developing a mutual understanding**. They all expanded the network of staff championing public engagement with research by acting on serendipitous opportunities for synergy – raising the profile of public engagement, and listening for responses, was a necessary first step. The principle of two-way communication for mutual benefit that underpins public engagement similarly underpins small changes within an institution.

Location of the Catalyst team in a Research Unit, with staffing typical of contract research, brought benefits and challenges. The driver for this decision was the enthusiasm of individuals whose interests focussed more on health than education. This arrangement gave public engagement credibility with other academics, and this was increased further with subsequent recruitment of a team member with stronger interests in education. A challenge was the short term nature of project funding which does not benefit from the low staff turnover rates for academia across the country (6% and 8% per annum for academic and professional/administrative staff respectively), which only take into account full time staff on permanent contracts.⁷ This project funding rooted the core team in the transient population of early career researchers which has a higher turnover rate than permanent staff and costs their projects more than professional staff, so that funds did not stretch so far. Over the course of the project four team members left, which lost time and created the additional work of following equitable recruitment procedures to replace team members. More positively, two staff lost through promotion were able to make immediate use of their knowledge and enthusiasm in their more senior appointments; they enjoyed **career progression to other institutions within engaged research**. In the long term, sometimes staff turnover dissipated earlier investment, and sometimes **the transient research community strengthened public engagement networks between universities**. Remaining team members, true to their original enthusiasm, continue to provide institutional memory a year after funding ended and have volunteered time to maintaining public engagement resources within the organisation and to **sharing nationally and internationally the experience accrued over the three years of Catalyst funding**.

Institutional context

As a small higher education institution (at the beginning of Catalyst funding) with a focus on education and related social sciences, IOE interest in public engagement with research spanned public understanding of the natural and social sciences (largely with schools) and public engagement with ongoing research in the social sciences and humanities (including communities, public service users, practitioners and policy makers). This division in interests mirrors similar divisions in multi-faculty universities and higher education generally. The smaller scale made it easier to find individuals, or encounter them in the course of other

⁷ Universities & Colleges Employers Association (2008) Recruitment and Retention of Staff in Higher Education 2008. <http://www.universitiesuk.ac.uk/highereducation/Documents/2009/RecruitmentRetention.pdf>.

cross-institutional activities, but this proximity did not necessarily translate into greater inherent interest in each other's work in different sectors.

A significant characteristic of IOE that may well be shared with other small higher education institutions is the likelihood of embarking on a merger process. The immediate consequence for the Catalyst project was that senior staff time was largely taken up with planning and implementing the IOE-UCL merger. Despite both institutions being committed, strategically and practically to encouraging public engagement with research, encouraging a stronger culture of public engagement was not a major priority compared with managing the immediate structural changes underway. Asking senior departmental colleagues to engage with developing another level of change was sometimes a lost cause. More successful was the Catalyst team approaching colleagues with enthusiasm but no management responsibilities to develop ideas, and subsequently integrate them into institutional structures. For instance, it was the Catalyst team not the Human Resources department, who developed changes to promotions criteria. The *Ask a Professor* Blog was initially developed independently of the IOE website, and adopted by the official IOE blog after the end of Catalyst funding. The *Pathways to Impact* resource, developed by the Catalyst team, is now available on the intranet and for departmental Impact leads in structures developed after the Catalyst project. This niche development, and subsequent wider uptake, concurs with theories about transitions or system changes (Geels and Shot 2007)⁸, and about how ideas spread through public sector organisations (Greenhalgh et al 2004)⁹.

Theories of change

Our original focus on committees and support departments was chosen as a mechanism to connect directly with institutional structures to create a conducive environment. Our original pathway to impact envisaged culture change resulting from working with people in key management roles, a strategy that was vulnerable to changes in roles and role holders. In these circumstances, requesting structural changes of key role holders requires persistence and patience as not only roles and role holders change, so do their priorities. A complementary approach is to seek out innovators or change agents (i.e. catalysts), wherever they might be, and work with them to effect change around them. In practice this is what happened when we increased our networking with communities of practice and through establishing the Public Engagement Network; we met new and existing enthusiasts who effected change with little support. We were sensitive to many of the issues highlighted in the literature about the spread of new ideas, such as the **variations of meaning of public engagement, motivation to adopt it and peer influence**. But, as others have found, it is difficult **to identify likely change agents from what is known about their**

⁸ Geel FW, Schot J (2007) Typology of sociotechnical transition pathways. *Research Policy* 36: 399–417.

⁹ Greenhalgh T, Robert G, MacFarlane F, Bate P, Kyriakidou O (2004) Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank Quarterly* 82(4): 581–629.

personal characteristics. Nevertheless, evidence from the broader research literature¹⁰ suggests that, when seeking to spread the idea of public engagement with research, bringing in new change agents would be more effective where they:

- **share similarities with, and command credibility amongst, the staff they seek to influence;**
- **are trained and supported to develop strong interpersonal relationships with staff and to explore and empathise with their perspective;**
- **are encouraged to communicate staff needs and perspectives to key advocates of public engagement with research; and**
- **are able to empower staff to make independent evaluative decisions about the idea of public engagement with research.**

Partnerships

Internal partnerships

Research Impact Support Group

The Catalyst team worked with the Research Impact Support Group from the beginning as this provided an entry into various relevant networks across the Institute. Public engagement with research became increasingly more evident over the years. Its initial terms of reference (October 2011, as the Catalyst proposal was being developed) implied an expectation of public engagement ‘activity, before, during and after project funding’. The public engagement champion became co-chair in the Spring of 2014. At this point the terms of reference were amended to include support for ‘the IOE in achieving its strategic plan objectives in relation to research impact *and public engagement*’ [emphasis added], and the Catalyst team took responsibility for convening the next staff conference about impact, in which there was a greater emphasis on public engagement.

Working with the Research Staff Association

The IOE’s Research Staff Association was formally launched early in the Catalyst project’s timeline (Autumn 2012). The RSA’s aim is to help shape and promote the welfare and career development of researchers at the Institute. It has a particular focus on early career researchers, but describes itself as open to all those who consider themselves researchers, or who actively engage in the delivery and direction of research (including research technicians). Its reach across the IOE helped the Catalyst team cross discipline, subject, and professional boundaries and introduced the team to several career development fellows seeking support in developing the public engagement sections of their funding bids. The RSA hosted two Catalyst training events, one introducing public engagement in research and another launching the set of annotated pathways to impact cases.

¹⁰ Greenhalgh T, Robert G, MacFarlane F, Bate P, Kyriakidou O. (2004) Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank Quarterly* 82(4): 581–629.

Working with the library

Staff in the IOE Library and Archives were natural partners, bringing expertise and commitment to knowledge animation and curation, and often having no one subject or disciplinary affiliation. IOE's Newsam Library and Archive Services is the largest education research library in Europe, holding extensive collections of current and historical materials on education and related areas of social science. Library and Archives staff were regular attenders at Public Engagement Network meetings and offered training and support for other staff and students keen to improve their social media skills for public engagement, or to develop research bids involving curated events.

One library colleague blogged about adapting a social media game produced by the Open University CATALYST team.¹¹ At a network meeting Archive staff talked about getting the archives out of their boxes and opening university and archive doors to new community and school audiences. For example, with the collection of the National Union of Women Teachers, archive staff offered free sessions for London school classes to combine learning about active citizenship with historical investigation. Curation of a walking tour with a local artist encouraged London residents and visitors to "take a playful stroll... to see how the political landscape of Bloomsbury [IOE's location] has changed ... through the 1700s to the modern day".¹²

Working with the IOE Blog

Contact between the IOE blog editor and the Catalyst team was at termly meetings of the Research Impact Support Group, and meetings of the team preparing the Research Excellence Framework submission regarding impact. This contact also encouraged use of the blog to raise the profile of public engagement with research. Blogs about public engagement and impact came from: the Director of IOE,¹³ a winner of the Director's Award for Excellence in Public Engagement with Research,¹⁴ the Catalyst team.¹⁵ ¹⁶ The success of this partnership led to the blog editor being included in a research proposal, led by a member of the Catalyst team, for government department funded research in order to raise the quality of the outputs.

¹¹ <http://www.open.ac.uk/blogs/per/?p=3558#more-3558>.

¹² <https://nuwtarchiveioe.files.wordpress.com/2014/07/walkingtour1.jpg>.

¹³ Understanding impact: what does it actually mean? Chris Husbands, IOE Blog

<http://ioelondonblog.wordpress.com/2014/05/09/understanding-impact-what-it-actually-mean/>.

¹⁴ How researchers and the autism community together can bring about real change, Liz Pellicano, NCCPE Blog, <https://ioelondonblog.wordpress.com/2014/04/23/how-researchers-and-the-autism-community-together-can-bring-about-real-change/>.

¹⁵ Research for all: a journal for all. Sandy Oliver, IOE Blog.

<http://ioelondonblog.wordpress.com/2014/04/05/research-for-all-a-journal-for-all/>.

¹⁶ Evaluating social interventions: What works? In whose terms? And how do we know it works? Sandy Oliver, IOE Blog <http://ioelondonblog.wordpress.com/2014/08/13/evaluating-social-interventions-what-works-in-whose-terms-and-how-do-we-know-it-works/#comments>.

External partnerships

The most important partnership was with the NCCPE and Catalyst teams at the seven other universities. Regular meetings convened as part of the national project encouraged exchange of ideas and opportunities to work together on various initiatives. There was a direct influence on: the design of the Director's Award for Excellence in Public Engagement with research; the role of Research and Consultancy Services in sustaining support for public engagement following the Catalyst project; and the development of the open access journal *Research for All: Universities and Society*.

Achievements arising from the Catalyst team working with NCCPE and Catalyst teams elsewhere paralleled efforts to strengthen IOE partnerships with individual schools, clusters of schools and Teaching School Alliances to support improved outcomes for school staff, children and young people. Sharing of ideas, and working together, particularly to convene the IOE wide conference on engaging our publics in research at the IOE, came about because the Catalyst team and the school partnership team were formally linked through the Research Impact Support Group.

Public engagement as an increasing focus of academic interest

Members of the Catalyst team have long developed practical skills and academic investigation for public engagement with research. This mix of practical and academic approaches is a feature of our MSc module Research Engagement, Participation and Impact (previously called Participative Research and Policy). This is the **only university-delivered course in the UK that addresses critically both the drivers for and barriers to successful engagement of decision-makers with both research and the public**. As its new name suggests, the course also supports learning about the various forms that research impact can take and explores how the nature of research production affects the relevance and uptake of research. It continues to be offered on-line and attracts participants internationally working in the public and voluntary sectors, as well as having a broad appeal to social science students who are planning a career in research. It attracted 12 members of IOE staff when they were offered free places as part of the Catalyst project.

A benefit of establishing a Catalyst team from within a research unit was the opportunity it offered to treat accrued learning to academic investigation. We published two papers reflecting on our long experience of actively involving non-researchers in decisions about research. The first was addressed the multiple options when choosing how to involve other people with their work. We have direct experience of many approaches, and read of many more so published a coherent framework to make sense of this diversity when designing and evaluating public involvement in research.¹⁷ The framework supports choices about

¹⁷ Oliver S, Liabo K, Stewart R, Rees R (2015) Public involvement in research: making sense of the diversity. *Journal of Health Services Research and Policy* 20(1): 45-51

how to bring people together, and facilitate debate and decisions, by taking note of the drivers of those involved, their enthusiasm and experience.

A series of papers in *The Lancet* addressed increasing value and reducing waste in research. The opening paper argued for making decisions about which research to fund on the basis of issues relevant to users of research.¹⁸ It explored the balance between ‘basic’ and ‘applied’ research, considered how to decide what research to fund, and documented examples of harm and waste resulting from potential users’ needs, or what is already known, having been ignored. Its four recommendations focused on improving the yield from ‘basic’ research, being open and inclusive about identifying research priorities, building on existing evidence, and letting the world know about research that is underway. These ideas, and others in *The Lancet* series, are inspiring a new network to promote ‘evidence-based research’.

Sustainability plans

Sustainability of public engagement with research at IOE comes from several changes made during the Catalyst project.

Strategic changes in reward and recognition policies

Strategies for lasting change include enhancing the reward and recognition of public engagement with research. This was achieved through the Director’s Award for Excellence for Public Engagement with Research. Since merging with UCL, IOE staff are eligible for the Provost’s Awards for Public Engagement, which recognise the hard work that people at UCL put in to sharing their research, teaching, and learning with public groups outside the university.

Public engagement was integrated into procedures for staff applying for promotion by offering examples of public engagement as ways in which staff could meet several skills requirements (see page 38).

Enhancing visibility

The legitimacy of engaging people outside with research as a core academic activity comes from its enhanced visibility inside and outside IOE. The visibility of public engagement with research has been enhanced by many activities over the past three years, but lasting visibility comes with the *Engage with IOE* webpages, a one click link from the home page, with materials made available on the IOE intranet and increasing efforts across the institute.

Complementing the visibility of public engagement within IOE is the enhanced visibility of IOE in national and international public engagement networks. This has come from actively engaging with NCCPE events and Catalyst teams at other universities. This visibility, and

¹⁸ Chalmers I, Bracken MB, Djulbegovic B, Garattini S, Grant J, Gulmezoglu AM, Howells DW, Ioannidis JPA, Oliver S (2014) How to increase value and reduce waste when research priorities are set. *The Lancet* 382: 156-165.

engagement with national and international networks, will be maintained long term with *Research for All: Universities and Society*.

Seeding new Champions

By working across internal organisational boundaries, and discussing public engagement with so many staff, the Catalyst team was able to inspire existing and new enthusiasts to integrate public engagement into their core work. With their efforts being driven by enthusiasm rather than duty they are expected to continue investing in public engagement with research wherever they work.

UCL Institute of Education

The project began with University College London as a neighbouring Beacon with a Public Engagement Unit and well established support. Meetings between their Unit and the Catalyst team began with exchange of ideas and attendance at each other's public events. In time discussions turned to closer working. Since the institutions merged in December 2015 their efforts to encourage public engagement with research are even closer. Six months after the end of Catalyst funding, IOE began hosting meetings of the Community of Engagers for the UCL School of Life and Medical Sciences, and provided a panel member for the Provost's Prize for Public Engagement. Support is available to IOE staff, within IOE and UCL more broadly, to translate their work into commercial ventures, to reach out to the public and policy makers, to work across disciplines and with external stakeholders to find solutions to complex problems, and to develop strategies to maximise impact and to capture the evidence of impact.

Leadership

Finally, RCUK funding for the Catalyst project placed responsibility for public engagement with research explicitly for the first time with the Pro-Director: Research and Development. As the Catalyst project ends, public engagement with research will continue to be led by the Pro-Director of Research and Development. The new academic year (beginning October 2015) saw the development of a departmental structure for research leadership that includes research impact and public engagement. This structure links each department with a newly convened IOE Senior Research Leadership Group with members including six departmental Heads of Research, Consultancy and Knowledge Transfer. This Group meets twice a term to focus on all aspects of research quality, performance, public engagement and impact. . While the Catalyst team has been disbanded, the Research Impact Support Group has been refreshed to strengthen its focus on public engagement and its structural links between senior research leadership and academic departments. Inviting departments to nominate academics to take a leading role for impact and public engagement with research strengthened the similarities between champions and colleagues (a factor likely to spread engagement) whilst also overcoming the instability inherent in project funding and attracting new members who expressed interest in different aspects of public engagement with research, namely: working with Local Authorities and School Alliances; the value and impact of health and social research; practitioner research; interdisciplinary research for

wider immediate impact; the influence of scientific evidence for policy and practice decision-making in education; and widening participation in higher education. This group is chaired by the Pro-Director: Research and Development (or nominee) and reports to the Research, Consultancy and Knowledge Transfer Committee three times a year.

Conclusions and recommendations

The key task was to effect culture change at a time of increasing structural change across IOE and higher education generally. Flexibility was important for responding to changing structures and how enthusiastically ideas about public engagement were met internally.

To develop a conducive environment and provide practical support we recommend Catalyst teams that combine academic and professional staff as they bring complementary knowledge, skills and networks. Between them they can provide multiple forums for learning, face-to-face, and online, both within and across discipline, subject and professional groups of researchers.

Aligning public engagement with institutional policies is only a first step. To make the most of this expressed commitment Catalyst teams should either work with departments as they implement their strategies, or seed new enthusiasts within those departments to sustain the commitment, or both.

The Catalyst project harnessed the energies of two types of change agent. Extensive networking meant we encountered individuals who were enthused to act as change agents within their immediate working environment. There were also formal groups who worked as collective agents for change, the Research Impact Support Group and the Research Staff Association. Both groups were driven by an advocacy agenda and worked outside the main lines of authority. Perhaps these characteristics lend a willingness to work with a change agenda.

The most far-reaching agent for change was the NCCPE, working with the Catalyst teams. Just as the Catalyst teams provided support for change within their own universities, they benefit from support themselves.

The Catalyst project has helped to breakdown some institutional silos, stimulate discussion and enhance some colleagues' understanding of public engagement and the impact agenda. Working across internal boundaries created new relationships which changed isolated enthusiasts into a critical mass and made public engagement more visible. These are important steps towards the goal of moving from *micro-cultures* of strong public engagement to the institution being a leading contributor to the growing culture of public involvement in educational and other forms of social research.

Appendix 1: The Catalyst team

Senior leadership was provided throughout the three years by Professor Michael Reiss (0.05fte), IOE's Pro-Director: Research and Development. This cost was not charged to the project and was contributed by the IOE

The Catalyst team was located in a research unit and included academic staff with considerable experience in public engagement with research. The team was designed as:

Professor Sandy Oliver	0.10 fte
Kate Hinds (Research Officer)	0.4fte
Rebecca Rees (Research Officer)	0.1fte
Dr Ruth Stewart (Research Officer)	0.05fte
Kimberley Hovish (Research Officer)	0.1fte
Kristin Liabo (Research Officer)	0.25fte (planned for years 2-3)

Only the first three staff listed worked with the team throughout the project. Others were lost to career progression and maternity leave. They were replaced by Dr Jude Fransman (0.4fte in year 2, recruited to strengthen the link with educational researchers then lost to a fellowship focusing on public engagement taken up in another university), Dr Katherine Twamley (0.4fte late in year 3), and Abigail Knight (0.4fte, recruited late in year 3 to evaluate the project).

Sandy Oliver's time on the project increased by 0.03 fte as she was required to cover for staff changes during the project.

In the last three months of the project, as part of plans to embed support for public engagement within the broader IOE professional services structure, three members of the Research and Consultancy Services team were working on the project. These staff were Pauline Muya (0.2 fte), Beth Hills and Tamsin Hobbs (0.1 fte each).

Appendix 2: Case studies

Ask a Professor Blog

The *Ask a Professor Blog*¹⁹ was conceived as a way of reaching out to parents to engage them in conversations about education and education policy at a time when the general election would inevitably bring up issues concerning schools, nurseries and higher education. We visited a nursery and a primary school during parents coffee mornings and asked them if they had any questions for a ‘professor’ in education policy or practice. We recorded their questions and the reasons why these issues were important to them. We also took the opportunity to record questions from participants at the Institute’s London Festival of Education and the beginning of March.

We forwarded the questions to Professor Michael Reiss who, as Pro-Director: for Research, had a good overview to identify the most suitable person to respond to the question. We then asked each academic to record a short response – no more than 20 minutes – in the manner of an interview rather than a lecture. The aim was to make the question and response appear to be a conversation rather than an opportunity for didactics. This is important as we think this approach is more in the spirit of engagement.

The website was built on www.wordpress.com by the External Relations department who linked it to the IOE blog and IOE sites on Facebook, You Tube, Twitter and Google+. An early question was answered by the Institute Director, Chris Husbands, and the blog was a highlight in IOE Research News.²⁰ At present we have 13 blog posts, each with the question and the response. They are categorized into: assessment (1); education and society (1); education policy (4); evidence (3); philosophy (2); and teaching practice (2). The question that has been most visited is ‘What are schools for?’ with 128 views in six weeks. We are followed by three bloggers and promoted by @IOE_London, the Institute’s Twitter account.

[Philosophy](#)

What are schools for?

Doreena, a contributor at the London Festival of Education, asks about the aim of school.

[Emeritus Professor John White](#), co-author of ‘[An Aims Based Curriculum](#)’, considers various ways of answering this deceptively simple question. Is school about fostering democratic values, supporting the individual to lead a fulfilling life or preparing them for the world of work?

Share this:

- Twitter 16
- Facebook 3

We still have outstanding questions to answer and will be following up academics in the

¹⁹ <https://askaprofessorblog.wordpress.com/>.

²⁰ http://www.ioe.ac.uk/about/documents/Research_News_8%281%29.pdf.

next few months. Further plans will be to link individual blogs to prospective student pages to showcase the intellectual leaders at the Institute and to think more broadly about distribution through the UCL media team.

Research for All

Research for All, a journal to be published by [IOE Press](#), will focus on the role of academic research in society at large, and the role of society at large in academic research. It will publish empirical research and critical analyses of public engagement with research across all academic disciplines; opinion pieces from public perspectives and engagement intermediaries; and reviews of books and events. It will provide a forum for sharing the learning from research and practice that crosses boundaries between research and the wider world, across academic disciplines and policy sectors.

Discussions prompted by the Catalyst project inspired and pushed forward these plans. Developing the journal is a story of recognising mutual interests and responding to opportunities. It has been a collaborative venture since the beginning.

The NCCPE, funded by the Arts and Humanities Research Council to work with *Connected Communities* to review the literature about public engagement with research, had recognised the lack of learning across the full spectrum of public engagement communities.²¹ A workshop convened to discuss the emerging findings introduced the IOE Catalyst team to an unfamiliar world. Alongside the IOE Catalyst project, team members had been drawing on their long experience to develop a framework for making sense of the diversity of patient and public involvement in health research.²² This encompassed the consultation, collaboration and community control models of the social sciences. They had also encountered science communication in the natural sciences. Yet, the language and models of public engagement in the arts and humanities were unfamiliar.

Through discussing the variety of approaches to public engagement with research, the Pro-Director: Research and Development recognised an exciting opportunity for encouraging greater exchange of ideas at a time when the university publisher, IOE Press, was ready for a new journal title. Growing numbers of Open Access journals made this the publishing style of choice for a journal in the area of public engagement with research, but without the barrier of publication charges imposed on authors, which could preclude contributions from authors not aligned with universities, or from academic authors whose publication budgets were spent on getting their core research findings into the public domain and could not afford additional reflective papers addressing public engagement with their work. A broad

²¹ Facer, K., Manners, P., Agusita, E (2012) Towards a Knowledge Base for University-Public Engagement: sharing knowledge, building insight, taking action, NCCPE: Bristol

²² Oliver S, Liabo K, Stewart R and Rees R (2015) Public involvement in research: making sense of the diversity. *J Health Services Research and Policy* 20 (1) 45-51

scope of public engagement with academic research²³ was delineated and taken to NCCPE as the potential focus for a new journal.

The idea attracted considerable enthusiasm. Institutional support from IOE would allow IOE Press to publish a journal without charges for either authors or readers. Institutional support from NCCPE enabled a collaborative approach to developing the journal in discussion first with other Catalyst teams and then with other universities and community partners, both opportunistically and at a special event over two days which brought together a range of people to explore the value, potential content and approach of this new journal.²⁴

NCCPE will also integrate the journal with wider discussions associated with their website and programme of activities. Indeed, the scope of *Research for All* was first announced on the NCCPE website with a short video funded by the Open University Catalyst project.²⁵ The video was shown at the C²UExpo conference²⁶ in Canada to attract international interest. The journal will be edited by Sandy Oliver (IOE) and Sophie Duncan (Deputy Director, NCCPE). When the call for contributions is announced by IOE Press in July it will include a list of national and international editors from Catalyst universities and their wider networks.

Research for All is a product of RCUK's Catalyst funding which has particularly benefited from NCCPE's support to the eight Catalyst universities collectively.

Criteria for promotion

Since 2014 staff have had the opportunity to support their application for promotion with a record of how they have engaged the public. To help them prepare their applications, the Higher Education Role Analysis (HERA) documentation used at IOE has included examples of public engagement which illustrate required skills and knowledge:

- Oral communication: conveying information in a way that reaches out to new audiences beyond the usual academic and professional circles;
- Written or electronic and visual media: conveying information for and with non-academic audiences;
- Teamwork and team development: managing collaborations beyond the boundaries of the IOE, e.g. supporting contributions from non-academics;
- Networking: Broadening the reach of IOE and bringing attention to its work to unexpected partners;
- Service Delivery: ensuring productive and ethical relationships with people outside the institution;

²³ Oliver S, (2013) *Research for All: Inaugural lecture* by Sandy Oliver. Institute of Education, London. <https://www.ioe.ac.uk/about/88582.html>

²⁴ www.publicengagement.ac.uk/sites/default/files/publication/journal_event_summary_october_2014.pdf

²⁵ www.publicengagement.ac.uk/work-with-us/current-projects/research-all-journal

²⁶ <http://cuexpo2015.ca/>

- Decision making processes and outcomes: enabling all parties to participate in decision making;
- Planning and organising resources: co-ordinating collaborative projects in ways that consider the requirements of non-academic partners and the resources required to support collaborative working;
- Analysis and Research: supporting non academics to engage with analysis and sense making of findings to inform their own professional or personal lives;
- Analysis and Research: supporting non academics so they can help shape research projects and larger research programmes;
- Pastoral care and welfare: dealing with conflicts between colleagues and/or external partners that arise due to differing backgrounds and expectations;
- Teaching and training: delivering teaching, training or facilitating development activities about research to non-academic audiences;
- Teaching and training: developing content about research for non-academic publics.

The Doctoral School

The Catalyst team engaged with the Doctoral School in each year of funding. This was itself an exercise in mutual learning and it led to incremental increases in postgraduate teaching about public engagement with research. When the project began, the Doctoral School was already including public engagement with research in its support for students. It was committed to the *Vitae* programme for realising the potential of researchers (www.vitae.ac.uk/). There was an annual session within the Doctoral programme based on Vitae's booklet *The Engaging Researcher*²⁷ to which postgraduate students were invited; furthermore, funded students are encouraged to take up internships outside of higher education. The ideas it presents are often very new to students who come thinking that public engagement is speaking at conferences. The Catalyst team comprised social scientists whose model of public engagement with research was to consult or collaborate with the public to design and deliver research projects. Listening to the more varied *Vitae* programme models advocated during the annual session in the doctoral school was one of the experiences which prompted thinking about the diversity of public engagement with research (see Box 4). This session, and exposure through NCCPE events to models applied in other disciplines, introduced ideas into Sandy Oliver's inaugural professorial lecture delivered at the end of the first year,²⁸ and into a blog for NCCPE.²⁹

Box 4: Public engagement with academic research

Outsiders bring

(a) independence for oversight

(b) experiential knowledge for designing studies

²⁷ www.vitae.ac.uk/CMS/files/upload/Vitae-The_engaging_researcher_2010.pdf

²⁸ www.ioe.ac.uk/about/88582.html

²⁹ www.publicengagement.ac.uk/blog/public-engagement-with-research-making-sense-diversity

(c) practical and problem solving skills for data collection and analysis, and (d) an inquiring mind for research informed citizenship. (Oliver 2013) ³⁰
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This raised profile of public engagement with research among doctoral students, and Sandy Oliver's work, led in the second year to the Faculty Postgraduate Director convening a session on this topic for students.

In the third year, there was even greater interest in public engagement with research. The MPhil/PhD Programme Leader introduced Sandy Oliver to Leila Baker, the Head of Research at the Institute for Voluntary Action Research (IVAR) with the intention of designing a short course within the doctoral school co-led to offer perspectives on research from inside and outside academia. The text advertising this course is in Box 5. Feedback from students confirmed that the balance between theory and 'real life' examples worked and they appreciated the different perspectives offered.

I have worked as a trustee, volunteer, practitioner and researcher in the voluntary and community sector since I turned 18 [first]... as a volunteer and... so began a career of long fascination with the use and usability of research through a marriage of academic theory and practitioner experience.

My first experience of teaching doctorate students at the Institute showed me that - if one's primary motivation is the usefulness and usability of research - it is worth showing up to teach these students because they bring a wealth of personal and professional experience to bear on the issues that interest them and are capable and keen to assimilate new thinking about public engagement in research and have an appetite for fresh thinking about the kinds of relationships that are necessary collaborative working and co-production with those beyond the university.

Leila Baker, Head of Research, Institute for Voluntary Action Research

The course is timetabled to run next year with an emphasis on addressing students' agendas.

³⁰ Oliver S (2013) Research for All. Inaugural professorial lecture. Institute of Education, University of London.

Box 5: Advert for: Research beyond the university – thinking about impact, public engagement and commissioning bodies

Two x 2 hour sessions

Tutors: Sandy Oliver (IOE) and Leila Baker (IVAR)

This course explores ways in which social and educational research might involve, respond to, and potentially influence the concerns of policy makers, professionals, learners and service users. Both as practitioners keen to produce research that is of benefit to non-academics, and as professional researchers seeking employment in a context that increasingly demands evidence of 'impact', we need to consider different ways we might engage others in all stages of the research process.

By looking at a series of contrasting case studies of projects carried out both in universities and in the voluntary sector, this course will explore the issues that emerge when we engage and respond to interests beyond those of the individual researcher. Cases will include projects that involve participants from the outset, projects that combine researcher analysis with feedback to and development of participants, and projects responding to the needs of a commissioning body or organization.

Issues discussed will include:

- What are the purposes of seeking external engagement in research?
- Who will benefit from participation in the research process?
- How might participation in the research process shift the objectives and methods of the research?
- Is it necessary and/or desirable to adapt our aims and approaches to fit in with the aims and approaches of participants or commissioning bodies?

The Director's Award for Public Engagement with Research

Throughout the three years the Catalyst team took the approach of highlighting opportunities and sharing 'know-how' about public engagement with research. The story of the Director's Award for Public Engagement with Research illustrates this well. The Catalyst team learnt about such awards from Catalyst meetings convened by NCCPE. As the Director already offered annual awards for excellence in other areas (research, teaching and administration), there was a clear opportunity for also rewarding public engagement with research. A request from Aberdeen University for volunteers to comment on nominations for their own award provided an opportunity to learn how such an award could be designed and judged. Once the Catalyst team had developed criteria based on the experience of working with Aberdeen University (see box 6), the Directorate advertised and judged the award using systems established for all the Director's Awards.

Box 6: Director's Award for Excellence in Public Engagement with Research

The award will be given to the member of staff or team the Director and senior colleagues consider has made the most exceptional and sustained contribution to the life and work of the IOE through furthering public engagement with our research.

The Director will be looking for evidence of success in one or more of the following areas over the past year:

- innovative approaches to working with policy makers, practitioners and/or the wider public for them to influence what research is done, or how;
- public engagement with research as a two-way process involving interaction, listening and mutual learning;
- support for public engagement with research findings to influence policy, practice or personal lives.

Winners and nominees were subsequently presented their work at one of the monthly public engagement network meetings, so learning was spread further.

A visible expression of a public engagement culture

The Marketing and Communications team supported our project by adding a home page tab 'Engage with IOE' to the IOE's website and by developing a new section of the website on public engagement. This section now expresses a corporate commitment to engaging the public with the IOE broadly and with its research in particular.

The top *Engage with IOE* page invites practitioner and public engagement with teaching and facilities as well as with research. It includes invitations to:

- engage virtually through social media and the research news bulletin
- step inside for the library, café, regular events and the annual London Festival of Education, or hire a central London venue
- enter into a school-IOE partnership.

The pages focusing specifically on public engagement with research invite others to share ideas, form research partnerships, follow good practice, and learn about engagement. The Good Practice page presents ten recent examples of how IOE research teams have collaborated with the public and links to other sources of support and learning, including the NCCPE website and the ESRC's Impact Toolkit. The @IOE_Engagement Twitter feed provides a link to communications from outside the IOE and other IOE project webpages encourage their readers to visit (e.g. the IOE Research and Development Network).³¹

³¹ <http://www.ioe-rdnetwork.com/other-events.html>.

The IOE Blog³² was launched April 2012, and has proved very successful in attracting followers and coverage through social media and the broadsheet press. To date it has received 240,000+ views. It currently has over 950 followers (+16,545 followers via Twitter), from over 180 different countries. The blog is followed by teachers, school leaders, policy-makers, academics and a range of other educationists such as those in museums, special needs, youth work and early years. Its posts are regularly re-blogged (including on The Conversation), 'favourited' and re-tweeted by opinion formers. Posts are also referenced in news stories (e.g. TES, Guardian, Financial Times). Blog pieces by the IOE Director in particular often get picked up and lead to further coverage (e.g. the recent blog on grammar schools led to an interview on the Today Programme). A feed from the IOE blog was added to the home page of the IOE website in May 2015); we will monitor the impact of this on follower/page view numbers. The @IOE_Engagement Twitter account, set up as part of CATALYST with support from the Communications team, has over 400 followers. Tweets about IOE public engagement network events, and resources from within and outside the IOE, have averaged over a thousand impressions per month.

Research News launched January 2014 as a bi-monthly e-bulletin designed to target policy-related audiences. The original circulation list of around 500 has grown to over 900 through individuals asking to be added. It is proving popular with teachers and researchers as well as policy-makers. The e-bulletin was launched in response to a 2013 stakeholder audit, which found that there was a demand for a communication that provided a sense of the IOE's research activity in the round, headline findings, and a 'heads-up' on new research. The principal objective, therefore, is to give people a regular 'at a glance' update across the IOE's research activity.

Staff are also supported in developing their own communications and marketing skills through regular staff development sessions on writing for non-academic audiences, especially blogs and through regular staff development sessions on engaging policy audiences with research findings.

³² <https://ioelondonblog.wordpress.com/>.

Appendix 3: Impact

The Catalyst team worked to influence strategic priorities and to provide practical support for public engagement with research.

Efforts to influence strategic priorities effected lasting change in responsibilities and procedures for supporting public engagement with research, as described below.

Strategic activities		Evidence of change	Recommendations
Objective 1) Strategic commitment for public engagement more directly focused on research, not only public engagement in HEI facilities and events more widely			
Embedding public engagement within organisational plans	<p>Working closely with the Head of Policy and Public Affairs during the development of the IOE Strategic Plan and raised awareness of public engagement with research with other managers.</p> <p>Working with the Research Impact Support Group from the point of developing the Catalyst proposal.</p>	<p>Commitment public engagement with research is expressed in:</p> <ul style="list-style-type: none"> • <i>IOE Strategic Plan (2012-2017)</i> • <i>Human Resources Strategic Plan</i> • <i>IOE International Strategic Plan</i> • <i>Research Impact Support Group terms of reference (2014)</i> 	<p>For HEIs</p> <p>To make the most of expressed commitment Catalyst teams should either work with departments as they implement their strategies, or seed new enthusiasts within those departments to sustain the commitment, or both.</p>
Allocation of Strategic funding to support public engagement	<p>Catalyst team getting to know their counterparts in UCL's Public Engagement Unit and identifying opportunities to work together.</p> <p>Close working across local IOE teams and these UCL colleagues. UCL colleagues networking with the Research Impact Support Group and colleagues across IOE.</p>	<p>Strategic investment is now via central UCL structures, which supports for each school a Public Engagement Officer and a Research Impact Officer, as well as the more general support provided through, for example, UCL Public Policy.</p> <p>Research and Consultancy Services is now the point of liaison with UCL Public Engagement and Research</p>	<p>For IOE</p> <p>Encourage IOE colleagues' engagement with UCL-wide public engagement support.</p>

Strategic activities		Evidence of change	Recommendations
	Galvanising national and international interest in a journal that will give a high profile to public engagement with research and to IOE and IOE Press in this area.	Impact colleagues. IOE has allocated funding to support the production costs of the journal, including the appointment of a managing editor.	
Developing sustainable structures for culture of public engagement with research	Working with Research and Consultancy Services in the last months of the project to identify their areas of responsibility that can accommodate activities undertaken by the Catalyst team. Working with Communications and Marketing over three years to develop web based materials advocating public engagement with research.	Alongside its responsibilities for recording research impact, Research and Consultancy Services (RCS) have taken responsibility for supporting researchers with developing pathways to impact and by convening monthly network meetings. The Communications and Marketing team has taken responsibility for maintaining content on the web pages and intranet.	For HEIs Catalyst teams may work better with a mix of research and professional staff.
Integration of public engagement into core research activities of HEIs, including measuring quality and impact of public engagement with research activities	Working with the Research, Consultancy and Knowledge transfer committee and the Research Impact Support Group to encourage public engagement with research.	A new departmental structure for research leadership includes research impact and public engagement.	
Development of strategic partnerships and collaborations with external stakeholders	Working with IOE Press and NCCPE to develop an open access journal about public engagement with research across academic disciplines. Discussing with Research and Consultancy Services (RCS) the links	The forthcoming international journal, <i>Research for All: Universities and Society</i> was announced at the C ² UExpo conference in Ottawa in May 2015. Recognition of RCS being well placed to raise the profile of public engagement	

Strategic activities		Evidence of change	Recommendations
	between the aims of Catalyst and the professional development framework of the Association of Research Managers and Administrators.	within the wider ARMA community – particularly with the professional development network and access to future ARMA training events for research support professionals.	
Objective 2) People holding senior leadership positions expressing this commitment more strongly			
Communication about public engagement	<p>Working with the Senior Leadership Team to design the Director’s Award for Excellence in Public Engagement with Research.</p> <p>Working with Marketing and Communications to create external webpages inviting others to share ideas, form research partnerships, follow good practice, and learn about engagement, e.g. through supplying case studies of public engagement in research at the IOE.</p> <p>Tweeting about IOE public engagement network events, and resources from within and outside the IOE.</p>	<p>The Director awarded a prize for public engagement in 2014 and 2015. Twice he has blogged explicitly about the importance of public engagement with research.</p> <p>Regular mentions of public engagement/impact in the monthly Director’s Message all staff emails.</p> <p>@IOE_Engagement has over 400 followers. Tweets have averaged over a thousand impressions per month.</p>	
Provision of opportunities for researchers to engage with the public	<p>Creating the ‘Ask a Professor’ audio blog which showcases the expertise of researchers at IOE who respond to questions from the public.</p> <p>Convening an IOE conference that brought together researchers from the IOE with a range of practitioners, policy-makers and end-research</p>	<p>16 academics engaging with the public on the Ask a Professor audioblog.</p> <p>It has attracted 1,290 visits and the IOE’s 18,000 Twitter followers are alerted each time we add a new post.</p> <p>The IOE Director and other senior staff spoke about public engagement with research. It was also valuable for</p>	

Strategic activities		Evidence of change	Recommendations
	users to share their experiences of engaging with research, improve engagement skills and develop future collaborations.	researchers as new connections were made across IOE and it raised the profile of public engagement across the institute as a whole.	
Objective 3) Raised awareness and increased opportunities for reward and recognition in this area amongst IOE staff			
Recognising public engagement with research in rewards and promotions criteria	<p>The Catalyst team learnt about competitive awards by volunteering a panel member for judging the University of Aberdeen's awards.</p> <p>The Catalyst team worked with Human Resources to include public engagement activities as legitimate examples of work to support promotion applications.</p>	<p>Prizes awarded to: Centre for Research into Autism Education (year 2); and Karen Edge for work with Action Aid, and the Communications team within the Centre for Longitudinal Studies (year 3).</p> <p>Criteria for promotion were amended in time for promotion round at the end of 2014 (year 3).</p>	<p>For IOE</p> <p>Encourage IOE colleagues to engage with UCL-wide public engagement awards.</p> <p>For HEIs</p> <p>Highlight nominees for the award as well as prize winners.</p> <p>Develop web case studies/staff development sessions on the work of successful entries/nominees.</p> <p>As promotion criteria are necessarily concise, aim to provide complementary guidance that includes illustrative examples of public engagement in action and text outlining task or job specifications.</p>

Efforts to provide practical support for public engagement with research influenced individuals, as described below.

Support activities		Evidence of change	Recommendations
Objective 4) a shared enthusiasm for public engagement and innovation in activities across IOE			
Build capacity for public engagement through networks	Convening monthly public engagement network meetings to provide opportunities for IOE staff and research partners in and outside of IOE to discuss their research engagement activities in a friendly, informal space.	24 monthly meetings, each attracting a different audience of up to 12 staff, external colleagues and visitors. A range of external and internal partners offered presentations, such as engaging with libraries and archives to working with NGOs.	
Objective 5) A body of staff and students who feel knowledgeable and supported in their public engagement work;			
Practical Support for Public Engagement with Research	One to one mentoring for researchers preparing pathways to impact plans to accompany research proposals.	Of 12 proposals supported, six were funded. Participants in our training sessions commented on the quality of the arguments and general writing skills exhibited in pathways to impact sections from successful bids. Peer reviewers provided positive feedback to funders. Pathways to impact from successful bids are now annotated, available on the intranet and used by Research and Consultancy Services to support researchers preparing new bids.	For HEIs Support for researchers for this aspect of public engagement needs to go beyond exchange of knowledge about potential aims, strategies and publics to the practicalities of how they communicate in different spheres.
Web based support	Working with individual researchers and Communications and Marketing to populate the Engage with IOE web pages.	The Good Practice IOE public engagement webpage presents ten recent examples of how IOE research teams have collaborated with the public.	

Support activities		Evidence of change	Recommendations
	Working with the Research Ethics Committee to emphasise public engagement with research	Addition of guidance on participatory research and public engagement within the IOE's Research Ethics guidance materials.	
Training provision	<p>Offered training sessions for early career researchers as part of the Staff Development Programme, and to small groups of researchers with shared interests (e.g. in research centres or through the Research Staff Association).</p> <p>Made opportunities for professional staff to learn more about the activities of the team, e.g. through the Research Impact Support Group and Research Support Network.</p> <p>Offered IOE staff places on the online IOE Masters-level course 'Participative Research and Policy (PRP)' in Spring 2013 (now Research Engagement, Participation and Impact).</p>	<p>All the sessions offered through staff development were cancelled due to lack of take up, a common experience for central training offers at IOE. Sessions offered to small groups of researchers in their centres were more successful. One hour sessions welcomed by (number of new contacts with Catalyst project):</p> <ul style="list-style-type: none"> • Language in Education Special Interest Group (8) • Research Staff Association (7) • Social Science Research Unit (2) • Thomas Coram Research Unit (4) • CLOSER (Cohort and Longitudinal Studies Enhancement Resources) project (4+ UCL visitors) • Adult Language, Literacy and Numeracy Special Interest Group (7) • Research Support Network (6) • London Centre for Leadership in Learning (14). 	<p>For HEIs</p> <p>There is a need for multiple fora for learning (both within and across discipline, subject and professional groups of researchers) and scope for learning both face to face and online, even when researchers work within the same campus. This flexibility will allow participants to choose events or resources to suit their preferences for time and style of learning.</p>

Support activities		Evidence of change	Recommendations
		<p>Eight such sessions spread over the project's run reached an average of six new staff members each time. The feedback was broadly appreciative.</p> <p>The online course reached a further seven staff members who learned through completing individual and group tasks over several weeks.</p>	
Objective 6) Contributions to discussions and publications organised by the NCCPE and the wider HE community.			
Offering advice to other HEIs	<p>Led a session at St Mary's University, Twickenham, about the importance of public engagement for their research and enterprise awayday (June 2014).</p> <p>Provided a panel member to judge Public Engagement Awards at the University of Aberdeen.</p> <p>Communicated clear messages about the purpose and value of public engagement to universities and society more widely.</p>	<p>Learning accrued from working with University of Aberdeen was used to design the Director's Award at IOE.</p> <p>Public engagement increasingly portrayed in ways to attract academic interest, as a legitimate focus of academic papers and an academic journal.</p>	

Appendix 4: Pathways to Impact – annotated cases from selected successful funding bids [Excerpts]

This document contains selected sections from four successful bids to UK research councils.

We would like to thank each Principal Investigator and colleagues for offering up their materials to be looked at and shared in this way. The material has been offered in confidence for use among IOE staff.

The material from each of these research proposals has been annotated. With this annotation we have tried to identify the arguments used by applicants that present how they see research impact happening, which different kinds of impact they are aiming for, and how they plan for the project to engage different kinds of users and beneficiaries so as to help ensure impact. Further details of each project are available via the RCUK's Gateway to Research <http://gtr.rcuk.ac.uk/> or via the Individual Funding body's webpages.

There is an index to the four cases on the next page which may help you navigate the different cases, but each case is also designed to be read as a separate document. While we have attempted to select four research projects that differ – for example in terms of funding body, academic disciplines and research design - we are not able to say how representative these cases are of successful bids more generally.

If you have any comments or questions about the annotation in the cases please let us know. For up to date information about public engagement in research and research impact please visit the webpages of individual funders. To keep in touch with public engagement initiatives at the Institute of Education, see the IOE Intranet and IOE webpages ('engage with us'), or follow @IOE_Engagement on Twitter.

Rebecca Rees and Kate Hinds, for the IOE's RCUK CATALYST Project,

Social Science Research Unit,

UCL Institute of Education,

May 2015

Overview - Look out in the following cases for where ✓ we have identified the following:

	1. Bridging the structure/ agency divide	2. Young Global City Leaders	3. The Redress of the Past	4. Mobile Learning Intervention
Themes seen in arguments about impact				
Specification of beneficiaries	✓	✓	✓	✓
Causal Chains	✓			
Problem and solution juxtapositions	✓			
Concise summary		✓		✓
Why these researchers?	✓	✓	✓	
Clarifying impact	✓		✓	
Relevance	✓	✓	✓	✓
Contribution to the funder's agenda	✓	✓		✓
Novelty	✓	✓	✓	✓
Impact activities			✓	✓
Dissemination		✓	✓	✓
Why these partners?			✓	✓
Cohesiveness				✓
Different kinds of impact*				
Improving health and well-being	✓			✓
Wealth creation, economic prosperity and regeneration	✓			
Enhancing the research capacity, knowledge and skills of public, private and third sector organisations	✓	✓	✓	✓
Changing organisational culture and practices		✓		✓
Enhancing the effectiveness and sustainability of organisations including public services and businesses	✓	✓		✓
Attracting R&D investment				
Improving social welfare, social cohesion and/or national security	✓			
Commercialisation and exploitation			✓	✓
Enhancing cultural enrichment and quality of life			✓	
Environmental sustainability, protection and impact				
Evidence based policy-making and influencing public policies	✓	✓		✓
Increasing public engagement with research and related societal issues	✓		✓	

* Economic and Societal Impact Categories as used by Research Councils UK <http://www.rcuk.ac.uk/>

Case 1. Bridging the Structure/Agency Divide: Interdisciplinary Approaches to Disadvantage and Education

With thanks to PI Tamara Bibby, UCL Institute of Education and Professor Ruth Lupton, Manchester University. This project was awarded £30,303 by the ESRC for the period September 2013 - August 2016.

Overview

This project consists almost entirely of what the RCUK would call impact activities. The PI describes a series of events that invite people with varied perspectives on education to engage with each other and with materials produced for and by the events.

The research team will hold a series of seminars for educational practitioners and policy makers and other opinion formers, preceded by two extended workshops to identify issues for discussion. Outputs include two books produced from these events, along with a website that presents resources and encourages input from people not at the project's events.

Lessons from this Pathway

This pathway has been analyzed to develop some themes that are useful in constructing an argument for use in funding proposals and specifically for pathways to impact. We have reproduced two sections from this successful proposal, the project summary and the pathways to impact so you can see the full argument. Parts of the text are highlighted and have been commented on so that you can see how these strategies have been used in this pathway. Text describing possible impacts has been highlighted in bold³³. The commentary is organized under the themes below. These strategies can be drawn on in the development of your own pathway.

1. Specification of beneficiaries – it is easier to justify impacts if you specify and prioritise your beneficiaries.
2. Causal chains – spell out your arguments for your impact pathways
3. Problem and solution juxtapositions – explain what the problem is and follow this with your solution, preferably in the opening paragraphs of your proposal.
4. Why these researchers? Add in the specific skills and networks of the lead researchers.
5. Clarifying 'impact' – define the impact your project is going to make.
6. Contribution to the funder's agenda – have the concerns and mission of the funder in your mind as you write your proposal.
7. Relevance – make as many connections as you can to current policy and practice concerns.
8. Novelty – it is valuable to emphasise any innovation and change that your project will bring to practice and policy.

³³ For different types of Economic and Societal Impact see Research Councils UK <http://www.rcuk.ac.uk/>.

Project Summary

Bridging the Structure/Agency Divide: Interdisciplinary Approaches to Disadvantage and Education

Text in the proposal	Commentary
<p>Political and academic efforts to break links between disadvantage and educational success in the UK are characterised by a long-standing impasse between those who emphasise the importance of economic and social structure and those who emphasise the agency of teachers and school leaders to make a difference. In general, policy and practice have tended to be informed by 'agency' arguments, with recent years seeing an increasing reliance on identifying 'what works': specific controlled class or school-level interventions whose effects are quantified. Other forms of social scientific knowledge about the psychological, social, institutional, political and economic structures and processes that shape practice and outcomes, and that may mean interventions 'work' differently in different places, have been less influential in policy and less well promoted as a basis for practice. This is partly because such knowledge leads less readily to 'solutions', making structure/agency relationships complex, and partly because it comes from many different disciplines, and so is rarely brought together in accessible, practice-orientated forms. Links between different kinds of social scientists, and between social science, policy and practice are much weaker than they should or could be.</p> <p>In a direct attempt to address these problems, this seminar series will bring together scholars from different disciplines, and from within and outside the field of education, to address the real concerns of practitioners in disadvantaged schools. We intend in-depth interdisciplinary conversation, with the goal not only of taking academic debates and research agendas to a more productive collaborative level, but of providing accessible theoretical social-scientific resources for teachers and other education practitioners. The outputs produced will complement the 'what works' evidence currently being promoted, by helping practitioners to understand and explain the structures and processes that shape learning moments such that 'what works' in one school or classroom might 'work' less well or differently in another, or be capable or incapable of scaling up.</p>	<p>Problems and Solutions Juxtapositions / Relevance</p> <p>This is an important opening argument as it makes the case for the seminars by locating the problem in current policy – thus increasing the seminars relevance for policy and practice and suggesting that the seminars will fill the gap that the problem identified. In the second paragraph, they use the phrase 'what works' to appeal to a policy audience</p> <p>Specification of beneficiaries</p> <p>This identifies a particular type of practitioner (those in disadvantaged schools). This is important, given the nature of the seminars. To include this early suggests appropriate targeting.</p>

We start with two extended workshops, one with practitioners, to identify key concerns and develop case studies and vignettes, and one with leading UK and international scholars in education, to identify the major theoretical perspectives within the field and how they relate, and to identify work outside education that could provide fresh understanding. These workshops will lead to a book aimed at practitioners, presenting both practitioner case studies and academic arguments e.g "Key thinkers on disadvantage and education". We then plan five one-day

seminars for a wider group of academics, students and practitioners. Each will focus on one aspect of the practitioner-generated case study material, bringing to it a synthesis paper from the first academic workshop, and three new papers bringing different theoretical perspectives from within and outside education to bring new understandings and challenge. These will result in a second book e.g. "Disadvantage and education: new perspectives", and to a collection of web-based resources for use by practitioners and in continuing professional development. The final stage will be a launch of these outputs to a wider constituency of policymakers, practitioners and researchers including those in the 'what works' paradigm.

Text in the proposal	Commentary
<p>The immediate beneficiaries of these seminars will be practitioners: teachers looking for resources to help them to spend the pupil premium and narrow educational gaps, and those working towards advanced professional qualifications (including teachers and headteachers, educational psychologists and social workers).</p>	<p>Specification of beneficiaries</p> <p>This is an example of how the seminar will address the needs of specific groups of beneficiaries. It increases our understanding of the aims of the project.</p>

The books and web-based case study materials will provide them with wider and deeper understandings of the problems of disadvantage and education, and different ways to think about how to change their own practice or make the case for changes in policy and funding.

Text in the proposal	Commentary
<p>These will principally be aimed at UK users although our experience suggests that the issues that the materials will address are internationally recognised and there is considerable international use of UK-based literature and resources. International use can be promoted by the international contributors to the series.</p> <p>Another key audience will be UK policy-makers and opinion formers, including politicians, civil servants, lobby groups and think tanks, concerned with what to do about the problem of links between disadvantage and educational success.</p>	<p>Relevance</p> <p>The author makes the point about the international relevance of the seminar series through the easily accessed study materials – they are not proposing they do anything extra but they are implying that there is a wide interest in the topic.</p> <p>The second paragraph enumerates the different types of UK audience.</p>

Through its impacts on practitioners and on policy-makers this work is ultimately designed **to improve educational experiences and outcomes for disadvantaged children in the UK, thus enhancing their well-being and life chances, and contributing to the UK's goal of having a better educated and more globally competitive**

workforce and greater educational equity. The effectiveness of state-maintained schools and of educational policy will be enhanced. Realistically, this will not happen overnight.

Text in the proposal	Commentary
<p>The seminars will aim to shift the ways we think about educational disadvantage and how to tackle it, such that in ten years' time the dominant paradigm will be one that incorporates different kinds of social scientific knowledge, leading scholars from different disciplines to engage actively with each other and with policy and practice. The discursive framing of problem and solution will begin to change, in academic journals, teacher training and professional development, and in policy conversations. This seminar series is well designed and well placed to start this process.</p>	<p>Causal Chains / Novelty in Policy and Practice</p> <p>Here the authors set out an imagined change process and places the seminars at the start of the process. They state clearly the aim of the seminar, the part they intend to play in shifting thinking and then go on to say what effect that shift will have on more practical concerns such as teacher training. They do not promise that they will do this all in the time of the seminar series but stress the series is the start of the process – suggesting innovation and change (always attractive to funders).</p>

Pathways to Impact

Bridging the Structure/Agency Divide:

Interdisciplinary Approaches to Disadvantage and Education

Text in the proposal	Commentary
<p>The seminar series will have significant impacts for both practitioners and academics. For teachers looking for resources to help them to spend the pupil premium and narrow educational gaps, and those working towards advanced professional qualifications (including teachers and headteachers, educational psychologists and social workers), the series will provide wider and deeper understandings of the problems of disadvantage and education that they confront, and different ways to think about how to change their own practice or make the case for changes in policy and funding. For academics located on either side of the structure/agency divide, the series will give them opportunities to read, and have their work read, alongside that of others,</p>	<p>Specification of beneficiaries/ Problem and Solution Juxtaposition</p> <p>Here the authors have identified two types of beneficiary, their specific needs and how</p>

enabling them to explore theoretical and intellectual synergies and to develop more nuanced understandings of those aspects of education and disadvantage that concern them.	the seminars will help them.
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Text in the proposal	Commentary
A key feature of the series is that it will be shaped around the concerns of practitioners as indicated in the initial workshop. This will ensure that its messages have practical as well as theoretical relevance. The outputs from the series are also designed with practitioners in mind: two accessible edited collections and a series of web-based papers, conversations and case studies. Their impact will be greater than for normal academic books because they are clearly rooted in and responding to current professional concerns. Moreover, many of the participants in the seminars will be educational practitioners or academics involved in teacher education. They will be able to trial, refine and subsequently market any materials produced and to feed back into the seminar series their findings from making use of theoretical and/or practical tools.	<p>Novelty in Practice or Policy</p> <p>This is a paragraph that emphasises the practical outcomes from the seminar series. The final sentence suggests that the series will break down the barriers between academics and practitioners.</p>

The following strategies are in place to ensure that the outputs have the maximum reach among education professionals:

- An immediate impact will be the feedback of discussions and findings into teaching and seminars within education programmes associated with the series (through practitioners' and lecturers' core participation and attendance).

Text in the proposal	Commentary
<p>A project website will enable the continuation of conversations beyond the confines of the actual seminars and will enable others to access discussions. Promotion of the website and the practitioner resources will be through a range of mechanisms including: Our own email signature and contact networks; the British Educational Research Association (direct email to members, a paper and flyer at the practitioner conference); our own and participants networks and contacts with teachers, other educational practitioners and local authorities, for example: Practitioners undertaking doctorates, masters or other professional development at the respective institutions</p> <p>A 'Coalition of Research' teaching schools working with the Centre for Equity in Education</p> <p>Local authority contacts: for example IOE has a senior professor responsible for links with London stakeholders including the London Education Research network and local authorities. The Centre for Equity in Education, Manchester, has worked on the Calderdale Challenge, including an ESRC CASE studentship and is currently working on the Leeds Challenge involving leadership of a school-community strand of work across the authority.</p> <p>[Continued overleaf]</p> <p>Charities: The Centre for Equity in Education is currently working with Save the Children UK to develop an English variant of the US Promise</p>	<p>Why these researchers?</p> <p>The authors recognise that the provision of a website is not enough in itself so they have outlined how they will promote the website. They have named all their relevant contacts and networks. This is also an opportunity to represent the proposers of the series as well connected and therefore the right people to do the job.</p>

<p>Neighborhoods programme, with three pilot zones to begin work in September 2013.</p> <p>The Centre for Equity in Education publishes a series of widely-distributed annual reports presented at the North of England Education conference</p> <p>Other individual contacts. Dr Bibby is particularly well connected to networks of teachers and teacher educators. Being based at the Institute of Education in London, she teaches teachers, training teachers and teaching assistants at all levels from Foundation Degree, BEd and Masters through to Doctoral levels. She has worked with groups of teachers in schools and is a member of 'student voice' networks. She provides teaching and dissertation support to the Caspari Foundation which trains Educational Psychotherapists for work in schools and CAMS settings. Dr Lupton is academic consultant to the Leeds Leading Learning Programme, a professional development programme for teachers working in disadvantaged schools.</p> <p>The media: All applicants are located in institutions with media liaison and will be able to make use of these to target professional publications such as the TES and other professional journals.</p> <p>The book publishers' own mechanisms.</p>	
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We anticipate that, as the books and other resources become more widely known, they will start to be used in initial teacher training, having a broader reach.

Another key audience will be UK policy-makers and opinion formers, including politicians, civil servants, lobby groups, think tanks and large private sector education providers such as Pearson, concerned with what to do about the problem of links between disadvantage and educational success.

Text in the proposal	Commentary
<p>Through contact with these kinds of audience, the seminars will aim to shift the ways that members of this policy elite think about educational disadvantage and how to tackle it, such that in ten years time the dominant paradigm will be one that incorporates different kinds of social scientific knowledge and makes better connections between theory and practice. Here we are aiming at conceptual impact rather than immediate instrumental impact.</p>	<p>Clarifying 'Impact'</p> <p>Here they are repeating the aims of the series and defining the impact as conceptual rather than instrumental – whilst at the same time hinting, by using the word 'immediate' that there will be instrumental impacts in the future as a result of the series.</p>

Text in the proposal	Commentary
<p>The proposers are well connected in these areas – Dr Lupton has had a number of advisory roles for these kinds of organisations (for example to the Education and Skills Select Committee) and given evidence recently to related enquiries such as the Mayor of London's education inquiry and on the educational aspects of the Centre for Social Justice's enquiry into</p>	<p>Why these researchers?</p> <p>More promotion of the proposers, this time emphasising their relationship with the</p>

<p>‘Breakthrough Britain’. She advised the Joseph Rowntree Foundation on their education and poverty research programme, and was consulted by the RSA on their areabased curriculum project, and by Ofsted on their work on access and achievement in urban education. She also organised a policy-oriented seminar in London in connection with a previous ESRC seminar series (area-based initiatives in education) which was well attended by representatives of think tanks, charities, local authorities, school federations and so on.</p> <p>Professor Raffo has had advisory roles for the Equality and Human Rights Commission is connected with a number of local authorities through work at the Centre for Equity in Education. He also assisted the City of Edinburgh Council's Scrutiny Panel for social justice to review the effectiveness of the contribution of its education services to addressing social exclusion/poverty/regeneration.</p>	<p>policy world which they hope to influence through the series. So although they don't claim that the series will directly change policy, they are saying that with these two academics as the leads, there will be some access to policy circles. The ideas from the series will be passed on to influential others.</p>
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These contacts and others will form the basis for a contact list which will be drawn up at the first workshop. We will invite all those on the list to visit our website and register for regular updates about the project, as well as to our final launch event. Following that event we will also seek specific briefing meetings with key groups and individuals, as well as opportunities to speak at their events, to offer bespoke seminars or to provide case study resources for their websites, for example DfE, Sutton Trust and EEF, Ofsted, new school providers and the the National College for School Leadership.

We will seek to utilise all the institutional resources at our disposal to maximise impact of the work. For example, CASE has new Knowledge Exchange programme with resources for tools like ‘talking heads videos’ and eye catching visualisations, as well as dissemination via the blog and twitterspheres. These may be particularly appropriate for this kind of project where the idea is to shift thought possibilities rather than to convey ‘results’ in a more conventional way.

As we indicate in our impact summary, the initial workshop and the subsequent seminars involve key international scholars in unusual inter-disciplinary work. This will result in conceptual shifts and an increase in knowledge and capacity for cross disciplinary thinking. This will be reflected in the books produced and by academic papers for publication in journals and presentation at conferences. As cross-disciplinary papers can be difficult to locate in journals we will also seek to generate special issues for targeted journals.

Text in the proposal	Commentary
<p>Capacity building in academia and practice is a key goal. The cross-institutional and cross-disciplinary work offers the potential for attracting new students to doctoral work and it is our expectation that some of the professionals attached to the seminar series will want to continue their studies. We anticipate that at least two ESRC studentship applications will emerge in relation to this work.</p>	<p>Contribution to the Funder's Agenda</p> <p>This is a tangible outcome for the ESRC, tasked with the promotion of social science.</p>

By offering bursaries to for doctoral students, and opportunities to engage in published ‘conversations’ via the website, we will create opportunities for junior researchers to engage with more established colleagues and to experience work in cross-disciplinary environments.

Case 2. Young Global City Leaders: Building an evidence base in London, New York and Toronto to support the next generation

With thanks to PI Karen Edge, UCL Institute of Education. This project was awarded just over £326,000 by the ESRC for the period August 2011 - December 2014.

Overview

One of this project's impact activities (a network of young educational leaders) is also one of its main outputs (the PI argues that such networks are currently lacking). This project is also highly collaborative, as an advisory group will help design project work from the outset

The research team will establish a network for young educational leaders in three large cities, London, Toronto and New York. At interactive conferences, near the project's end, varied stakeholders will have the opportunity, together, to consider the project's findings and influence its recommendations. Other outputs, available on the project's website, include papers and resources, programmes for young leaders.

The proposal starts with a brief summary of the project's main actors and impact activities. The summary emphasises immediate benefits and beneficiaries and structures its argument so that defined groups of beneficiaries are juxtaposed with the benefits they will accrue from the project. There is a brief listing of project outputs and impact activities (the annual networking events, and the interactive conferences to be held near the project's end).

Lessons from this Pathway

This pathway has been analyzed to develop some themes that are useful in constructing an argument for use in funding proposals and specifically for pathways to impact. We have reproduced two sections from this successful proposal, the project summary and the pathways to impact so you can see the full argument. Parts of the text are highlighted and have been commented on so that you can see how these strategies have been used in this pathway. Text describing possible impacts has been highlighted in bold³⁴. The commentary is organized under the themes below. These strategies can be drawn on in the development of your own pathway.

1. Specification of beneficiaries – it is easier to justify impacts if you specify and prioritise your beneficiaries.
2. Problem and solution juxtapositions – explain what the problem is and follow this with your solution, preferably in the opening paragraphs of your proposal.
3. Concise summary – organise your summaries around key ingredients, such as research questions, beneficiaries, activities and impacts.
4. Why these researchers? Add in the specific skills and networks of the lead researchers.
5. Relevance – make as many connections as you can to current policy and practice concerns.
6. Novelty – it is valuable to emphasise any innovation and change that your project will bring to practice and policy.
7. Impact activities – what will be done to ensure that potential beneficiaries have the opportunity to engage with the research?
8. Dissemination – it is useful to think about whether the way you disseminate might increase your impact.
9. Contribution to the funder's agenda – emphasize how this will contribute to the mission and concerns of the funder.

³⁴ For different types of Economic and Societal Impact see Research Councils UK <http://www.rcuk.ac.uk/>

Project Summary

Young Global City Leaders: Building an evidence base in London, New York and Toronto to support the next generation

Introduction

Text in the Proposal	Commentary
<p>Global Cities are internationally important sites of migration, diversity and innovation. London and other Global Cities are experiencing leadership shortages due to headteacher retirements and teacher disinterest in leadership roles. As a result younger than ever-leaders are taking up deputy and headteacher positions in city centres. This shift marks the entrance of a new generation of school leaders most of whom are from GenerationX (GenX), born between 1960-80. While GenXers are often described as flexible, globally engaged, technologically savvy, accepting of diversity and collaborative, there is little previous research related to age and leadership.</p>	<p>Problem and Solution Juxtaposition</p> <p>The opening paragraph sets out the problem – the changing generation of school leaders and our lack of knowledge about them – that this research will address.</p> <p>Relevance and Novelty</p> <p>The proposer emphasises the importance of this work by using words such as ‘global’ and ‘innovation’. Her language to describe the new leaders suggests excitement as well as change, choosing to use the term ‘GenXers’, a populist term, to describe this group.</p>

Our new ESRC-funded 3-year study explores the experience and expertise of this next generation of leaders. We will be working with city-based Advisory Groups, policy/practice experts and cohorts of 35-45 GenX leaders in each city for our annual Networking events. Annual leaders’ interviews will examine career development; challenges and opportunities; relationships between age, experience, gender, ethnicity, nationality and leadership; and school-level leadership practices.

Summary of activities

Text in the Proposal	Commentary
<p>To understand more about GenX school leaders, this study asks: 1) How have young leaders’ careers developed? 2) What opportunities and challenges do young leaders face in leading their schools? 3) Do young leaders perceive an intersection between their age, experience, gender, ethnicity, nationality and their leadership work? 4) How are young leaders leading their schools? This data will provide new evidence on this new</p>	<p>Concise Summary</p> <p>This is a good example of a concise summary as it includes key elements of the research proposal, namely:</p>

<p>generation of leaders to support policy makers, programme leaders and the leaders themselves in creating the best possible student outcomes.</p> <p>In each city, the research will also include:</p> <ul style="list-style-type: none"> • City-based demographic profiles. In each city, to understand who is leading schools, including their age, gender and ethnicity, we will work with partners to develop a demographic profile of leaders. • City-based policy and programme profiles. In each City, we will also develop local, state/province and national policies and programmes that influence and support young leaders in each city. • Young Global City Leader (YGCL) Networks. Young leaders often work on their own and do not have chances to learn from other young leaders. Our participating young leaders will be invited to network with each other and share their experiences at our annual network events. We have opportunities for 35-40 young leaders to join the network in each city. • Young Global City Leaders Interviews. Each year, we will interview a cohort of young leaders from our Networks. <p>We will share our findings via annual research reports, papers and resources for Local Authorities, support organisations, leaders and academics on our website. At the end of the project, we will host a conference in each city for interested policy makers, programme leaders, Local Authorities and other interested parties.</p>	<ol style="list-style-type: none"> 1. The research questions 2. The various beneficiaries 3. A breakdown of the research outputs 4. The dissemination strategy
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Pathways to Impact for

Young Global City Leaders: Building an evidence base in London, New York and Toronto to support the next generation

(Academic conferences are included in training budget and explanation)

National and local policy and leadership development programme beneficiaries

Text in the Proposal	Commentary
<p>The following groups will benefit from the research:</p> <ul style="list-style-type: none"> • National-level education policy-makers in the UK • Province/state-level policy-makers in Ontario, Canada • Local Authority/district-level policy-makers in London, Toronto and New York • Young leader development programme leaders • City-based Advisory and Engagement Panel members. 	<p>Specification of Beneficiaries</p> <p>The writer is clearly specifying each type of beneficiary taking into account the different level of policy makers in each country.</p>

Text in the Proposal	Commentary
<p>Policy, programme leader and district/Local Authority leaders will benefit by having evidence to:</p> <ul style="list-style-type: none"> • Create policies that provide the conditions to get the best work from young urban leaders • Inform their decision-making related to the recruitment, development and management of the next generation of educational leaders • Develop their understanding of patterns of how young leaders work, how they are approaching their careers and the types of rewards and incentives that keep them motivated • Make funding decisions related to development programmes for young leaders Understand new models of school improvement being generated by Young Global City Leaders • Benchmark themselves against other Global Cities. 	<p>Clarifying Impacts</p> <p>In this section, the proposer is clarifying the impacts the project will make for these particular beneficiaries. They have considered the relationship between policy makers and the young school leaders and how the outputs from the project can support their relationship.</p>

Track record of success

Text in the Proposal	Commentary
<p>Advisory groups. The Principal Investigator (PI) successfully managed a policy/practice Advisory Group for a two-year DFID-funded study. The Group comprised 15+ members, including DFID, British Council, DCSF, VSO, Link Community Development and other leading international development organisations. Participants engaged in research design, analysis, communication strategy development and a final policy conference.</p> <p>Policy/practice conference. The PI has hosted three interactive policy/practice conferences to explore research findings and create recommendations for policy and practice, including: 1) Co-hosted with funder (DFID): school partnerships conference in July 2007 with 100 attendees; 2) Co-hosted with DCSF: global dimension conference with 20 attendees; 3) Co-hosted with: DCSF/Joint International Unit: London-New York student research conference with 100+ attendees, including 70 students.</p>	<p>Impact Activities / Why these Researchers?</p> <p>These two paragraphs describe mechanisms for dialogue between researchers and others during the research. They also emphasise the policy and practice expertise of the PI, specifically in the organising of conferences. In her description of her expertise she is careful to mention the governmental departments, DFID and DCSF that she had a relationship with. In the conference descriptions, she describes the different audiences – schools, students – to underline the variety of experience that she brings.</p>

Methods and activities to communicate with and engage these groups

1. City-based Advisory and Engagement Panels (AEPs) (London, Toronto, New York)

will include up to 10 representatives from academia, national/local policy-makers, leadership development organisation leaders and young leaders. For example, in the UK, we anticipate the panel will comprise members from: DCSF, NCSL, TDA, Future Leaders, Borough leaders, practitioners and several leading academics.

Text in the Proposal	Commentary
<p>AEPs will guide and influence the design and dissemination strategy of the research to ensure it reflects their own data needs. The PI will ensure that the interests of each individual group are incorporated, without compromising the academic integrity of the research.</p>	<p>Impact Activities / Contribution to the Funder’s Agenda</p> <p>This describes how the project uses collaborative methods to set a research agenda. The PI is reassuring to the funder that the academic integrity of the project is paramount. This is an important consideration for a research council funder</p>

AEPs will meet annually, with two meetings scheduled for the final year. The final meetings will be held with the YGCL Networks where possible.

Advisory and Engagement Panel meetings: three-year costs £5,440.00

- London (3 meetings) = £1900.00 [catering £400 + travel to/in London £700 + room £800]
- Toronto (3 meetings) = £1540.00 [catering £300 + travel to/in Toronto £740 + room £500]
- New York (3 meetings) = £2000.00 [catering £560 + travel to/in New York £640 +room £800]

2. City-based policy conference. Half-day policy practice conference to build policy/practice recommendations from findings. Anticipated attendees include members of the AEP and Young Global City Leaders Network in each city plus additional invited guests. Three conferences: total cost = £5,000.

3. Professional and policy journal articles. No cost.

4. Individual meetings with policy leaders. No cost.

5. Seminars/workshops at all major policy/programme venues. No cost.

6. Practice resources for individuals, teams and organisations. No cost (built into reporting).

Young Global City Leaders

Text in the Proposal	Commentary
<p>The following groups will benefit from the research:</p> <ul style="list-style-type: none"> • City-based Young Global City Leader Network members • Young Global City Leaders • Teachers and leaders working with this generation of leaders. <p>Young Global City Leader beneficiaries will benefit by having evidence and opportunities to:</p> <ul style="list-style-type: none"> • Reflect on their own practice and experience • Inform their own career planning and development • Participate in an international study and work with colleagues from across their city (for Network members) • Understand new models of school improvement being generated by Young Global City Leaders • Benchmark themselves against other Young Global City Leaders. 	<p>Specification of the Beneficiaries</p> <p>Here the proposer describes a second group of beneficiaries and the particular benefits they will receive from engaging with this project.</p>

Young Global City Leader Networks.

The young leaders often do not have opportunities to network with other young leaders. The Young Global City Leader Networks are based in each city and will involve between 30–40 young leaders throughout the project. These Networks will engage leaders in: building a network of colleagues; supporting design of research tools; and developing advice for government and organisations. The engagement of this group is fully detailed within the Case for Support. The PI has a successful track record with this form of engagement, as demonstrated in the pilot study and upcoming young leaders event in June 2010 at the request of pilot participants.

Young Global City Leader Network meetings: three-year costs £5610.00

- London (3 events) = £1,800.00 [catering £750 +travel £450 + room £600]
- Toronto (3 events) = £1,650 [catering £900+ travel £150 + room £600]
- New York (3 events) = £2,160.00 [catering £1320 + travel £240 + room £600]

Case 3. The Redress of the Past: Historical Pageants in Britain 1905-2016

With thanks to Mark Freeman, UCL Institute of Education and PI Paul Readman, King's College London. This project was awarded £777,581 by the AHRC for the period November 2013 - October 2016.

Overview

This project is studying an area of local history which is itself characterised by public participation. The funder gave feedback at the time of funding that commended the project for the way it aimed to encourage members of the public interested in history, local history groups and the research team to co-produce resources and other outputs for others to then use.

These documents describe a series of events and an interactive website that aim to involve individual members of the public and local groups as well as the research team in recounting and exploring historical pageants in the UK.

The project summary describes the project's immediate beneficiaries as people interested in the history of communities and institutions, including school students. The benefit emphasised here fits the RCUK category 'enhanced cultural enrichment and quality of life'. The summary describes how an interactive database of historical pageants will be the main project impact mechanism and output, emphasising how individuals and history societies will be able to contribute their own materials to a website.

Lessons from this Pathway

This pathway has been analyzed to develop some themes that are useful in constructing an argument for use in funding proposals and specifically for pathways to impact. We have reproduced two sections from this successful proposal, the project summary and the pathways to impact so you can see the full argument. Parts of the text are highlighted and have been commented on so that you can see how these strategies have been used in this pathway. Text describing possible impacts has been highlighted in bold³⁵. The commentary is organized under the themes below. These strategies can be drawn on in the development of your own pathway.

1. Specification of beneficiaries – it is easier to justify impacts if you specify and prioritise your beneficiaries.
2. Why these researchers? Add in the specific skills and networks of the lead researchers.
3. Clarifying 'impact' – define the impact your project is going to make.
4. Contribution to the funder's agenda – have the concerns and mission of the funder in your mind as you write your proposal.
5. Relevance – make as many connections as you can to current policy and practice concerns.
6. Novelty – it is valuable to emphasise any innovation and change that your project will bring to practice and policy.
7. Impact activities – what will be done to ensure that potential beneficiaries have the opportunity to engage with the research?
8. Dissemination – describe how you will disseminate your research and make links to the ways different audiences access information.
9. Why these partners? – justify the partners you have chosen to work with.

³⁵ For different types of Economic and Societal Impact see Research Councils UK <http://www.rcuk.ac.uk/>

Project summary for

The Redress of the Past: Historical Pageants in Britain 1905-2016

Twentieth-century Britain was subject to regular bouts of 'pageant fever'. Communities of all sizes and character across England, Scotland and Wales staged theatrical re-enactments of events from local and national history with thousands of men, women and children involved as performers, organizers and spectators. This was national costume drama on a grand scale. Over the course of the twentieth century many hundreds of events were mounted by communities and institutions, ranging from small churches and village communities to large cities such as Liverpool and Manchester. In addition, institutions as diverse as the Army, the Church of England the Women's Co-operative Guild also staged historical pageants. The fever was especially intense at certain times, notably the Edwardian era, the 1930s and 1950s (encouraged by the Festival of Britain and the 1953 Coronation), but the tradition never fully died out and there were revivals in the 1970s and during the millennium celebrations. A distinctive feature of historical pageantry has been the involvement not only of communities but also of prominent individuals, such as G.K. Chesterton and G.M. Trevelyan.

Text in the Proposal	Commentary
<p>Drawing on oral and written evidence, this project is a landmark intervention. It will provide an authoritative treatment of a subject that has largely escaped academic scrutiny despite the rich insights that these apparently ephemeral events can give into popular understandings of the past. The project also offers key insights into the role of 'heritage' in leisure activities, the interaction between local, national and imperial identities, and the character of community life. Differences and similarities between the regions and nations of Britain, and continuities and changes over time, are central to the project and will be explored in depth. The comprehensive coverage of local events - based on geographically dispersed sources - will support, stimulate and publicize the activities of local historians and historical associations, and provide a useful resource for all those interested in the history of communities and institutions, including schools. It will recover the stories that communities and institutions told about themselves.</p>	<p>Novelty/Relevance</p> <p>The text suggests a lost history to mainstream academia, and how this project will recover it for many different publics. It suggests that the work has importance both for academia and for local communities, as well as saying something about our national identity. The importance of the project is underlined by words such as 'landmark' and authoritative.</p>

It will result in a comprehensive database of historical pageants, a monograph envisaged as the key book on the subject, and an edited volume of essays situating the British movement in its international context. Every historical pageant for which any significant record exists comes under the scope of the study and the interactive publicly-accessible resource at its centre.

Text in the Proposal	Commentary
<p>The website will include general commentary on the pageant movement, representative images of pageant-related ephemera, and oral testimonies from witnesses to historical pageants. It will allow interaction between the public and the project, enabling individual users and local history societies - some of whom will be actively involved in the project - to contribute their own memories and memorabilia. It will feature interactive maps, allowing users to locate pageant venues and to track the incidence of performances and themes over time. The website will be an important tool for historians, as well as scholars of literature and drama, historical geography and cultural studies. Through the database, these users will be able to access and process a vast body of information relating to the content, organization and experience of historical pageants, allowing the exploration of, for example, the evolving depiction of specific historical events and themes, the authorship of pageant scripts, and constructions of popular memory. The database will also encourage wider use of pageant-related archival holdings by academic and other users. The project will thus enhance academic and non-academic understandings of an important twentieth-century phenomenon, drawing together a remarkably rich collection of visual, oral and textual resources, much of which is on the verge of being lost.</p>	<p>Specification of Beneficiaries / Impact activities</p> <p>The writer identifies the different types of users of the website and how the different types of material will benefit each kind of user. For academics there is an archival database, for local history societies, there are opportunities to contribute to the website, for the general public, there is visual and interactive material that will engage them with local history.</p>

Pathways to Impact for

The Redress of the Past: Historical Pageants in Britain 1905-2016

Text in the Proposal	Commentary
<p>The project will create a resource that will have a significant impact on public engagement with the past. The material accessible via the website will be of value to a range of user groups outside academia, including local historical and literary associations, local and family historians, schools, churches and others interested in finding out about historical pageants and those involved in them. This material, including detailed factual information about hundreds of individual performances, will be made freely accessible to the public. From an early stage, the public interface with the website will be developed by the Technical Research Team (TRT). The timetable is described in detail in the Technical Appendix and Case for Support. The official online launch of the curated collection will be in early 2016, although a public web presence will be available in the first quarter and public contributions will be solicited from the end of the year 1.</p>	<p>Contribution to the Funder Agenda</p> <p>'Public Engagement' is a heading for a funder on the AHRC website. Accessibility of material is mentioned as well as the fact that the website will be available at an early stage in the project.</p>

Communications and Engagement

Text in the Proposal	Commentary
<p>The project team will work with key organizations in each user constituency to spread awareness of the resource and demonstrate its capabilities. Representatives drawn from these organizations (e.g. the Local History Society, Historical Association, Scottish Local History Forum, National Trust) will be invited to events associated with the project, including the witness seminars and the international conference mentioned in the Case for Support.</p> <p>Workshops with user-groups will also be hosted, with a view to promoting the aims of the project and fostering engagement. A project launch and consultation event will be held in the first half of year 1.</p> <p>This is designed to maximise the project’s visibility and stimulate interest from as early a stage as possible (not least via a project blog, unveiled at the same event), while at the same time gathering feedback on the resource from potential users.</p>	<p>Impact Activities</p> <p>Much of the project is about raising awareness about the work. These are their strategies to engage with audiences to foster involvement with the project. This includes a focus on some named organisations to invite them to participate in events, a project launch, workshops and consultations.</p> <p>Early Engagement is central to the project and it is not seen as an add-on at the end of the project but integral to it.</p>

The website will act as a point of contact with the project team for members of the public interested in participating in and engaging with the research.

Text in the Proposal	Commentary
<p>Personal testimonies and visual resources will be mounted on the website, together with related metadata, and made available for public access. In addition, from the end of year 1, individuals will be able to contribute pageant-related text and images to the website. A ‘Pageant of the Month’ feature will present case studies, together with associated source materials. Academic and non-academic users will be invited to propose ‘pageants of the month’, and research/write entries where appropriate.</p>	<p>Dissemination</p> <p>Given the variety of audiences they are hoping to attract to their website they have thought about the variety of materials on the site that would be attractive to users.</p>

A key element of the project is the interaction between the project team and local history communities, specifically with named Project Partners but also more widely. In association with the Project Partners (detailed below), a series of events will be organized at which the meanings and contexts of pageantry will be explored,

testimony from participants taken where possible, and a deeper interest in this aspect of social and cultural history promoted. Not only will these activities generate research materials to support the academic outputs of the project – for example, in the form of oral testimonies, visual sources and pageant-related ephemera – but they will also ensure wider community involvement in the study of historical pageantry, reflecting the nature of pageantry itself. From these activities, a template will be produced, which can be used by other organizations wishing to investigate more closely the history of their own local pageants, and/or to use pageant source material to investigate aspects of their local history; we will also create a downloadable resource to provide guidance on the use of the project resource in school-based activities. All this will be made available through the website, and will draw on the experience of previous projects of Glasgow and King’s (e.g. Building on History and Paradox of Medieval Scotland).

Text in the Proposal	Commentary
<p>A number of local history organizations have agreed to be Project Partners: Tullie House Museum and Art Gallery, Carlisle; St Albans Museums; the Uttlesford Recorders (Essex); and the St Edmundsbury Heritage Service (letters of support are attached to this application). All the areas represented by these organizations held a number of pageants during the twentieth century: for example, in Carlisle, there were city pageants in 1928, 1951 and 1977, and records exist of at least five parish pageants in Cumbria; in St Albans there were four pageants in the twentieth century, and many other Hertfordshire towns also staged them. In all four centres, local history is flourishing, and the participation of local communities is viewed by the investigators as a genuine partnership in historical endeavour. Indeed, local historians in Uttlesford have already gathered material and sent it to the project team.</p>	<p>Why these Partners?</p> <p>This text explains why the project involves its local partners and describes their pageant track record as well as their interest in documenting them.</p>

Text in the Proposal	Commentary
<p>Consideration has been given to the longer-term impact of the project, which will be delivered mainly through the website. By making many of the research materials available online, the website will allow other local history organizations and interested individuals to begin to explore the history of pageantry in their own communities, and indeed the history of their own communities’ social life (in which pageants often played a significant part). The website will also contain an online exhibition of pageant source material from the centres in which more intensive research has been carried out. The digital legacy of the project has been provided for in the Justification of Resources, which incorporates the long-term cost of website hosting.</p>	<p>Contribution to the Funders Agenda</p> <p>This lays out the life of the project after the funding comes to an end. This will be an important bonus for the funder as the project will continue to provide for the needs of historians beyond the funding period.</p>

Text in the Proposal	Commentary
<p><i>Collaboration and Co-production</i></p> <p>The maximization of impact will be the responsibility of the PI and CIs, under the oversight of the Advisory Board (AB), some of whose members have significant experience in this area. Martyn Everett will serve on the AB as a representative of one of the Project Partners, the Uttlesford Recorders. Impact will be written into the job descriptions of both RAs, who are expected to take an active role in fostering links with the Project Partners and other local history organizations in the geographical areas for which they have responsibility (see Case for Support). The Project Partners will work with the investigators and RAs in mobilizing the involvement of local history communities in the project, and in supporting its knowledge exchange aims.</p>	<p>Impact Activities</p> <p>This tells us about how local historians will be involved in the project as part of an advisory board. They will be supported by research assistants but will play a key role in reaching out to local communities and thus supporting knowledge exchange – another key priority for the funder.</p>

Support for travel and subsistence in the chosen centres has been budgeted for (see Justification of Resources). Work with the Project Partners will commence at the outset in April 2013, and the main events will take place during year 2 (see Case for Support).

Text in the Proposal	Commentary
<p>The project is a collaboration between King's College London, and the Universities of Glasgow and Strathclyde. These institutions have a history of successful collaboration on large-scale digital projects of this kind (e.g. Paradox of Medieval Scotland, Breaking of Britain), and significant experience in working with local historians and key user constituencies (Clergy of the Church of England Database, Henry III Fine Rolls, Building on History, the Scottish Way of Birth and Death).</p>	<p>Why these researchers?</p> <p>This sets out the track record of the institutions involved in the project.</p>

Exploitation and Application

The website will be central in providing user groups with access to usable information relating to pageants. **For example, a charitable organization or institution (e.g. a church) on whose property a pageant took place might use information disseminated by the project as a basis for exhibitions, performances (e.g. a pageant re-enactment) and publications connected to its activities, which may be revenue-generating.** The project workshops and other impact events will also provide a point of engagement for user groups, from which commercial and/or non-commercial exploitation may result. As noted in the Case for Support, these events are a key objective in year 2 of the project.

The database and website – a key research output of the project – will be maintained for at least five years beyond the end of project funding by the King’s Department of Digital Humanities (DDH), which has considerable experience in the preservation of electronic resources. For details of their plans for preservation of resources, see Technical Appendix.

Text in the Proposal	Commentary
<p><i>Capability</i></p> <p>Significant staff time will be committed to impact activities, with all members of the project team participating in knowledge exchange activities, and attending AB meetings, workshops, witness seminars and other events. Impact will be a key responsibility of Freeman and Bartie. Freeman has website management experience and excellent links with local history communities. Bartie has extensive oral history experience, and is an expert on the history of theatre; she has close links with historical organisations outside academia, and has worked on the history of non-HEI cultural institutions (e.g. Edinburgh Writers’ Conference)¹. In addition, DDH has been responsible for many digital projects with a significant knowledge transfer agenda. Attending to the needs of non-academic users will be an integral aspect of the TRT’s role, including the database development and web design team, led by Vetch. Vetch has significant experience on successfully completed AHRC projects (e.g. Mapping Medieval Chester, Henry III Fine Rolls, Clergy of the Church of England Database), all of which generated significant impact outside the academic research community.</p>	<p>Why these researchers?</p> <p>This sets out the track record of the individuals for this proposal.</p>

Resource for the activity: see Resources, Resources Summary, and Justification of Resources.

¹See <http://www.edinburghworldwritersconference.org/uncategorized/1962-the-legacy/>.

Case 4. The Design and Evaluation of a Mobile Learning Intervention for the Training and Supervision of Community Health Workers

With thanks to PI Niall Winters (was UCL Institute of Education, now Oxford University). This project was awarded £417,353 by the ESRC for the period September 2012 - October 2014.

Overview

Using participatory action research methods, this project aims to improve health care in Kenya by supporting community health workers through mobile phone technology. It collaborates with community health workers and their supervisors as well as an international NGO and Kenyan policy makers. Between them, these partners have a wide range of networks to call upon. The project's many publics range from industry specialists to children in school in the UK.

Lessons from this Pathway

This pathway has been analyzed to develop some themes that are useful in constructing an argument for use in funding proposals and specifically for pathways to impact. We have reproduced two sections from this successful proposal, the project summary and the pathways to impact so you can see the full argument. Parts of the text are highlighted and have been commented on so that you can see how these strategies have been used in this pathway. Text describing possible impacts has been highlighted in bold³⁶. The commentary is organized under the themes below. These strategies can be drawn on in the development of your own pathway.

1. Specification of beneficiaries – it is easier to justify impacts if you specify and prioritise your beneficiaries.
2. Contribution to the funder's agenda – have the concerns and mission of the funder in your mind as you write your proposal, and emphasize the legacy of your project.
3. Relevance – make as many connections as you can to current policy and practice concerns as it increases the importance of the project.
4. Novelty – it is valuable to emphasise any innovation and change that your project will bring to practice and policy.
5. Concise summary – organise your summaries around key ingredients, such as research questions, beneficiaries, activities and impacts
6. Cohesiveness – make link between the different aspects of the project such as your methods, your engagement strategy and your impact
7. Why these partners? Justify the partners you have chosen to work with.
8. Impact activities – what will be done to ensure that potential beneficiaries have the opportunity to engage with the research?
9. Dissemination – describe how you will disseminate your research and make links to the ways different audiences access information.

³⁶ For different types of Economic and Societal Impact see Research Councils UK <http://www.rcuk.ac.uk/>.

Project summary for

The design and evaluation of a mobile learning intervention for the training and supervision of community health workers

Text in the Proposal	Commentary
<p>Through this innovative 2-year mobile learning project, the Institute of Education, University of London (IoE) and the African Medical and Research Foundation (AMREF) aim to advance the training and supervision of community health workers (CHWs) in Kenya, resulting in improved access to primary health care for the marginalised communities of Makeni County and the Kibera informal settlement. The improved mobile-based supervision and training will link CHWs more closely to the local primary healthcare system so as they can be more effective in reducing poverty through improving the access of local communities to health care.</p>	<p>Concise summary</p> <p>In this summary partners are named and the geographical area is specified. The use of the word ‘marginalised’ indicates the work is important as it is targeting poverty.</p>

Pathways to Impact for

The design and evaluation of a mobile learning intervention for the training and supervision of community health workers

This project is designed to have a tangible social benefit by achieving impact through the **development of participants’ and researchers’ skills** as a result of the interdisciplinary expertise brought together by our international partnership.

Text in the Proposal	Commentary
<p>Pathways to impact will result from our active collaboration as part of the participatory action research (PAR) methodological approach, AMREF’s long-standing practice and policy networks in Kenya, the engagement and communication expertise of AMREF and the IOE and through the networks of our international advisory board (see attachments for bios).</p>	<p>Cohesiveness</p> <p>The writer makes links between the research methodology, partnerships and dissemination networks. This sets the framework for the whole proposal and gives it a compelling cohesiveness</p>

Text in the proposal	Commentary
<p><i>Outcomes:</i> Research has identified the importance of health access as a core part of any poverty alleviation strategy (e.g. Khan, 2000; OECD, 2003). Consequently, the main impact of this project will be to enhance the access to health care for marginalised communities through improved training and supervision of community healthcare workers (CHWs) using mobile phones. All stakeholders will participate in the entire research process, with the priorities of CHWs and their supervisors addressed through genuine collaboration and the co-construction of knowledge. By using PAR, the project will address the criticism that “insufficient attention has been paid to the ongoing and embedded evaluation of the impacts of new ICT initiatives” (Lennie & Tacchi, 2007) and will develop a better understanding of the full impact of ICT for poverty reduction (Call, p.7). This will be achieved by providing: (i) An analysis of how CHW delivery of services is improved by the mobile learning intervention and the structures needed to support such an intervention; (ii) Evidence-based recommendations for policy and practice for future implementation in line with the poverty reduction policies of the Kenyan government; (iii) An innovative mobile learning tool and associated activities¹ for supporting the supervision and training of CHWs working at a distance from the primary healthcare system, and (iv) A ‘how-to’ report detailing the iterative design and development of the mobile intervention through a participatory approach involving key community stakeholders.</p>	<p>Relevance / Novelty</p> <p>Need is signalled by words and phrases such as ‘marginalised’, ‘poverty reduction’ and ‘poverty alleviation’. This is coupled with the promotion of the project as providing an innovative solution. The proposer links the the project to both a paper that calls for this approach and to text from the funder’s call. The broad outcomes are split down into more specific measurable outputs i.e an analysis, recommendations, the tool itself, and how to reports.</p>

¹This output aligns with the ESRC strategic priority New Technology, Innovation and Skills and the need to demonstrate “how well designed education technologies enhance learning.” (page 12)

Text in the Proposal	Commentary
<p>There is a clear demand and timely need for a mobile intervention to complement existing approaches because of (i) inadequate supervision due to geographic constraints and lack of access to training centres (e.g. Stekelenburg et al., 2003; Fagbule & Kalu, 1995; Kelly et al., 2001), (ii) the large training need on the ground (e.g. the Kenya government will train 250,000 CHWs and 10,000 supervisors by 2014; AMREF will train 2,000 by 2013), (iii) at the policy level by international calls for one million CHWs across Africa by 2015 (Technical Task Force, 2011 p.6), (iv) the need to know how mobile-mediated practices can fit within existing training guidelines and (v) to</p>	<p>Relevance</p> <p>This is underlined by the numbers involved in the training of the community workers, suggesting there is a large group of potential users. The proposer also plugs the importance of a</p>

ensure the UK's input into the growing movement around mobile learning in low resources settings, as exemplified by the recently formed "m4ed4dev" Alliance by USAID, of which Winters is a founding member.	UK contribution within international coalitions.
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Text from the Proposal	Commentary
<i>Who will benefit?</i> The project's research questions address five groups of beneficiaries. The three direct beneficiaries will be: (i) the 64 CHWs and (ii) 8 supervisors directly involved in the project and (iii) AMREF in Kenya. The two indirect beneficiaries will be (iv) the Kenyan Ministry of Public Health and Sanitation (MOPHS) and (v) the communities the CHWs serve in Makueni County and the Kibera informal settlement in Southern Nairobi.	Specification of Beneficiaries The types of beneficiaries are specified and where possible the exact numbers are given.

Text from the Proposal	Commentary
<i>How will they benefit?</i> (i) CHWs will benefit from increased communication with their supervisors thus improving their integration with the local primary healthcare system. The innovative nature of our mobile intervention will mean that for the first time CHWs will have a mobile portfolio of their practice, easily accessible reference material on their phone and the ability to share practice related questions and resources with their colleagues through activities which promote peer learning and reflection. (ii) Supervisors will also benefit from the improved communication links and will be able to better tailor their support to CHWs as they will have asynchronous access to CHWs' personal practice data (including the points where they requested help) for the first time. In terms of capacity building , both CHWs and their supervisors will benefit from the need for genuine collaboration embedded within the participatory action research (PAR) approach. (iii) For AMREF, the benefits will be (a) access to a grounded dataset to better understand and analyse CHWs learning needs, including detailed information about the nature and frequency of the two-way interaction between CHWs and supervisors; (b) an evidence-base of how CHW service delivery is improved by the intervention and (c) specifics of the on-the-ground support structures needed for intervention implementation. These will be of direct relevance to motivating the need for integration of mobile tools in CHW training to policy makers. In order to build capacity at the NGO level, the project researchers will share their research methods expertise and AMREF	Specification of Beneficiaries Each type of beneficiary has a specific benefit particular to their needs. For AMREF the benefits are various and include skills development in research methods, so that they can use these skills on other project in the future. In discussing the policy benefits, the proposer names the policy official that will work on the project and the policies that the project will affect.

<p>staff will be encourage to take part in data analysis according to their skills and interests. The same applies to training in the application of theory-driven evaluation (TDE), which will not only provide an immediate, evidence-based model to support developments in practice, but also develop their capacity to support further evidence-based accounts in the future. In support of this training, two members of AMREF staff will undertake two capacity-building trips to the IoE.</p> <p>(iv) The Kenyan MOPHS, represented on our advisory board by Dr. Shahnaz Kassam Sharif, Director of Public Health and Sanitation, will benefit from iterative policy briefings on the role of mobile learning in CHW supervision and training, demonstrating how our mobile intervention supports affordable, equitable and effective access to health care. Our policy work will input into specific implementation strategies at community level, building on existing policy (Kenyan Gov Policy, 2005) and will potentially inform implementations resulting from the new National Health Sector Strategic Plan III 2012–2017.</p> <p>(v) The communities in Makueni County and Kibera will benefit from improved access to health care, in line with the MOPHS’ community-based strategy in which “households and communities strengthen their role in health and health-related development by increasing their knowledge, skills and participation” (Kenyan Gov Policy, 2005). In the longer term, all CHW programmes in Kenya could benefit if the mobile learning intervention was scaled nationally.</p>	
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Impact through engagement and communication: The entire project has been designed to ensure that both the process and outputs will make an impact for the different constituent audiences identified above.

Text from the Proposal	Commentary
<p>CHWs and supervisors will be engaged within their workplaces/communities throughout the field research as well as more formally through the workshops run as part of the PAR process. Kenyan MOPHS officials will be key to the stakeholder inception workshop (held at month 1 to fully ground the project in the local context) and after a pre-briefing will be asked to present on what they would like from the project, thus beginning the conversation regarding policy framing and outcomes. Meetings will be held throughout the course of the project with the MOPHS, alongside AMREF’s on-going dialogue with them as part of their work. Short policy briefings will be provided at each meeting.</p>	<p>Impact activities</p> <p>This describes the mechanisms by which the various partners will be engaged. Early engagement is emphasised, particularly with the policy contributors.</p>

Text from the proposal	Commentary
<p>This communication will build on AMREF's policy expertise in developing their nurse training eLearning programme in a public-private partnership with Accenture, the Nursing Council of Kenya and the MOPHS and then passing it over to the Nursing Council to scale-up and run independently.</p>	<p>Why these Partners?</p> <p>This sentence explains the track record of this partner.</p>

Text from the Proposal	Commentary
<p>Wider engagement and dissemination will make extensive use of the interactive website and social media, with updates on news and events distributed on the projects' and AMREF's existing twitter and facebook accounts, including podcasts (on such outlets as http://soasradio.org). We will also provide blogs that report progress and important outcomes from researcher and CHW perspectives. Alongside this, we will work with teachers on the IoE's MA in ICT in Education (Winters is the Programme Director) on outreach to four schools, where Key Stage 2 students can "ask a question of a CHW", raising awareness about development issues. CHWs and their supervisors will also be involved in making short (3-5 minute) videos on their use of the mobile intervention, one set aimed at (i) CHWs in the scale-up phase of the project and (ii) dissemination on the website. Dissemination will be closely integrating with AMREF's existing strategies, including e.g. breakfast lunches with key stakeholders, building on their corporate social responsibility partnerships (e.g. Barclays, GlaxoSmithKline; For more see: http://uk.amref.org/our-partners/corporate-partners)</p> <p>The project will take part in all ESRC-DFID dissemination activities as required and present at key academic-industry conferences (e.g. eLearning Africa). The London International Development Centre will facilitate key dissemination events, including joint project events, bringing together NGO, academic and commercial partners. The project's media relations will be supported by the IoE Press Office and by AMREF's strong media links (e.g. their partnership with the Guardian on the Katine project: http://www.guardian.co.uk/katine)</p>	<p>Impact Activities / Dissemination</p> <p>This is a broad strategy reaching out to many constituencies including schools, industry, academia and mass media. They have included a range of media that makes the project accessible to different audiences both here and abroad. They are linking in closely to resources that already exist with their partner, AMREF.</p>

Planned Impact

Text from this Proposal	Commentary
<p>Who will benefit from this activity? The project's research questions address five groups of beneficiaries.</p>	<p>Concise Summary</p>

The three direct beneficiaries will be: (i) the 64 CHWs and (ii) 8 supervisors directly involved in the project and (iii) AMREF in Kenya. The two indirect beneficiaries will be (iv) the Kenyan Ministry of Public Health and Sanitation (MOPHS) and (v) the communities the CHWs serve in Makueni County and the Kibera informal settlement in Southern Nairobi.

How will they benefit from this activity?

- (i) CHWs will benefit from increased communication with their supervisors thus improving their integration with the local primary healthcare system.
- (ii) Supervisors will also benefit from the improved communication links and will be able to better tailor their support to CHWs as they will have asynchronous access to CHWs' personal practice data (including the points where they requested help) for the first time.
- (iii) For AMREF the main benefits will be (a) access to a grounded dataset to better understand and analyse CHWs learning needs (b) an evidence-base of how CHW service delivery is improved by the intervention and (c) specifics of the on-the-ground support structures needed for intervention implementation.
- (iv) The Kenyan MOPHS will benefit from iterative policy briefings on the role of mobile learning in CHW supervision and training, inputting into specific implementation strategies at community level.
- (v) The communities in Makueni County and Kibera will benefit from improved access to health care.

What will be done to ensure that they have the opportunity to benefit from this activity?

- (i) In order to build capacity at the NGO level, the project researchers will share their research methods expertise and AMREF staff will be encourage to take part in data analysis according to their skills and interests.
- (ii) In support of this training, two members of AMREF staff will undertake a two capacity-building trips to the IoE.
- (iii) The participatory action research (PAR) approach ensures that CHWs and their supervisors will be participants in the entire research process, with the priorities of CHWs and their supervisors addressed through genuine collaboration and the co-construction of knowledge.
- (iv) The stakeholder inception workshop, held at month 1, will ensure that the project is fully grounded in the local context and focuses on the poverty-relevant practices of CHWs.
- (v) The mobile application will be made freely available under a creative commons licence.
- (vi) Findings will be reported back to all participants in appropriate formats (e.g. story narratives and case studies) using venues arranged through the support of local community organisations.

This brief summary repeats previous material as a way of summing up the pathway. It brings together the impacts in a way that increases the power of the impacts.

Contribution to the Funder Agenda

The last paragraph outlines the legacy of the project so reassures the funder of the future impact of the funding after the project end.

<p>The legacy of the research will be managed building on the expertise of AMREF in developing their nurse training eLearning programme in a public-private partnership with Accenture, the Nursing Council of Kenya and the MOPHS and then passing it over to the Nursing Council to scale-up and run independently. We will learn from and build on this strategy for seeking wider use and uptake of our mobile learning intervention as opportunities arise.</p>	
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