**JR:**

Yeah. Thank you all for coming along this morning. Um, you know, time is very precious.

We really appreciate it. So we're going to go through today embedding impact into your research grant applications.

So you've done this is a bit of a joint enterprise between research office crew and the bid development crew.

So we've got a lot of new photos up here just in case there's any doubt who we are.

So I'm Jayne Rowe, Research Impact Manager aligned with FACE and Optic.

And we've got Doctor Emma Harrison with us today as well Research Impact Manager for SALS and Civic Mission.

Um, we've got Emma and Rachel, development managers at all.

So I'm going to be going over so that everyone can go.

Um, so we're going to go through some bits today. Emma and I have done the work on sort of what is impact as a starter for ten.

And then, Emma T and Rachel are going to go through how to embed that into your grant applications, because that's part of the bread and butter of your work, isn't it? Is application support.

Um, we are recording the session today with some technical issues but we'll disregard those we are recording it by Panopto, so anything that we capture in terms of the audience, we will try edit that out or if you've got any concerns, just grab one of us before the end and we will do what we can.

So why are we today? Because research funders nowadays are looking at, how the proposed research not only enhances the research within the actual field, but, how it will also benefit the wider world. So how it benefits outside academia, basically. So we want to help you do two main things out of today's session.

We want to help you identify the impact vision for your project proposal.

And then we want to help you communicate that in the applications.

So today I'm going to run through what is research impact.

Now I've got a ten minute slot. So I'm not going to be able to cover the entirety of what is research impact. So I guess a little plea from me is I'm going to do a bit of an introduction that Emma and I have worked on, give you a bit of a flavour, but we are always around. We want to work with the researchers, we want to work with the team. So make use of us. We would like to come along to team meetings and just really get involved in that research journey and the impact that's coming out of your research. So we'll do a little flavour today, but don't let this be the end of the journey.

Then Rachel, you're going to have a look at how to embed impact into your funding grant, what the actual process is. And then we're going to do a short exercise with Emma T. And we're going to have a look at some of the resources and the tools that can help you do that process as well.

So we will start with the million dollar question. What is research impact?

So there's many definitions out there and I’m sure in your research journey you've come across quite a few. Um, one of the ones that we utilise is the UKRI that says that research is the demonstratable contribution that excellent research makes to society and the economy.

We are sharing the slides as well I see furious writings, but we are sharing the slides afterwards if it saves you your fingers. What Emma and I try and say to package that up quite neatly is that in the measurable? It's actually the measurable benefits of research that it has outside of academia. It's why the society, the economy or the environment or a mixture of each of those.

So with that definition in mind, has anyone from the research got any tangible examples of what impact is that they've experienced and they've generated previously?

**TSM:**

Excellent. Uh, it's a bit easier for me because I worked in speech and language therapy that we researched. So speech and language that are based on background side effects, like the impact on, clinical populations. So often we talk about, kind of maybe what we're researching will aid better, more accurate assessment of, speech disorders, for example, which will help us to give them better therapy. and then what we look at basically is to demonstrate how big an impact the actual speech disorders could be on people. We look at like kind of a worst case scenario. So that's evidence that suggests that the people with speech disorders have significant psychosocial impacts that they can often end up, having involvement with the criminal justice system, etc., etc. So if we can remediate the problem, earlier or more accurately assess, then the impact is going to be that, yeah, it will reduce all of those factors.

**JR:**

That preventative measure is almost like it's under the health umbrella, it's those diagnostic tools that are than having an impact into the journey in the end user. Excellent. We got any other examples.

So, well, I'm sure you've all heard of. We take part in the Research Excellence Framework. So the last one was in 2021 and the next one is in 2029, which sounds like it's ages away. It's really not. We've already commenced the work to do with that. And it will be here in a heartbeat because we're ready in November. And I'm not sure how the years just fly by. So one of the, uh, as part of that, Emma and I, we do case studies that look at the impact that research has had from our own researchers across the university. So one that was submitted in 2021 was some researchers at the university that won a tender to use contribution analysis methodology to review the Welsh Government's policy and its implementation on alcohol and other drugs. So three tangible impacts that came out of that review were it had a substantive contribution to the framing of the consultation document, i.e., it helped inform policy. The CA methodology was subsequently adopted by Welsh Government for the evaluation of the minimum pricing of alcohol policy, and it also contributed to the establishment of a Welsh Centre for alcohol and other drugs, where service uses are the key advocacy.

So you can see this three tangible elements that have come out of the research that was taken, undertaken. And I think that links in with what you're saying, doesn't it, Thomas, about the umbrella and then what impact it's going to have down the line and how you can actually measure that.

So thinking about if you're starting out and I don't want to step on your toes, but if you're starting up to complete your application form for some funding, you've got your research idea, you're trying to source some funding to do with that. What do those, we try to say to have an impact vision for your research? Where's your impact goal and what you're trying to achieve? So they could come under any of the umbrellas that we've said.

So we've got health, environments, economy and society.

So some of the examples that we've got within health, which I think is your area, Thomas, we're just talking about the introduction of diagnostic tools or treatments for patients. So one of the examples from research across the university is a vision that's supporters of current research is the identification of novel blood markers and urine based biomarkers for the detection of reoccurring blood cancer. So it's understanding what it is that you're trying to achieve from that research that's beyond the academia.

Environmental impact and examples could be the development of new technologies that reduce energy consumption. So for example you may have encountered that we've got some research going on for novel rim-driven fans that help generate high speed electrical powered flight. So that's reducing the fuel consumption and helping towards net zero.

It could be the economy. So the new processes or technologies within the industries that drive profits for profitability. Easy for me to say. For example, there's some research going on across the university about designing and linking food systems, the farm to fork label within the Welsh food circular economy and how that can support profitability.

And then we've got societal impacts. So the implementation of public policy to protect and enhance the public welfare. So for example, the introduction of the minimum unit pricing of alcohol, which is the example that we just touched on before.

So it's about really thinking what's my area of research, what's the impact that it's going to have. And what's the key message that's beyond academia that I'm trying to get across to those funders?

We often talk a lot about what research is, but we often encounter examples of what research is. So we just wanted to touch on that. So getting attention, getting your research noticed on public platforms or social medias, you know, getting the work retweeted, presenting your work at high prestige conferences, contributing to exhibitions, or getting published in a book. We often see examples of research saying to us, you know, we've had in part because I've had a chapter published in a book, and we really commend that. We support that. We celebrate that in any way that we can. We encourage it. That is isn't actual impact. That's a pathway to the impact that's getting your work noticed. We've got a lot of resources on both the front facing website and the intranet as well. So we’ll guide you to those at the links that'll come out in these slides, about the various pathways and dissemination. And then actually what that difference is to actual impact. So guess you just wanted to frame it in that way, to have in your mind that those pathways are separate to the actual end user impacts.

So a good way for us to demonstrate that, I've got a trustee prop, I'm not sure you'll be able to see you might need to put your glasses on, so Professor Mark Reed, who's a researcher in his field, but he also does a lot of work about impact, sharing that amongst researchers, because obviously we're answerable to the spendings of the public purse. You know, we get measured on this on a year. However many years it is 7 or 6 years. So, professor Mark Reed has just got a metaphor where he says, imagine that your research is the flame on a candle. So you've done your research and you're going to start showing people that flame. If they do nothing from that flame, that's part of your dissemination. So this is your book chapters. This is your going to your conferences. You're showing everyone your flame. If they do nothing but look at that flame, it's going to die out at some point. The metaphor he uses is if somebody comes and lights their candle from your flame, your research that you're showing them, that's some tangible, measurable impact. So thinking back to the minimum unit alcohol price in those three examples wasn't there. It's inform policy. It's help with the research centre. Somebody’s come and lit those candles and then it's kept it burning, it's kept it going on because even how many years later now that that project is still ongoing, isn't in that work still ongoing? So it's keeping that flame alive, I guess, is the metaphor that sticks nicely in my mind.

Couple of key points that we always tried to point out is that impact occurs post research. So whilst we're saying start it from the very inception of your research idea, start planning, have a clear pathway, get your support, get your invested parties, which will come on to a little bit when we're talking with Emma and Rachel. But you know, the actual evidence is post your actual research. It's once you've started showing that candle to everybody. You need to identify the intended impact at funding grants application stage. And you need to understand how you're going to measure that and demonstrate it. So linking back in with that REF exercise, we need to be able to say this is the research that was done. This is the impact that was had. These are the measures and this is the evidence. So it's starting planning and considering all of that from the start of the journey.

And it's over to Rachel.

**RL:**

Thank you. Hi. So I'm Rachel. I am one of the development managers in the university. We work with everybody no matter what department, to help you develop project ideas, to develop funding bids, um, to take it through to submission stage. What we're going to, what I'm going to try to do now is put, what Jayne's been talking about within the context in terms of an actual funding application. You need to be able to demonstrate that your research is going to have an impact. If you think about it, funders could invest thousands, millions of pounds in your research. They're not just going to want to have something sitting on the shelf as a result of that money. They want to see real, tangible outcomes as a result of that research. That's what we're trying to get you to think about before you even start your research, before you start your application.

Okay. So I put together a ten point plan. Everybody likes to have a plan. Something that you can take away with you. Something that hopefully you can use in the future. And I'll talk around what I do have notes that you can have copies of afterwards, don't worry about writing too much down if you want to listen

Okay. So first of all define the type of impact you get you going to have. So Jayne’s already spoken about this. You'll notice at the bottom there I have for academic impact. Now you do need to make impact outside of academic circles. But some impact does lead to advancing knowledge or potential to influence future research. So there is some impact there. Sometimes it will be more of a pathway to impact. Some of it may potentially be impact itself. So let's say academic impact is more about the impact is more about the pathway towards impact.

So societal impact benefits to specific communities. So I've done a lot of work with academics who work in the third sector. And their research is have quite a big impact on the way that charities work with their, with their clients in the community to change the way things are done, especially in the climate of ever decreasing funding available. They've had to change the way they work in order to be able to have the same impact with their society or the communities that they work with.

Economic impact, job creation, potential for commercialisation, which is a whole other thing that we're not talking about today, but commercialisation from, from research is a big part of what universities should be doing. So economic impact really crucial. Funders do like economic impacts. They like to see they're getting like £10 back for every pound that they invested in you for example. Okay. So again we're going to in huge detail here because we're giving you an overview. But it's something that we can discuss further with you.

Environmental impact, obviously things to do with sustainability having a positive impact on the climate, all that side of things becoming increasingly important.

So where does your impact lie? If doesn't lie within one of those, everything lies with one of those if you think slightly outside the box. For example, your health, life from primary and societal, but also economic and probably environmental as well. So all sorts of areas there.

Number two align with the funder's priorities. Okay, so you might see a funding call coal come out and you've got a piece of research ready to go, and you say, yeah, that kind of vaguely fits, I'll make it fit, it’ll work. What the funders really want is, is you to show that you understand what their priorities are. So they are not going to fund something that is vaguely aligned to what their the organisational interests are. Okay. So it may mean that you need to think about your research with slightly different lens, not change research. If that has to change too much, it's the wrong fund. But if you can't demonstrate to the funders that you understand what it is that they're interested in, they're not going to give you the money. Simple as that. So think about that. Look at the goals that priorities are. Align your project's impact with those goals and priorities okay. That's going to make them think, if they’re a philanthropic organisations they’re going to say, ah they understand what we're trying to do. I really like that idea and something I haven't thought of. I'm going to fund them. Okay. So make sure you go on their website, look at their goals, look at their priorities, look at their mission statements. Does it align with them?

Then you're going to articulate the pathways to impact. Okay. So short term outcomes you're going to be thinking about immediate outcomes. So this is things like the publications like the presentations like going to talk to people in the community and spreading that knowledge. It's not impact, but it's a short term pathway towards impact okay. You're taking that candle out. You're showing people.

Medium term outputs include development of new tools, resources, new practices. Again, not completely impact yet. Getting there, further on. So what you need to do is take those tools, take them and put them into practice. And once they're in practice, and you can measure that impact as a result of those tools, that's where you impacted. Okay. So you have to think short medium term, how am I going to get to the point that impact. In the funding application, you need to show that progression. So very straightforward step by step do this ABC boom that's the impact after the path.

Okay. The next number four is engage with interested parties. You'll still hear people use the word stakeholders. We're trying to move away from the word stakeholders. It's no longer acceptable because it's to do with when we took land away from indigenous people. Pretty much. Emma’s going to do an exercise on this, so I'm not going to talk too much about this. Except working with stakeholders or with interested parties will maximise is a way to maximise your impact. So if you already work with, for instance, the local council or with a local charity or with an industry expert, if you work with them, they're going to contribute to and benefit from your research. So a lot of that work towards impact will be done if you engage respectfully with interested parties. Without that, you can have a lot more work to do once you research is finished, because you then need to take that message out and it's a much, much longer process. Do it at the beginning. Get them involved. Your research will be better, they will contribute to your research, and then they will benefit from that. And that will show impact much more effectively and quickly.

An example of that is we will collaborate with local schools and education policy makers to ensure our research on learning methods informs future curriculum development. Okay, so if you're already ready working at a school to try out, test your research and to test your thesis if it works, if you're already working with a school local authority, they can then quickly take that on board and spread it throughout the county and then roll on from there. Okay.

Include knowledge dissemination strategies beyond academic publication. So knowledge dissemination is important because you're taking that candle, you lit a candle and you want to take it to many people as possible. Okay. So this is a candle, right? I love my candle. I want to keep it to myself. You have to take it out lots and lots of different places. And hopefully other people will light that candle from you. So within your funding, you're funding bids. Demonstrate what you're going to do to share that knowledge. Okay. So it's going to be, media workshops, policy briefs, developing toolkits, all that sort of stuff that isn't directly impacts, but it's knowledge dissemination. All right. So that means you need to think about that. Get a plan together for how are you going to do that. Because that is your pathway to impact okay. It shows that you've thought about it logically and that you're not just kind of doing research for the sake of it. You know why you're doing research, how you're going to get it out there and how it's going to impact people and access.

Include an evaluation monitoring of impacts. We don't always put this in a bid, but it's actually quite a good idea to do that. So, you need to think about how are you going to measure the success of your impact. Okay. So you've developed a toolkit and you're going to spread it out across the schools, great, job done, actually, no, you need to think about how am I going to demonstrate to the funder that that million pounds that they gave me has actually, resulted in 15,000 children being better at maths? Okay. You need to think about that at the funding stage. Right. That funding stage. How are you going to do that then? Demonstrate to funders that it's not just going to sit on the shelf gathering dust because that's no use to anybody.

To be brutal. There's a lot of dissertations. There's a lot of theses that sit on the shelves here never to be read again. But it wasn't what was the point? But you get you get like you get my idea. I think it's just kind of like if it's not outside of academia. Is it changing anything? So have your evaluation monitoring of impact. At least have an idea of how you're going to do that. If it's not an actual plan. But you need to think about how are you going to do that.

Consider long term sustainability. That's the candle again. How many candles are you going to light as a result of this impact? You need to think about, how is it going to continue to generate benefits? Once you've taken out that, once you've unleashed your research into the world, how is it going to have a still be having an impact? Ten years down the line? So that million pound, investment that those vendors have made. You've got a three year impact. And then ten years down the line, they're still seeing, impact as a result of your work. That million pound suddenly seems like really good value for money. That's what's going to get in the difference between being chosen and not being chosen. It's like, actually I can see that this is really going to change that 20 years down the line. That money is still going to be having an impact on society, making a positive difference. It's quite difficult to know that. But again, think about it. And if you can at least show that you've given some consideration to that sustainability. So that's going to be really positive in the scoring of the bids.

High light economic and policy implications situations, increasingly in this world of ours. We have to demonstrate economic and policy, implications in order to justify the research that we do. They don't want to research a piece of a theory that is just about knowledge for knowledge sake anymore. It's very sad, I should say. But the world that we live in, when you're looking at funding, they're looking at economic and policy implications. Okay. There are exceptions. Obviously there are funders who are still believe in, knowledge for knowledge sake. But the majority of funders now want you to consider and highlight the economic and policy implications. Things like innovation, commercialisation and job creation, policy, evidence based recommendations, that kind of thing. So this is completely tangible. You can take away and use these values to fund you. But. I think quite often researchers sort of get very interested in that in their own area, and they get immersed in it, and they specialise in a very specialised area and they understand the benefit of it, but don't necessarily explain it and how it can be used. That's what has to be really, really crystal clear in any funding bid that you do. Okay, and if it's not clear, the four of us will be after you say, we don't know what's it for? What it was for. Tell me, what is it for, simple as that?

Develop an impact focused budget. Okay, it's not always possible. The budget lines in bids sometimes are very, prescriptive. But if you can demonstrate how, in budget lines, public outreach, stakeholder engagement, interested party engagement, workshops, dissemination materials, pathways to that ultimate impact that we're looking for. You're going to need money to do that. So put it in the budget that look at the budget think oh yeah they thought it through. They know how much they're going to need for that. Okay. So again Emma and then I will help with the budgeting side of things. We will help you to say right. How are you going to get it out there. Workshops cost money. Dissemination cost money. Conferences cost money. Pathways towards that ultimate impact that you're looking for.

Number ten provide case studies or examples of previous impacts. Not always easy. But if you're in a team that has done research before, for example, in your speech and language therapy, if you've got examples of tangible impact that you can demonstrate that links to what you're doing, put it in. It makes you look like a safe pair of hands. Funders love a safe pair of hands. What they don't like is taking a punt, especially if it's by a large amount of money. Okay. So if you haven't got any, previous, impact to demonstrate, think about previous research that you've done, previous publications that you've done. If you haven't got any of those, then come and talk to us. It's we need to think about the level of funding that you go for so where you can demonstrate previous impact. You can look at higher levels of funding because funders are going to have more confidence. If you've got previous publications like maybe slightly lower level of funding but still happy, if you're very early career researchers, you know, we need to build you up or work with other universities who have got that level of interest. The partnerships is really important there. It's an can't underestimate how important it is to make those networks go and talk to other people in other universities who do have that experience, work with them, and then you can begin to get that experience yourselves and build up from there. So it's really important that you develop those networks, those research networks, use them effectively, work together put in joint bids. Okay. I think

Yes. So in summary. Before you embark on a funding bid, ask yourself how do I articulate the potential impact of my research project, demonstrate its alignment with the funders’ priorities, and provide a plan for achieving and sustaining impact? Achieving impact is one thing. Sustaining it is another thing. Those projects last for five years and they have an impact because those beneficiaries taking it beyond those five years is another matter together. If the answer is no, question yourself. Is this the right this research to undertake, or is this right funder to apply? Come talk to us. Obviously, we might be able to help you find ways that to make it appropriate or to find alternative funders for you

**JR**:

Plug your drop in sessions.

**RL**:

Oh yes. Every Tuesday currently Emma and I and one of the research team, in the gallery from 11:00 to two. It's changed. Changing to 1 p.m. will change to reception and say okay, I did it in the wrong way.

**JR:**

It's a game was right.

**RL:**

Yeah where’s Rachel. Um, yeah. So yeah. Sorry. Reception 11 to 1. Yeah. It's actually rather on a on a Tuesday. Is that immediate, we can make it a, we can make it immediate. So come and find us if you've even if you just thought of an idea, come talk to us. We can help you formulate that, develop it and take you through the entire process. So you're not on your own because it's a scary prospect. But it's not rocket science. It's a logical process. Okay, so I'm going to hand over to Emma who’s going to take you through one of those processes now.

**ET**:

Thank you. Right. Okay. So. Building on what Rachel and Jayne have already introduced. There's not really one magic answer to say, how do you do this in the proposal and in research. It's a logical process of almost deconstructing what your idea is and why, what you do and why you're doing what you're doing. And I think what's important to mention is obviously each funding call will be quite different. It might be that, you know, developing an idea before you've identified the funding stream. So, the way that you and build your impact is quite a bit more organic, if you're responding to a tender or a call, it might already be quite prescriptive on what you've got to do, how you've got to do it. So, you know, it is important to like listen to these, these obviously all these, these options. It might be that you can't do every single one of them, but if it helps you when you are developing new research ideas and try and embed as much of this as possible, then it will lead to a bid being a lot stronger.

So this is a bit of a checklist. So I'm not going to go through each of these points. This is an example of some of the tools that we're going to give you after this session and it is a literal checklist. So I would say if you, next time you're starting a research project or you've got an idea, get the check list out, start looking through it and ask. It's almost questioning yourself, being a little bit objective, even though you understand your research, trying to answer some of these questions. By answering these questions, you are evidencing why you are doing what you're doing, the things that benefit from it.

So I've got a couple of pages here that makes this list. It's broken down in kind of different parts of where I have a bid would be structured.

So initially you can expect to see some sort of usually it's a similar format you can expect to see have to do a bit of a setting the scene, a bit of a summary, a bit of an evidence of demand, so that's usually how any funding, whether it's a tender, whether it's a funding call, it's coming from the Research Council or some sort of speculative bid, the format in which in the same way is there's a format, to pieces of academic work you ask your students to submit. There is a format to this, and usually it starts with setting the scene. So this part of the checklist is going through some of the, the sort of key points I'd say, if you can, can tick these boxes when you're laying out that story. So why are you even embarking on this? You're already on the right track to evidence and why it's needed. Why is it different? Why is it new, identifying quite early on who you're going to be working with? And then usually the interested, interested partners that could be slightly different audiences. But again, it's identifying who these people are and each project you're going to have lots of different people. You're going to have people who are interested in it for different reasons. And it's identifying that sometimes that just takes a minute. Step back, think about who is going to be interested in this and why. And there’s as you kind of mapping already who your interested parties are. And then by entering into conversation with those, you're going to immediately start understanding where some of your impact is going to come from, because you're going to see actually these people are interested in this as well.

So, so if you can set this out quite, quite early on in your proposal or in your thinking, last point on this one is be precise. I think we're all guilty of this sometimes, and especially dealing with word counts and forms aren’t particularly helpful, in the layout, it get to the points and justify explain why you don't just use sweeping statements because, you know, these bids go to teams of evaluators and the evaluators, usually subject experts, industry experts, different sections of proposals go to different people as well. So, budget holders, quite often high level budget holders will only see a summary of the research application. They won't necessarily see every single part of it. So you want to make sure that your message is clear. It's to the point that it's direct. You know, you’re’ not nuancing anything if it's going to benefit a certain group be clear about that, because what they won't do is use any kind of interpretation. They’re very literal when they're marking and evaluating projects. Be as precise as we possibly can.

Second part of the checklist is kind of your project plan, your methodology, how you so you've set out in the first part what you're going to do and why. And now you're going to put how you’re going to do it. So again, there's a few main points here. What are you going to do. How are you going to do it. Use charts. Keep things concise but precise. Think of a list of activities, this is hopefully will come from engaging with your interested parties, which are the high imputing activities which are the things that are really going to lead to impact. There'll be some things on there that the project has to deliver, which might not lead to impacts. It's listed out. What are the different activities like the work packages within that? What is going to result in impact. So if we are able to just identify that yourself and get that across in the application.

Measures of success. Rachel touched upon this. Impacts won't necessarily be realised and it won't be realised within the term of your funding bid. So it's just. Having that foresight and putting that across in a timeline that, you know, you're doing this because and then be realistic about what you want to support the impact to be. And if you can put things like timescales, right. This is why discussions with partners is so important, because that is where your impact is going to come from. It's going to be that legacy of your piece of research, it's why you do what you doing, who's going to do to something with that? You know, those people who have got their candles lit from what you’ve done so, so important to to talk to them and try to get to the bottom of that.

So the next thing you might see on the proposal so you've done your methodology, how you're going to do what you're doing and why, budgets. Everybody loves a budget. Rachel and I will help you through this process. So please don't be intimidated. This seems a lot to it, but, again, I would recommend that every stage of this, you refer to the funding guidance. If there is one if it's if you're doing something organic speculatively, use this as a checklist. If you're responding to a specific call, keep referring to what the funder is requesting, what the context of that is, why are they doing it? So when you get to your budget, and this this helps you develop a really sensible budget because you're looking at individual costs and justifying it. You know, sometimes it's quite easy, you know. Is it coming out of our pocket? It's not it's not us that are paying for it. So it's quite easy to just instantly start racking up costs in your budget. I mean, I want this I need this do I need to pay for that. I think once you start considering the rationale behind each line item. You know, sometimes being a little bit objective, even a little bit critical of who I mean, even down to the actual staff involved. You're paying for these people to be involved in the project, why are they involved or what are they contributing? If you can justify every single line on that budget, then you're going to be in a lot stronger position. Most bids will have a section where you put the budget in. An area where they ask for a rationale and justification. So when you’re developing it when you are meeting with us, we will ask you some of these questions. And what is that cost, or have you considered this quite often you know, things like Welsh language, and it was essential in the work that we do, as a university. So we want to build in appropriate translation costs and anything else to enable that Welsh language translation and activity.

So. Just be realistic. Think about what you need to achieve the outcomes. How does that represent value for money? It's so competitive now. I mean, one in the official statistics, something like 1 in 17 bids are successful. UKRI is notoriously oversubscribed. Wales is always underrepresented in terms of the funding that comes to Welsh universities from UKRI so the stronger you make your case for why they should give money to you the better. Any examples of economic cost benefit that you can include in your actual proposal about how it's going to actually, potentially generate money or save money, will obviously also enhance value for money kind of calculation. So these are just a few of them. There’s a list there, a whole raft of cost benefits that you can, you can find. So I've just put a few examples.

The next thing you might see is governance and team. So usually the next part of a proposal is going to set out who's doing what in the context of the project how is it going to be managed. So again, if all of these things are being considered, you are able to quite confidently take as many as possible then you’re going build up a much stronger application that evidences impact. So yeah, I’m not going to go through each single one. But, think it's quite critically about who's involved in it, who's delivering it with you and why? Quite often we do encourage, especially early career academics to partner with other organisations, take a small role on another bid, it is a great you know, that's a great way. If you haven't been involved in leading that proposal initially. It's a great way to get experience. Obviously everything that you are involved in and you are named in, then you can use as part of your kind of a portfolio that makes you a stronger candidate for future bids. So, think about roles people are doing. Have you got the best team? Think about whether you need stakeholders or lived experienced, people, users on the panel or on the project team or on funded or they're not funded. It's all of these things that we need to evidence. Depending on the bid again and sometimes it asks you, then to break down your, team structure into, skill sets as to why. So things like negotiation, is that required and who you got, out of your project team that can, negotiator, conflict resolution, things like that. So, yeah. So try and think like in a bit more detail than we probably naturally would originally think that who is going to do it you know. So you think, Oh, I know, so and so, I work with them. So I'm going to put them on my bid and that's great. But try to deconstruct it a little bit unpick it, think critically about why am I putting this person on, what are they going into it. So all of these things. Help. Help it kind of be a really authentic proposal. And, Impact is obviously going to come from having the right people doing it in the right roles and having the right kind of, influence on your project.

Right, impact statements. Sometimes some funders will actually have a section for impact statements, not all of them. So which is important, but to be embedded all the way through. I've would urge you to embed it anyway, but a lot of funders will have a section for impact. Always look at what the funder has put, in their guidance, what's required, follow word counts and things like that. Sounds simple, but, again, these sections don't always. So each section isn’t going to one team necessarily. It can be deconstructed when it's being evaluated and only certain people look at certain sections. So it is important to make sure you're repeating messages in the correct way by answering each particular question specifically, what is your request? What's the evaluation criteria for that question? Even if you think, actually, I already covered this in my in my methodology, if it's asking you to cover it again, you cover it. You literally have to be very literal with a funding qualification.

Often impact sections are read by non-technical people. So make sure it is legible. It is understandable to somebody who doesn't have, with this level of technical knowledge that you have to, make it clear, make it concise. There's no harm in asking a friend or family member to have a read. Obviously we will read it as well. But somebody who has absolutely no idea of academia, of the subject area, ask them to have a read, ask them if they understand it.

Obviously the impact managers are the go-to people but as a team we will all help you with that. So yeah, just some top tips there. Right.

We're going to focus on one because it is difficult to do an activity to focus on everything. So we're going to try and look at interested parties. Now this is Professor Mark Reed. So you heard him mentioned earlier and he is a bit of a guru when it comes to impact is a very, um, renowned professor, I think he’s at Edinburgh University.

**JR:**

He moved recently.

**ET**:

Oh, has he moved? Yeah. But so he's very successful. Very experienced in, winning bids, he is championing how important is to, evidence and embed impact so he's got loads of resources actually online. And they're all most of them are available to watch this. There's things like, hour long presentations and all sorts of stuff.

This is a short film. I think it's about six minutes long about how to do that, now this is his terminology stakeholder. So, as a university we’re moving away from using that word, so obviously this is his resource, so we're going to watch a short film and then we're going to do a little activity in pairs and small groups. We've got a couple of templates and it's just we just want you to basically probably take a couple of minutes. In fact, I might give you sheets now, watch the film. And then just an activity to try and think about. An example of one of your research ideas or projects. If you've got one or something you've done in the past you're hoping to do and just we want you to just try to think of who some of those interested parties are. It's nothing more complicated than that. There's a few boxes to prompt you. You don't have to fill anything in during this exercise. It's just helping you think of who's involved and why? And most projects will have quite a few different vested parties, different levels that could be customers, it could be beneficiaries, it could be a service that's going to benefit because it's going to be cost savings. There could be all sorts of levels so I will start the video and then I will come around and hand out the forms.

47.10

[[Mark’s video](https://www.youtube.com/watch?v=Y0-eaLmqHhI), captions available on YouTube.]

**ET**:

I'm afraid we're probably not going to have the time now to do the little the group exercise, but what I would ask you to do is to take the sheets away, have a look through, see what you can fill in, and then if, if you want, if you're willing to, like, put in a bit of time with any of us, we are happy to sit with you and do that. And we're thinking perhaps we'll do a follow up session on doing specifically on, helping people work out who their interested parties are.

**JR**:

And we don't have to dash off now so if there's something that that you want to discuss, please do so in a few minutes.

**ET**:

There’s other resources. Now, these are some forms I just found available on websites. We've got, on our own research website and intranets, loads of resources and links. These aren't currently on there, but this is just an example of, you know, if you if you really sort of think you. I don't know where to begin with this. You can you can find all kinds of templates out there to just sort of literally, keep using deconstruct, but it's almost taken everything apart starting from the beginning. Why do you want to do it and working through it. So different templates out there available. It's like logic tables sort of working it through in that way, and different templates and different formats and suit different people. We all think differently, our research idea are different. Our processing is different. And that's, you know, that's that should be, celebrated. So not one particular template’s going speak to you or make you think actually I know it now, and it might take a while until something clicks. But by all means, like see what's out there, see what's on our website, and then and then also look wider. So these are just some of the templates with this audience. Markers are sort of the template that uh, we put on our website.

So in terms of our resources, um, yeah.

**JR**:

So we've created a bank of resources and we use Professor Mark Reed’s quite a lot because he it puts it in such as succinct and relatable way. No point in reinventing the wheel. So we've pulled some of those key resources that we think are useful. We've added onto those, and we've got those, like I said, on the internet, and on the web page. So these links are in that when we send out the slides as well.

**ET**:

That's it. So I think in terms of today that's kind of bringing today to a close. And we are conscious we are not going to dash off. You know, some of you will have things to do at eleven so hence why we've probably had to skip this sort of group exercise.

**JR:**

There were just a couple of points as we were talking through that, just if there's a few takeaways from today I think us use the drop-ins, contact us, invite us to team meetings, invite us to planning, invite us to your research group meetings. We're always happy to help and be that support. It's really helpful for us to know what's going on across the place as well, because, you know, we all have conversations about interdisciplinary things that we can help connect with, so use us.

I think when you think impact, think of our tiny little candle, nothing else. Think about that. Show the dissemination and the different between impact and keep that in mind. Obviously the ten point plan, that's a quick useful resource that we can use. And I like the way you said be concise but precise, that rang a bell with me as well. So keep that in mind when you're doing your impact planning and your bid writing concise but precise. Use the tools and don't be intimidated. Just give us a shout. We're always here for some help.