

Research impact planning template – how to think about your potential impacts

Impact is the demonstrable contribution that excellent research makes to society and the economy – communities *beyond academia*. It grows out of your research and by your engagement with communities of research users, from specialist groups to companies or the public. **Routes to impact will differ depending on the nature of your research.**

<p>1. Briefly summarise your core research focus DON'T try to articulate 'the big problem' your research is addressing (e.g. ending poverty, etc). Be specific about what you are looking at.</p>	<p>Understanding the work patients undertake in shared decision making Linking patient reported outcome to the trajectory of healthcare workload by access type.</p>
<p>2. Identify what is happening (or not happening) 'out there' that you think your research findings may change. Examples: Is there a gap:</p> <ul style="list-style-type: none"> • in knowledge and understanding (among the public, specific user groups, practitioners) • in knowledge and understanding (about an issue, action, reaction, process, technology) • in diagnosis, response to, treatment of problem or issue • or a demand in the market that your findings could help address • in policy or practice or are policies/practice non-existent or not fit for purpose to deal with the issue (or changes in the issue) you are examining? 	<p>Gap in knowing what happens in decisionmaking encounters Gap in the effectiveness of current education / engagement Association of lack of understanding/ engagement to urgent/ emegerment / non preferred treatment option. Policy of RPRART but not structure though which to operationalise</p>
<p>3. List anyone you think will be interested in, affected by, or involved in delivering or experiencing the change that may happen as a result of your findings. Revisit identification of what is happening/not happening (above). What groups of people, what sector, what arena will be most directly affected by a change? If you are effecting changes that will benefit a specific group, identify secondary and tertiary groups concerned:</p> <ul style="list-style-type: none"> • Are there parents or carers for these groups? • Are there professional sectors providing services to these groups (teachers, GPs, police, curators, interpreters, etc)? • Is there third sector involvement supporting or advocating for any of these groups? • If e.g. policy-makers or practitioners are those who will most immediately adopt changes based on your research, who are their constituents, or beneficiaries who may be affected? 	<p>Clinicians – VANS PRED, NEPH, VA surgeon Patients Carers Patient representative charities Service managers Realistic medicine lead engagement</p>

<p>4. List what these user communities will get if they engage with you or your work and findings – why might they be interested?</p> <ul style="list-style-type: none"> • Will they be able to facilitate or formulate new or improved policies, understanding, practice, or new/improved product, process or system? • Might there be additional, follow-on impacts? E.g. if findings influence policy, is there potential for support/guidance to practitioners delivering new policy? If findings change practice, is this a model which might be of interest to other populations/jurisdictions? 	<p>Potential to provide support/ guidance for practitioners delivering new policy</p> <p>Models of care based on strategies of care – access based on patient needs/preferences</p> <p>Patient outcome</p> <p>Data</p>
<p>5. How will you engage/communicate with these user communities?</p> <p>Think about all the most effective and appropriate ways to reach each user group. Whichever channel you choose, always build in mechanisms for people to engage at a deeper level, whether to provide views, ask questions or supply additional information. Making sure that communication always has the potential to be an exchange can be beneficial to your research as well as bolstering evidence of engagement/impact. Also consider whether these groups have established communications channels for themselves that you might be able to utilise.</p> <p>NOTE: timing for engagement will be indicated by the stage you are at in the research and engagement journey. Always consider whether the timing and channel are right and appropriate for anyone you are reaching out to.</p>	<p>Timing of engagement</p> <p>VASBI network</p>
<p>6. How might you be able to demonstrate/ evidence any <u>change</u> and the link back to your research? (This is not simply documenting activity, but the <u>change</u> that has occurred as a result of your intervention/activity.)</p> <p>Return to the question 2, think about what change you are delivering. Clear identification of change will shape how you measure the nature, scale and success of that change. Evidence will vary depending on type of impact (e.g. changing public perceptions on a topic might be</p>	

evidenced by widespread media coverage, visitor feedback from public engagement events, etc. Policy impacts could be evidenced by invitations to give expert testimony to government bodies or to serve on advisory committees, etc.).	
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RESOURCES:

[Table presenting impact categories, examples of relevant activities to each, and expected evidence types.](#)

[Guide to evidence of research impact.](#)