THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE ■

A guide to

Knowledge Exchange and Impact ■

Knowledge Exchange

- Sharing knowledge, experience, ideas, evidence or expertise with **non-academic** communities

- In ways intended to be **mutually beneficial**

- Goes beyond just telling people things – how do you know they are listening?

- Can happen at any time in the research process

- Is not restricted to the UK

Emily Jackson's "Timeless" project, including pop-up exhibition, explored fertility and egg freezing

Who is this guide for?

Anyone conducting or supporting research at LSE and interested in engaging beyond the School to enhance its contribution to society. The guide gives an overview of KEI, ideas about how to get started and details of the support available at LSE to help you. It has been developed by the LSE KEI Integrated Service.

Contents

1 What is knowledge exchange and why should you do it?

Knowledge exchange includes any activities engaging non-academic audiences in your research – for example as partners, participants, collaborators or co-producers – or with it, as audiences or users. These activities make it more likely that your research and expertise will make a difference to the ways in which questions, events or problems are understood and addressed around the world. No matter what your skills, experience, motivations or ambitions, getting involved in non-academic engagement can deliver significant benefits to you, your research partners and, sometimes, to wider society.

Knowledge exchange is defined by the ESRC as a two-way exchange between researchers and research users, to share ideas, research evidence, experiences and skills. It refers to any process through which academic ideas and insights are shared, and external perspectives and experiences are brought into academia. Engagement should be thought of as a two-way process of listening and interaction, with a goal to generate mutual benefit.

Effective engagement activities should maximise the non-academic impact of your work, but they can also enhance its academic impact by broadening your research horizons, opening up fresh perspectives and providing access to new research participants or data.

What is impact?

Impact is the change, effect or benefit brought about in the economy or society as a result of research or expertise. Impacts can range from the concrete to the conceptual and include effects:

on policy discussion and formulation; on the structures, processes or decision making of business and civil society organisations; on education and pedagogical techniques beyond LSE; and on public debate and understanding. Research impact can take any form and may be felt on any extra-academic individual, group or organisation, anywhere in the world.

Knowledge exchange and engagement activities often will not have an immediate impact. However, they should offer routes to impact, increasing the visibility and accessibility of your research in ways that maximise the chance of it making a difference to the world outside of academia. Doing this may well require you to develop new or improve existing skills, beyond those that are core to academic work. Think about your engagement with non-academic audiences as ongoing: this is a life's work, not a one-off activity.

The value of engaging non-academic audiences with research extends beyond

the individual to the institutional. It helps to empower people, broadens attitudes and ensures that the work of universities and research institutes is understood by society at large, and is relevant to wider societal priorities and concerns.

The value of knowledge exchange is widely recognised, including by research funders. Demonstrating engagement with your research is now a requirement for almost anyone seeking funding for their work. It is also crucial in the context of national higher education quality assessments, notably including the REF (Research Excellence Framework) and the KEF (Knowledge Exchange Framework).

KEI at LSE

Since its foundation, LSE has worked hard to secure its position both as a global research institute and at the forefront of efforts to maximise the benefits of social science. Our commitment to addressing public problems through the advancement of social science is underpinned by KEI and public engagement activities and reflected in our 2030 strategy.

LSE 2030: Research for the World aims to:

- maintain and strengthen LSE's position as the leading global specialist social sciences institution, through supporting and promoting research excellence across the breadth of our research interests

- contribute to the betterment of society through increasing the impact of our research and innovation

- take a leading role in ensuring that the social sciences are valued, including their vital contribution to understanding the world and how/why it changes.

Knowledge exchange is global, not restricted to the UK. LSE has an important role to play locally and globally; this is reflected in our research and should likewise be reflected in our knowledge exchange and engagement activities.

Read on to find out more about KEI and how to get started, as well as information about the support LSE provides through the KEI Integrated Service and funding opportunities.

Public Engagement

- A sub-set of knowledge exchange, ie, a two-way process intended to be mutually beneficial

- Not communication to an undifferentiated group of people, there is no "general" public. You still need to know who you want to engage with your work, and why

- Can be achieved in many ways, not just via talks or lectures

A child taking part in a workshop on children's rights at LSE Festival 2022.

2 **How to get started?**

Increase your visibility, build your networks

These steps will help you create, and be open to, engagement opportunities.

- Make sure your **online profile** is up to date.

- Make sure your research outputs are **open access**. Upload your research to LSE Research Online, the institutional repository for LSE, which will host any research produced by LSE staff, including articles, working papers, books, book chapters, reports, discussion papers, research blogs and datasets. The Library will arrange open access for you where possible, including payment of any fees.

- Think about your presence on **social media**. Twitter or LinkedIn can be a good way to build a wide network if you post regularly and follow relevant colleagues, sources and practitioners. Look for opportunities to contribute to **LSE's popular blogs**, linking your research and expertise with contemporary topics of debate, or perhaps offering to write a book review on your areas of expertise.

- Go beyond your existing academic networks to share your research by **attending relevant events** (take a look at the LSE Public Lecture Programme, which hosts many prominent thinkers from across the world); linking up with others working in your area, whether at LSE or elsewhere; and letting the

KEI Integrated Service know about your areas of interest so they can flag up opportunities to engage with businesses, media, policymakers and the wider public.

- Engagement activities don't have to be linked to a specific project, in fact they could help you define future research questions.

Make a plan

Knowledge exchange and engagement activities are not necessarily worthwhile in and of themselves. Doing things for the sake of it, without having really thought through who you want to reach and why, can be time-consuming and produce very little benefit.

Effective engagement does take time; to make the most of the time you and others invest in it, your engagement should be carefully planned well in advance, with your research objectives (or impacts) in mind.

A targeted plan will help you do the right things, rather than trying to do everything. The KEI Integrated Service is here to help, so get in touch with us and we can guide you through the process.

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The benefits of my knowledge exchange work have been staying in touch with the world beyond academia and learning from non-academic audiences.

The institutions and communities I work with bring a fresh and rich perspective to the phenomena I study and I feel rewarded by a real sense of relevance and contribution to social change. My own research shows the importance of understanding and recognising different domains and forms of knowledge and engaging in knowledge exchange brings this full circle.

To anyone starting a KEI project I would advise them to consider the actors, institutions and communities which your research can potentially affect, seek a conversation from an early stage and if possible, work with them. Multiple stakeholder research partnerships are a challenging but ultimately rewarding process that can leverage citizens' knowledge and expand the boundaries of our own scientific knowledge.

Professor Sandra Jovchelovitch

Understand your aims, identify your research users

At the heart of an effective engagement plan is a clear idea of who you want to engage with and why.

How do you identify these groups?

A good place to start is to clarify the aims of your research, and the possible impact it could have. As well as contributing and challenging knowledge, what other effects do you want your work to have, where and why?

Ask yourself the following questions:

• Who uses my research, other than academics? Who do I want to use it?

• Who will be involved in the project as:
  • partners (those who contribute to the research in kind or in cash)
  • collaborators (those who conduct the research with or alongside you)
  • participants (those who contribute as subjects).

• Could any of these groups or individuals help shape my initial research questions in ways that help ensure the relevance and utility of my work to them?

• What new insights might the project reveal?

• What could change as a result of the project, and for whom?

• How can I tell whether my research has actually been useful?

Next build up a list of all those who could benefit from your research, who might have lay expertise that could help to shape the direction of it, or who might be in a position to help advance the aims of your research. For example:

• Civil society

• Economies/Businesses

• Health sector

• Schools or education groups

• Arts and heritage organisations or practitioners.

Think about impact from a top-down and bottom-up perspective. For example, effective engagement on a project could include working with a small group of policymakers in a specific area who have the power to make a change, but also wider "public" engagement with those citizens who would be affected by the change and could lobby for (or against) it.

Think as broadly as possible, but be specific. Don't use "the public" to refer to an undifferentiated group of people; think about what you mean by that: your activities will be more effective if they are targeted at the right people.

Look through some examples of audiences and beneficiaries of impact on page 18. If you're not sure, speak to colleagues or get in touch – it helps to talk this through with others who have different perspectives, particularly those who aren't experts in your field.

Clarify your engagement objectives

Effective engagement work starts with the who and goes from there. Next you need to consider **how** and **when** you can engage with all the groups, organisations or individuals you have identified as potential partners, users or audiences for your work.

Set some objectives for your engagement activities, based on the aims of your research. Start by breaking down further the reasons why you want to engage them, and why they would want to be engaged. Ask yourself:

Why do I want to reach them?

Motivations might include:

- responding to societal needs
- collaborating
- innovating – creating knowledge together (eg, co-production or citizen science)
- applying knowledge together
- consulting – learning from others
- inspiring, informing – sharing what you do with a wider audience, building awareness of the research among a defined audience
- changing attitudes or behaviour
- influencing, supporting people in making decisions.

Why should they be interested? Why is this particularly significant right now?

This will help you tailor activities to your audience's interests and needs and ensure that their involvement is as meaningful as possible. If you don't know what your potential partners' or audiences' motivations for engaging with you are, ask them! The objectives of an engagement project should be as clear as possible, to as many of those involved as possible, from as early as possible.

For each stage of your research project consider whether there is an opportunity to engage any of the groups you have identified and how they, or you, would benefit from the engagement at that stage. Remember **activities can take place at any stage of a research programme**, from shaping its scope in the start-up or preliminary findings stage through to project end. Remember, too, that engagement is a two-way process; the groups you are engaging with should have the opportunity to feedback and influence subsequent activities or research.

For further resources, inspiration and training visit **lse.ac.uk/kei**

Outputs, activities and methods

Don't just think about your outputs and activities, but about how you are going to deliver them and how they will reach the intended groups. In your plan, clearly link each output or activity back to identified target partners, collaborators, users or audiences.

Here are some examples of the kinds of outputs, activities and methods you could consider. You will always have budget and time constraints, so prioritise the most effective activities, with the most influential or important groups.

• Events (including workshops, public lectures or discussions, hackathons, town meetings, citizens' juries)

• Digital (including online tools, websites, surveys/polls)

• Blog posts

• Short documentary films (either as part of dissemination or to engage research users in the project whilst it is happening)

• Animations

• Reports, executive summaries, infographics

• Podcasts (for example, appearing on a long-running series)

• Developing teaching or other information resources based on the research for use in eg, schools, community teaching or online learning

• Media engagement (if your research is timely and includes a news hook) including press releases, media briefings, op-eds

• Policy engagement (connecting with policymakers, submitting evidence to parliamentary enquiries, writing policy briefings)

• Social media campaigns (eg, via Twitter)

Browse some more examples of methods and activities for supporting KEI on pages 23-24 or read some case studies at **lse.ac.uk/kei**.

Think about your key messages

What is it that you want to communicate? How does this core message differ for each target partner, collaborator, user or audience, and at each stage of your project? Keep in mind the importance of language and the need to communicate in a way that is accessible to and respectful of those you are trying to reach.

Share preliminary findings, don't wait for the end result

You don't always need to wait until you have finished your data collection or analysis for your work to be useful to non-academics. Interim results are often just as interesting to them, and having external comments and feedback on these might shape the subsequent stages of your work in ways that improve the final outputs.

Consider your own preferred communication styles and skills

Your activities will be more successful if you are comfortable delivering them.

Be prepared to change

Flexibility can be built into applications for funding. Adapt to the needs of the audience rather than rigidly sticking to plans. Ask yourself: Are relevant outputs reaching all target partners, collaborators, users or audiences identified in my plan? Are they all engaging actively and meaningfully with these? Are they finding the process useful? Are they enjoying it? Am I?! If not, why not, and what can I do differently to change this?

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My knowledge exchange work has given me an opportunity to make a difference on an issue that is potentially very iniquitous.

To be persuasive and communicate well to an audience that is highly skilled but non-specialist when you are not party to the full political picture, can be a challenge but extremely rewarding when it goes well.

The project has allowed me to adopt a broad set of professional values and responsibilities and validates my research as transformative in its ambition. The work also imparts humility in the face of larger processes at work, and some despair at the dysfunction at the heart of global governance – I regard these as precious insights to draw into my writing.

Dr Siva Thambisetty

What does success look like?

Build in evaluation measures at the start of your project so that you'll know if and how you have succeeded in meeting your objectives.

Make sure that your objectives are:

- Specific about what is to be achieved

- Measurable, so you can test whether the objective has been met

- Achievable, within the time and budget constraints

- Relevant to the project and its aims

- Time-bound, with set deadlines.

You could:

- Conduct pre-intervention assessments (eg, pre-surveys, focus groups) to collect baseline data sufficient to support convincing demonstration of change. If this data is already in the public domain, collect it

- Record as much detail as possible about your dissemination or communication activities: make a note of what, when, where, who, how many?

- Request that all stakeholders, users and beneficiaries cite your work when they use it, using the DOI (or equivalent identifier) if possible. You may wish to sign up for an ORCID identifier for yourself

- Collect records of references to your research, particularly in official documentation; further statements or testimonies; feedback from follow-on surveys; evidence from third-party evaluations

- Carry out post-project evaluation to demonstrate change from pre-intervention assessment.

We can give advice on metrics and how to capture both qualitative and quantitative information about engagement. If you think you will need help to monitor, evaluate and gather evidence of your success, build this into your plans and (where possible) funding applications.

Building on success

Think about how you could sustain and maximise ongoing engagement with and impacts of your research outputs:

- Continue to disseminate research results and publicise impacts wherever possible, including keeping stakeholders up to date with developments

- Continue to monitor ongoing impacts. Where they exist, make use of relevant stakeholder or other third-party evaluations of these

- Consider other ways to develop your impact, including through innovation, which can develop impact at scale, for example through licensing or through creating spin-out companies, either as for-profit companies or as social enterprises.

What about the REF?

Research impact was first introduced as an assessment component of the 2014 Research Excellence Framework (REF). At that point, it accounted for 20 per cent of an institution's overall score; by the time of the most recent REF in 2021 this had increased to 25 per cent.

REF impact is assessed primarily through the submission of short (five-page) impact case studies (ICSs) describing the demonstrable effects, changes or benefits arising from research conducted within the submitting institution. The research may date back up to 20 years but the impacts described should have been fully realised within the period since the last assessment.

There is, in addition, a requirement for REF submissions to include information about the "impact environment" in a department or centre, and across the institution.

You should not start an engagement project only because you hope it will generate a REF case study; nor should you avoid engagement just because you think it's unlikely to lead to "REFable" impact. However, if your project does generate tangible changes, effects or benefits for any non-academic constituency, anywhere in the world – whether these were planned from the outset or arose more serendipitously – do let us know. We can help you figure out whether you have a potential REF case study and, if so, provide support with writing that up and collecting the evidence you need.

What about the KEF?

The UK Government has been moving toward a greater emphasis on knowledge exchange and impact for at least a decade. Plans for a new Knowledge Exchange Framework (KEF) were announced in October 2017, with results from its first iteration published in Spring 2021.

KEF is intended to track the full range of universities' KE activities and outcomes, including in categories such as public and community engagement, research commercialisation, and working with the business and third sectors.

KEF is primarily intended to demonstrate institutions' key strengths and capabilities relating to KE, with universities being benchmarked against those with similar characteristics. Its focus on a full range of knowledge exchange and engagement activity differs significantly from REF impact which, at least in impact case studies, is much more narrowly focused on selective outcomes of that engagement.

The best ways in which you can help the School meet the KEF requirements are the same ways in which you can help us achieve our much broader strategic goals to maximise the accessibility and uptake of, engagement with, and broad societal benefits derived from our research.

Impact

- Is any tangible effect, change or benefit felt in the world beyond academia, to which academic research has in some way contributed

- May be making something good happen or stopping something bad from happening

- Is not about media mentions / meeting with politicians / video downloads etc, but the things that happen as a result of these

- Matters in contexts beyond the REF; it is the reason why much research is done – and funded – in the first place

Research by Sandra Sequeira improved the efficiency of health services in antenatal care in Mozambique. Image credit Franco Sacchi.

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It is helpful to think of the long term horizon. Our project is cultivating the ground for future research and further knowledge exchange. We are working with stakeholders who are at a very beginning stage of understanding the impacts of data-driven technologies on their work and on the minoritised, racialised communities which they represent and serve. So thoughtful, coordinated KEI activities are intentional and necessary. Such is the challenge of working with groups serving underserved populations. LSE provided us seed funding, and we have succeeded in attracting greater funding for the project and allowing us to pace ourselves and see the impacts of our work over time.

Dr Seeta Peña Gangadharan

3   What support can you get?

LSE supports all kinds of KE activities through the Knowledge Exchange and Impact (KEI) Integrated Service and, financially, through a number of internal funding pots. We are here to help you plan activities, reach audiences and evaluate success. Take advantage of the expertise on offer.

Through the Integrated Service you can access:

Communication Division

- Advice on effective engagement and communications plans
- Central KEI initiatives eg, LSE Festival, LSE IQ podcast, Research for the World magazine
- Media engagement
- Events support (including the Public Lecture Programme)
- Social media and blogs
- Video, podcasts and film-making
- Public affairs and government relations.
- Digital engagement, website development and apps
- Design (eg, reports, executive summaries) and brand identities (for web, social media, print, PowerPoint etc).

Research Division

- Advice on funding and grant writing
- Advice on potential impact case studies for the REF and impact more broadly
- Academic consulting
- Commercialisation of research (eg, through licensing or creating spin-out companies, either as for-profit companies or as social enterprises).

LSE Library

- Maximising the visibility of academic research (through LSE Research Online and open access)
- LSE Press (a platform for high quality, open access research in the social sciences)
- Access to Library collections, and help digitising collections that are relevant to research.

Training and Development

- Help developing the skills you need for effective engagement.

Wider networks

- Including CIVICA (a network of European social science institutions) and Aspect (supporting social science innovation across the UK)

Contact us!

Visit **lse.ac.uk/kei** for more information on training and funding opportunities or email **research.kei@lse.ac.uk**.

4 Examples

Over the next few pages, you will find some comprehensive, but not exhaustive, examples of KEI beneficiaries, activities and indicators using the kind of language favoured by funders and assessors. These may help you broaden your thinking in the planning stages of your KEI projects and write your funding applications or reports.

Audiences and beneficiaries of impact

Society and Community; Media; Arts, Heritage and Culture; Visitors, Tourists and Tourism

- Artists and practitioners
- Arts, heritage, and culture
- Heritage sites
- Libraries and archives
- Media professionals
- Museums
- Performing arts
- Religious organisations
- Specific communities or groups
- Visitors, tourists
- Wider public

With possible impacts on:

- Arts and heritage policy, governance and funding
- Community cohesion or regeneration
- Creative practice and expression amongst practitioners
- Cultural life of a community, region or nation
- Cultural understanding of issues and phenomena, shaping or informing public attitudes and values
- Public engagement with cultural heritage and / or the arts
- Influencing media discourse relating to research
- Outreach and engagement of marginalised or under-represented groups
- Preservation, conservation and presentation of local, national, international cultural heritage
- Processes of commemoration, memorialisation and reconciliation
- Production of cultural artefacts eg, films, novels, music, art
- Public awareness, attitudes or understanding
- Public discourse or debate
- Public engagement with research
- Quality of tourist or visitor experiences
- The work of community organisations

Civil Society, Social Justice, Public Policy, Justice, Rights and Welfare

- Advocacy groups or lobbyists
- Citizens
- Charitable organisations
- Courts
- EU or other European organisations
- Intergovernmental organisations
- Local / regional governments
- Military
- National governments
- NGOs
- Policymakers
- Public Bodies
- Quangos
- Regulatory bodies
- Specific communities or groups (UK or elsewhere)
- Think tanks

With possible impacts on:

- Access to justice and other opportunities (including employment and education)
- Capacity to fulfil treaty or reporting obligations
- Decisions by a public service or regulatory authority
- Ethical standards
- Evidence based policy
- Human development
- Human rights
- Humanitarian action and relief (including monitoring or evaluation of these)
- International development
- International guidelines or policy (governmental or otherwise)
- Law enforcement
- Legal and other frameworks
- Legislative change, development of legal principle or effect on legal practice
- National, regional or local guidelines or policy (governmental or otherwise)
- Standards or contents of policy discussion and debate
- Political and legislative processes
- Public awareness, attitudes or understanding
- Public participation in political and social processes
- Public spending decisions
- Security
- Social welfare, equality and inclusion
- Understanding of minority linguistic, ethnic, religious, immigrant, cultures and communities
- Understanding of standards of wellbeing and human rights

Examples continued

**Economies, Commerce and Organisations
(including Public Sector Organisations)**

- Commercial / industry organisations
  and their users or clients
- Economies (local, regional,
  national, international)
- Professional practitioners (individuals
  or bodies)
- Public sector organisations and their users
- Regulators

With possible impacts on:

- Access to finance
- Access to public services
- Corporate social responsibility
- Development of new or modified standards
  or protocols
- Development of alternative economic models
  (eg, fair trade)
- Development, trialling and delivery of new
  materials, products or technology
- Development, trialling and delivery of new
  methodologies, frameworks or systems
- Economic prosperity (any geographic level)
- Enhanced organisational effectiveness and
  sustainability (any organisation)
- Improved or enhanced customer /client/
  audience experience
- Institution of new businesses or other
  organisations
- Inter-organisational understanding,
  cooperation or effectiveness
- Investment in research and development
- Jobs and employment
- Mitigation or reduction of potential harm
- Performance or productivity (including
  reduction of costs/waste)
- Quality of public services
- Regeneration
- Regulation or governance
- Strategy, operations or management practices
  within any business or organisations
- Take-up or use of public services

Human Health and Wellbeing

- Health or medical regulators
- NHS and its users
- Other health systems or services and their users
- Patients and related groups

With possible impacts on:

- Access to or take-up of healthcare services or related resources
- Control and understanding of diseases
- Costs within a health system or service
- Decisions by a health service or regulatory authority
- Development, trialling or delivery of new or modified clinical or lifestyle intervention
- Development, trialling or delivery of new or modified diagnostic or clinical technology
- Development, trialling or delivery of new or modified drug
- Development, trialling or delivery of new or modified guidelines (including for eg, training and ethical standards)
- Experiences for patients or related groups
- Improvements in quality of life or lifestyle
- Indicators of health and well-being
- Outcomes for patients or related groups
- Prevention of harm
- Public awareness of a health risk or benefit
- Public health and quality of life
- Public understanding, attitudes or behaviour relating or health or wellbeing
- Specific costs of an intervention

Built and Natural Environments

- Construction and related industries
- Conservationists and associated practitioners
- Natural environments (including flora and fauna)
- Specific communities or groups
- Wider public

With possible impacts on:

- Built environments (buildings, cities, public spaces etc.)
- Infrastructure
- Planning
- Sustainability
- Transport
- Natural environments
- Animal health and welfare
- Biodiversity
- Conservation
- Environmental policy
- Environmental standards
- Mitigating or reducing risks posed by natural hazards
- Natural resources including energy, water and food
- Public awareness or behaviours relevant to the environment
- Understanding of environmental risks or hazards (including climate change and emissions)

Examples continued

Education and Training; Professional Practice; Research

- Academic disciplines
- Non-UK Higher Education: research or teaching
- UK Higher Education: teaching (beyond LSE)
- Schools
- Research beyond Higher Education
- Vocational and continuing education
- Professional or practitioner bodies
- Professional or practitioner groups or individuals

With possible impacts on:

- Academic performance
- Access to higher education
- Curricula and educational content
- Delivery of highly skilled researchers
- Development and delivery of training resources
- Development, content and delivery of CPD (or other) training
- Educational assessment
- Educational practice
- Enhancing the knowledge economy
- Health and vitality of academic disciplines
- Professional practice (in any sector)
- Professional standards (in any sector)
- Professional understanding (in any sector)
- Public/community teaching and learning
- Teaching and education beyond LSE
- Uptake of specialised subjects
- Worldwide academic advancement

Methods and activities for supporting KEI

Dissemination activities might include:

- Conferences (with at least some non-academic delegates)
- Events, talks, debates or workshops
- Media appearance/coverage
- Media consultancy
- Media production
- Production of (or contribution to) project website within or beyond LSE
- Use of online or social media eg, writing blog posts or tweeting about research

Engagement activities for non-academic partners and collaborators might include:

- Collaborative organisation of event(s)
- Contribution to exhibition(s)
- Development of joint funding proposals
- Editorial role for non-academic publications
- Participation in a research collaboration, network or consortium
- Secondments, placements and visits into or out of LSE

Engagement activities for broader public audiences might include:

- Creation of a research community – helps engage (non-academic) participants with research
- Involvement or employment of local people in research projects
- Joint academia-industry appointments
- Joint publications with non-academic partners
- Non-academic input to research (eg, by steering group or external evaluators)
- Publication in practitioner journals

Engagement activities for specialist audiences might include:

- Commissioned research
- Consultancy (paid or unpaid)
- Demonstration of prototype or new material(s)
- Formal or informal networking and discussion
- Membership of expert group(s)
- Production of policy papers, guidance
- Production of reports
- Talks, workshops and other events for specialist audiences
- Transfer of skilled people (including eg, student placements in external organisations)
- Production of mediated and/or bespoke outputs

Examples continued

**Activities to change attitudes, awareness or understanding might include:**

- Collaborative, participatory or action research methodology which engages subjects/participants with research and its findings; may offer immediate access to benefits as result
- Mentoring
- Outreach / widening participation activity
- Provision of CPD or other training
- Provision of publically-available online information or engagement resources
- Sustained engagement with a community or group
- Provision of teaching or teaching materials for audiences outside LSE

Activities to change policy or guidelines might include:

- Contribution to curriculum design
- Contribution to or provision of evidence (eg, to select committees)
- Formal advisory role
- Provision of data to inform development of new or modified guidelines

Activities to change practice, performance or outcomes might include:

- Artistic collaboration
- (Contribution to) set up of new service
- (Contribution to) set up of spin outs, including social enterprises
- Invited provision of expert advice to inform practice
- Knowledge Transfer Partnerships
- Licensing and patenting
- Practice – or design-based research (eg, design of buildings, spaces; production of art or music)
- Production of prototypes, tool kits, beta software etc, for use beyond academia
- Proof of Concept projects
- Provision of new materials or products based on research
- Provision of new methodologies, frameworks or techniques for use beyond academia
- Research fed directly into clinical practice (eg, via clinical trialling)
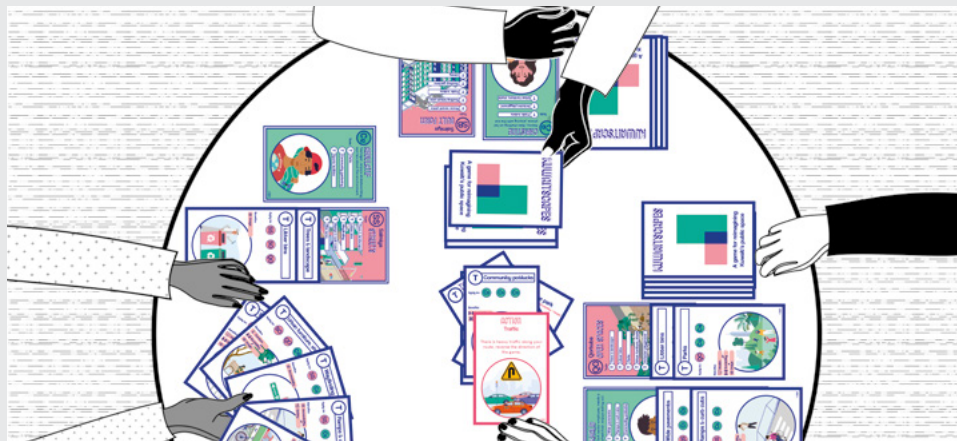
Metrics and Indicators

Objective

Working with partners and collaborators

Indicators might include:

- Number of collaborative partners (academic or otherwise) engaged with research
- Number of collaborators new to PI or project, or to LSE
- Number of other institutions engaged (including through secondments)
- Number of collaborative projects continuing beyond initial research or KE work
- Number of new collaborative projects or project proposals
- Number of skilled people moving into or out of LSE
- Details of in-kind contributions eg, contribution of time, expertise, space
- Value of cash contributions

Objective

Disseminating research and its results beyond academia

Indicators might include:

- Amount of traditional media coverage (press, television, radio etc) and size of audiences
- Amount of online/social media coverage and size of audiences
- Number (and bibliographic details) of publications produced for non-academic audiences
- Number of contributions to external research-related events
- Number of research-related events
- Number of attendees at research-related events

Objective

Engaging general audiences outside academia

Indicators might include:

- Amount of funding secured to sustain or extend initial engagement activities
- Evidence of increased (non-academic) engagement in or involvement with the research
- Examples of staff providing invited testimonials or evidence to non-academic audiences
- Responses to coverage of research eg, letters to a newspaper or online commentary
- References to research on external organisations' webpages or in their promotional materials
- Sales or download figures for research outputs or online resources based on the research

Objective

Engaging specialist audiences outside academia

Indicators might include:

- Number (and where relevant value) of CPD or other training based on research
- Number of advisory roles or memberships of expert groups
- Number (and bibliographic details) of joint publications produced with non-academic partners
- Number of publications or other outputs for specific non-academic audiences
- Number of talks, workshops, lectures or seminars for specialist audiences outside academia
- Number of languages into which outputs are translated; sales or download figures for these
- Value of commissioned work or consultancy

Mostly indicate dissemination/sharing

Mostly indicate engagement

Metrics and indicators continued

Objective

Changing attitudes, awareness or understanding

Indicators might include:

- Evidence of change in awareness, attitudes or understanding from eg, independent surveys

- Evidence of increased engagement with or enquiries to external organisations associated with the research (eg, work on legal aid prompting enquiries to Citizens Advice Bureau)

- Examples of engagement with or responses to research or media coverage of research, particularly where these show a new interest in or changed attitude toward a specific subject

Objective

Changing policy or guidelines

Indicators might include:

- Inclusion of research outputs on curricula; number of institutions (and students) using these

- References to research in new or modified policies or laws

- References to research in new or modified standards, guidelines or training guidance

- References to research or researcher in political debate or policymaking processes

Objective

Changing practice, performance or outcomes

Indicators might include:

- Changes in health indicators or outcomes for patients or related groups

- Evidence of changing trends in key technical performance measures

- Figures showing increased uptake of a service or product, including public services

- Financial information showing eg, increased turnover or profit, or jobs created or protected

- Increase in visitor or audience numbers for external partners

- Measures of improved public or other services eg, from independent evaluations

- Measures of improved local, national or international welfare, equality or inclusion

- Measures of increased attainment in specific academic subjects in institutions using research to support teaching and learning in this area

- Tourism or visitor data showing changes in patterns of visiting or engagement

- Value to partners of adopting new or modified products, models, systems or processes based on research

Mostly indicate changes resulting from dissemination and engagement, ie, impact

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As a social policy analyst, doing research that makes a difference is one of my main motivations. So for me knowledge exchange is not so much a supplementary activity as a crucial part of what I do. I find it stimulating – and often challenging – to try to translate research findings into forms that can be communicated to the relevant actors, whether they are policymakers, practitioners, or intermediaries such as journalists and people working in NGOs. And through engaging with these people I am often humbled to learn that I have only seen one part of the picture – there are more aspects of the problem to be researched and understood.

There is lots of support at LSE – so you don't have to do it alone. You may be surprised to discover that there are more people out there with an interest in your findings than you thought.

Dr Tania Burchardt

lse.ac.uk/KEI

This information can be made available in alternative formats, on request. Please contact, research.kei@lse.ac.uk

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Cover: iStock, page 18: LSE Festival 2022, page 19: Adivasi labourers in India, the focus of research by Alpa Shah and Jens Lerche (image credit) on migrant labour exploitation, page 20: Unsplash, page 22: LSE Library/LSE Festival schools project *Fading Rainbows*, page 23: Artist: Debasmita Dasgupta. Image from Ernestina Coast's co-created animation with PositiveNegatives to educate and inform around the legal options for abortion-related care in Zambia, page 24: Kuwaitscapes card game produced by Alexandra Gomes with illustrations by Tanushree Agarwal, based on the challenges and opportunities facing Kuwait's residential neighbourhoods and everyday use of public space.

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