**Evaluating impact and planning knowledge mobilisation activities**

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**A Template for Reflection and Taking Notes**

**CORE EVALUATION QUESTIONS for** *add the title of your project*

Lay summary of the project or activity

 *Add a brief summary of your project including what you hope to achieve*

The purpose is to sketch out how we will show or evidence:

**A. Impacts**: Who or what changed, in what ways, and how do we know?

**B. Causes of impact**: Why/how did changes occur? Which factors or processes caused impact?

**C. Lessons and actions**: What lessons can be learned? Which actions should follow to generate impact?

*Use the following pages/questions to make a note of the information/data you have or could collect, what else you could do to increase impact etc. Revisit this periodically to keep it ‘live’ and relevant*

1. **IMPACTS**

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| **What changed? (Progress towards goals)** |
| 1) Instrumental: changes to plans, decisions, behaviours, practices, actions, policies |  |
| 2) Conceptual: changes to knowledge, awareness, attitudes, emotions |  |
| 3) Capacity-building: changes to skills and expertise |  |
| 4) Enduring connectivity: changes to the number and quality of relationships and trust |  |
| 5) Culture/attitudes towards knowledge exchange, and research impact itself |  |

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| **Who was involved in the change? (Influencers and influenced) Stakeholder groups might typically include:** |
| 1) Policy-makers: including NIHR, regulatory bodies; local, national and international |  |
| 2) Practitioners: local authorities, NHS, third sector |  |
| 3) Communities: of place or interest |  |
| 4) Researchers: within and beyond the project and institution |  |
| 5) The public: users of services, their carers |  |

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| **How do we know? What evidence do you have? What evidence might you easily get?** **(Evidence and feedback)** |
| Which indicators and methods should be used, and questions asked, to demonstrate impacts, and progress towards generation of impacts? |  |

**B CAUSES OF IMPACT**

| **Why or how did changes occur? Why do you think changes occurred?** |
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| 1) Problem-framing: Level of importance; active negotiation of research questions; appropriateness of research design. |  |
| 2) Research management: research culture; integration between disciplines and teams; planning; strategy. |  |
| 3) Inputs: Funding; staff capacity and turnover; legacy of previous work; access to equipment and resources. |  |
| 4) Outputs: Quality and usefulness of content; appropriate format. |  |
| 5) Dissemination: Targeted and efficient delivery of outputs to users and other audiences. |  |
| 6) Engagement: Level and quality of interaction with users and other stakeholders; co-production of knowledge; collaboration during design, dissemination and uptake of outputs. |  |
| 7) Users: Influence of knowledge intermediaries, e.g. ‘champions’ and user groups; incentives and reinforcement to encourage uptake. |  |
| 8) Context: Societal, political, economic and geographical factors. |  |

**C LESSONS AND ACTIONS**

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| **What lessons can we learn for impact identification and generation?** |
| 1) What worked? What could (or should) have been done differently? |  |
| 2) What could (or should) be done in the future? |  |

**D RESOURCES**

<https://doi.org/10.1016/j.forpol.2019.101975>: A forestry pilot study, by David M. Edwards and Laura R. Meagher

[A framework to evaluate the impacts of research on policy and practice – Integration and Implementation Insights (i2insights.org)](https://i2insights.org/2020/03/03/research-impact-evaluation-framework/)

[How to tell an impact story? The building blocks you need | Impact of Social Sciences (lse.ac.uk)](https://blogs.lse.ac.uk/impactofsocialsciences/2020/09/18/how-to-to-tell-an-impact-story-the-building-blocks-you-need/).