



The 'Impact Analysis System' Practical Guide

Introduction

The 'Impact Analysis System' has been developed as part of the Oxford Brookes University JISC funded project *Embedding Impact Analysis: Learning from Law*. This guide to the system is intended to help you complete the Impact Analysis System Workbook. It will take you through the workbook sheet by sheet and give practical hints and tips. The companion guide *'Impact Analysis System': Conceptual Framework* gives more background on the theoretical underpinnings of the system and on some of the current thinking behind impact analysis. In summary, the conceptual framework is based on the application of a 'theory of change' or 'logic' model. (W K Kellogg Foundation, 2004) The Impact Analysis System adopts pragmatic 'tracking back' and 'tracking forward' approaches (Nutley & Walter, 2005) to populating the system with information relevant to tracing impact.

Workbook Contents

The workbook comprises 10 worksheets, each focussed on recording and capturing different pieces of data and information that may be helpful for tracing the impact of your research. The sheets can be also be adapted to record impact from other activities, not only research, as the underlying principles for tracing impact from other activities are the same as those for research.

- Worksheet One: Impact Types
- Worksheet Two: School or Department Overview
- Worksheet Three: Research Activity
- Worksheet Four: Outputs
- Worksheet Five: Pathways (Presentations)
- Worksheet Six: Pathways (Networks)
- Worksheet Seven Pathways (Media & Other)
- Worksheet Eight: External Funds (Influence link)
- Worksheet Nine: Outcomes and Impacts
- Worksheet Ten: Additional Comments

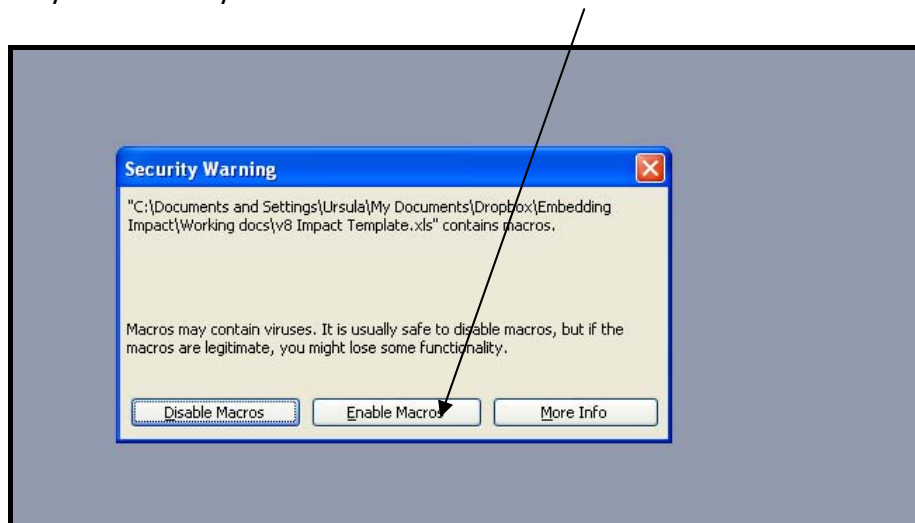
Key Points to remember



- At first sight the workbook may look daunting. Remember it is **NOT** expected that every column of every sheet will be relevant to everyone. There will be many columns that you can leave blank.
- Once you have completed the relevant information for your work, it will not take much time to keep the system updated and you can use it for many different things – including for recording impacts from other activities, not just research.
- 'Impact' can be interpreted very broadly. Most academic work will have impact of one kind or another. This system is designed to help identify, trace and record impact.

Using the Workbook

STEP ONE Open the Workbook. You need to have Microsoft Excel installed on your PC. On opening the workbook, and depending on your own PC security settings, you may be asked if you wish to enable macros. **Click ENABLE MACROS.**



Worksheet One: IMPACT TYPES:

This is a **reference** sheet describing and giving examples of impact categories as presented in the REF 2014 Guidance. It's not exhaustive, but gives a good general idea of the types of impact that could be included. The definitions of impact are very broad and **most, if not all, researchers will see that they could have the opportunity to show impact in some of these areas – particularly in 'conceptual impact', influencing thinking and debate.**

PPLS Impacts on Public Policy, Law and Services			
A	B	C	D
		Conceptual Example C	Enhanced cultural understanding of issues
		Instrumental Example A	Improvements to legal and other frameworks
		Instrumental Example B	Enhancements to policy and practice for services
		Capacity Building	Improved Social Welfare, equality, social inclusion
ECO Economic, Commercial, Organisational Impacts	New or established businesses, or other types of organisation undertaking activities which create wealth	Conceptual Example A	Understanding, developing and adopting alternative business models
		Instrumental Example A	Development of new or improved materials
		Instrumental Example B	Improvements in legal frameworks, regulations
		Capacity Building	Contribution to improved social, cultural and economic well-being
EIV Impacts on the Environment	The natural, historic and/or built environment, together with societies, individuals or groups of individuals	Conceptual Example A	Influence on professional practice or codes of conduct
		Conceptual Example B	Changes in environmental or architectural design
		Instrumental Example A	Specific changes in public awareness or behaviour
		Instrumental Example B	Improved design or implementation of environmental or architectural projects
		Capacity Building	Improved management of an environment
HW Health & Welfare Impacts	Individuals and groups (human or animal) whose quality of life has been enhanced (or harm mitigated) or whose rights or interests have been protected or advocated.	Conceptual Example A	Development of ethical standards
		Conceptual Example B	Influence or shaping of relevant legislation
		Conceptual Example C	Influencing policy or practice leading to improved health and welfare
		Instrumental Example A	Improved provision or access to services
		Instrumental Example B	Development or adoption of new indicators
		Capacity Building	Influence on CPD
PPS Impacts on Practitioners and Professional Services	Organisations or individuals involved in the development and/or delivery of public policy, law and services	Conceptual Example A	Use of findings by Professional bodies to develop standards

Worksheet One: Impact Types

Worksheet Two: SCHOOL OR DEPARTMENT OVERVIEW

The main purpose of this sheet is to give a broad university and 'school' or Departmental level context for the research being undertaken. It is to enable recording of school or departmental level activities which could act as 'dissemination pathways' e.g. a Departmental newsletter, Departmental 'YouTube' series etc. It is envisaged that this sheet could be maintained/kept up to date centrally by the Department/School. It also records the 'broad bodies of research' being undertaken. Some of these may overlap; some staff may be involved in more than one area.

Please enter on the sheet your own 'broad area(s) of research so that your work is identified as being part of particular areas (e.g. 'Small Jurisdictions Group' or 'International 19th Century Research Cluster'.) The purpose for this is that it helps to build a bigger picture of 'collective impact.' You may of course 'belong' to more than one, please enter as many as relevant.



TIP Where you see a red triangle, there is a short explanation in the drop down box – hover over the triangle to read the box.

	A	B	C	D	E	F	G	H	I
	School Overview	Main Bodies of Research (poss use reference number)	(Name)	Staff involved (First Name)	School research dissemination and KE : Internal Activities	School research dissemination and KE : External Activities	Date Range	Other School External Dissemination and KE Activities	Sphere of Influence audience
2									
3						Youtube Intro to School			
4						UG Law at Brookes 318			
5						Law at Brookes 685 vie			
6						Japanese version 78 vie			
7						PG Law 819@ 03/06/12			
8									
9		Applied Study of Law and Religion	Edge	Peter					
10			Vickers	Lucy					
11			Bakalis	Chara					
12									
13									
14		Small Jurisdictions Group	Edge	Peter					
15			Cooper	Simon					
16			O'Brien	Derek					
17									
18									
19									
20		Equality Law	Vickers	Lucy					
21									
22									
23									

Worksheet Two School or Department Overview

Worksheet Three: RESEARCH ACTIVITY

Sheet three is intended to record the past and ongoing ‘blocks’ of research activity of individual researchers and any specific ‘dissemination’ activity related to those areas of research. This may be a specific funded project with its own reference number (e.g. an ESRC reference number or a Brookes Finance Office/Research Office reference number) or it may be a broader ‘area of research e.g. ‘Religious Freedom and Religious discrimination at work. ‘If it has a specific reference number please record this. Otherwise please give it your own reference number e.g. your initials followed by a number. The reference number is simply to help identify the areas of work in building a ‘research trail’ to help attribute outcomes and impacts to particular projects or areas of research.

	A	B	C	D	E	F	G	H	I
	Department/School	Staff member: Last Name	Staff Member: First Name	Reference number for project or research area	Title of Project /Description of area of research	Date range	Academic collaborators	Non-academic collaborators	URL for project site (if applicable)
2									
3									
4	Law	Vickers	Lucy	LV1	Religious Freedom & Religious Discrimination at work				
5									
6	Law	Vickers	Lucy	LV2	Freedom of speech at work & whistleblowing				
7									
8	Law	Vickers	Lucy	LV3	Harassment at work				
9									
10	Law	Vickers	Lucy	LV4	age discrimination				
11									
12	Law	Vickers	Lucy	LV5	equality				
13									
14	Law	Edge	Peter	PE1	Religion and Law of Institutions				
15									
16	Law	Edge	Peter	PE2	Public Law of Isle of Man				
17									
18									
19									
20									

Worksheet Three: Research Activity

Worksheet Four: OUTPUTS

This is a crucially important worksheet for recording all of your research outputs. The output definitions are largely the same as those used in the Brookes Law School *Annual Research Review* and are likely to be similar to those used in other Departments:

- Book Chapter
- Book Review
- Book/Monograph
- Case/Legislation Commentary
- Research Report
- Text Book
- Book Review
- Research Report
- Working Paper

However **Conference Proceedings and Presentations** are **NOT** included as outputs. They are to be included in **Worksheet Five: Pathways (Presentations)**

Worksheet Four (Outputs) is primarily focussed on recording factual information about outputs, their type and nature along with directly linked ‘dissemination’ activity e.g. if they have been uploaded to **RADAR** etc. The ‘red triangle’ comment boxes in the worksheet provide additional explanation. Much of this type of information (for instance the ISBN or DOI numbers) will be retrieved automatically when Brookes moves to a new research management information system.

Please also note that it is not currently possible for the researcher user to see how many **RADAR** views occur of each **RADAR** –uploaded object – but this is possible centrally. Hence the space has been provided for this.



Key point on outputs to be included

It is important to list **all** of your outputs, irrespective of their likely classification in ‘REF’ Terms (i.e. whether they may be thought of as ‘national’, ‘international’ etc.) This is for two main reasons:

- in reality, extensive impact is rarely achieved by a single ‘stand alone’ piece of work, but can relate to a body of work. While the REF impact case studies are required to have a link to work that is considered at least 2*¹, such 2*(+) work rarely occurs in isolation but tends to exist in a wider context of impact from a body of work.
- ‘REF –visible’ impact is of course not the only, nor always the most important, kind of impact. Wider impact on society can be achieved by many different types of academic research, teaching and knowledge engagement and exchange activities.



TIP A number of the columns have a ‘drop down list’ to make completion easier – select the relevant item from the list.

	Department/school	Staff member.Last Name	Staff Member.First Name	Research Area or project reference number	Output reference number	Output Type	Title	Date	Co-Auth
4									
32	Law	Edge	Peter		PE8	Journal article	İlkeli Sosyal Sermaye Üretim Alanları Olarak Kutsal Yerler: İngiltere Örneği	2008	
33	Law	Edge	Peter		PE3	Book/monograph	Islam, counter-terrorism and human rights in the UK	2009	Cumper
34	Law	Edge	Peter		PE10	Journal article	Writing authenticity: The family, law and religion	in press	
35	Law	Edge	Peter		PE11	Book Chapter	Sympathetic magic: Charitable status and magic practice in the UK	2010	
36	Law	Edge	Peter		PE12	Edited Work	Red places as generators of dangerous social capital: A view from Europe	2008	
37	Law	Edge	Peter		PE13	Research Report	Religion and Law: An introduction	2006	
38	Law	Edge	Peter		PE14	Text Book	Freider et al's Churches and other Religious organisations as Legal persons	2008	
39	Law	Edge	Peter			Book Review	Religious representation in a democratic Legislature: A case study of the Lord Bishop of Exeter		Pearce
40	Law	Edge	Peter				The value of English Authority in interpreting Acts of Tynwald and Acts of Parliament		
41	Law	Edge	Peter				David, Goliath and Supremacy: The Isle of Man and the Sovereignty of the United Kingdom		
42	Law	Edge	Peter				The law and practice of capital punishment in the Isle of Man		
43	Law	Edge	Peter				Use of foreign legislative models in the Commonwealth: A case study of criminal law		
44	Law						Naturalism and neutrality: Fairly trying miraculous claims in English Courts		
45							Decisions of the Judicial Committee of the Privy Council in other jurisdictions		
46							Religious charities and the jurisdiction of the Charity Commission		
47							The European Court of human rights and religious rights		
48							Determining religion in English Courts		
49							Taking due account of religion in sentencing		
50							Main Public Law		

Worksheet Four: Outputs

¹ i.e. work of “ Quality that is recognised internationally in terms of originality, significance and rigour”

Worksheet Five: PATHWAYS (PRESENTATIONS)

Sheet Five is the first of three worksheets that are seeking to record potential 'pathways' to impact. The more 'pathways' that can be observed and recorded, the easier it will be to trace back and make plausible attribution of an observed impact to a particular piece of research or a particular body of research. An element of attribution is *required* for the REF, albeit that it may be very difficult (and often impossible) to conclusively attribute impact to a specific piece of research. It is more possible to seek links between impact and *a body* of research (hence the attempt to allocate individual research outputs to 'bodies' of research.)

This worksheet seeks information on conference and other external presentations. In particular it differentiates between those (such as academic conference papers) presented to a predominantly academic audience and those which were open to a wider, non-academic, audience. The sheet also asks for any supplementary information that could be useful in building a 'story' of impact (e.g. was it an event where a press release was prepared, or which attracted media attention or which had a 'plain English' summary released, etc.)

	A	B	C	D	E	F	
	Department/school	Staff member: Last Name	Staff Member: First Name	Research Area or project reference number	Conference /seminar paper (mainly academic audience)	Conference paper /presentation (mixed or non-academic audience)	
2							
33	Law	Edge	Peter		Autonomy and the established church: A Contradiction?		Munster Cluster of Es
34	Law	Edge	Peter			Religion and Law in the 21st Century	Centre for Christianity
35	Law	Edge	Peter		Consuming Occulture		Lancashire Law Schoo
36	Law	Edge	Peter		The Guest House on the Borderlands: Consuming Occulture		Laram Annual Confer
37	Law	Edge	Peter		Counter-terrorism, Establishment and an Angloan Islam		Oxford Society for Law
38	Law	Edge	Peter		Security, Places of Worship and Religious Autonomy		Birham Young Univer
39	Law	Edge	Peter		Determining the religious content of a claim: Paradigmatic pitfalls		AHRC/ESRC Religio
40	Law	Edge	Peter			is the authentic human a member of a family? Some thou	University of West of
41	Law	Edge	Peter		Some reflections on sentencing for the exercise of religious rights		Oxford Society for Law
42	Law	Edge	Peter		Globalisation, multidisciplinary and law and religion		ESRC/Bristol Centre
43	Law	Edge	Peter		Sacred places as generators of dangerous social capital?		British Sociology Ass
44	Law	Edge	Peter		Religious rights and human rights: The right of a place to exit		Ins an Haklarinda Yem
45	Law	Edge	Peter		The tail that has get to wag the dog: Abu Hama and state contr		University of West of
46	Law	Edge	Peter		Sacred Places as generators of social capital: Some thoughts fr		Jewish-Arab Center f
47	Law	edge	Peter		Taking due account of religion in sentencing		Internal University Sem
48						Hate and Blame Colloquium	Dorford Brookes Unit
49							
50							
51							
52							

Worksheet Five: Pathways (Presentations)

Worksheet Six: PATHWAYS (NETWORKS)

Sheet Six is focussed on identifying other 'network' channels and pathways through which the influence of particular research, or of a particular researcher, could flow. This includes more 'traditional' academic routes e.g. Membership of Learned Societies and other, less traditional ones, such as through use of social media. (There is more space for noting social media engagement in Worksheet Seven.)

Worksheet Seven: PATHWAYS (MEDIA & OTHER)

Worksheet Seven is seeking to capture any additional potential channels or pathways, that may not have been captured in the more 'traditional' routes noted in worksheets five and six. Worksheet Seven includes scope for noting additional media attention and in particular to indicate social media usage. The growing 'influence' or 'impact potential' of social media should not be underestimated. One of the positive virtues of social media for an 'impact tracing' exercise is that it lends itself to

all kinds of ‘tracking ‘ mechanisms. There are many tools that can help, such as ‘tweetreach’ (which analyses how many people a particular tweet has reached – this can be quite astonishingly large if a tweet has been ‘retweeted’ a few times – have a look at <http://tweetreach.com/>) and ‘Klout’, which measures your online ‘presence’ or your ‘Klout’ (See: <http://klout.com/home> .) None of these things are in themselves ‘impact’ of course, they are ‘pathways’ - but the more of a ‘network’ footprint someone has, the more plausibly we can trace impacts arising from the influence of their work.

Worksheet Eight: EXTERNAL FUNDING (INFLUENCE LINK)

Worksheet eight provides space to record research funding attracted, and for which projects or bodies of research. The main point of this is that it helps to further ‘fill in’ the ‘impact’ picture. Being awarded funding , particularly for consultancy or commissioned/ contract research reports rather than ‘straight’ (e.g. research council) research projects is demonstrable evidence of a very real type of external impact. This is simply because it shows faith on the part of the commissioning bodies/people that your work is important and has value to them. **Not everyone will be in a position to fill this section in**, nor is it essential to do so– it is simply additional evidence that could be used to develop a ‘narrative of impact.’

	Purpose	Output reference if relevant	Funder	Year	Amount	Join Colleague
2						
15	Review		British Academy	2005	2700	Senturk
16	Visiting Fellowship grant		Leverhulme Trust	2004	8658	
17	Research grant		ESRC	2001	39376	Diana W
18	Report		HEA Philosophy & Religious Studies su	2010	3750	
19						
20						
21						
22						
23						

Worksheet Eight: External Funding (Influence Links)

Worksheet Nine Outcomes and Impacts

Worksheet Nine is very important for building the evidence case for impact. In this sheet you are asked to note and classify any **known** instances of impact or evidence of impact. You are also asked to ‘classify’ the impact according to the REF criteria and note if there is any direct evidence (e.g. correspondence) or whether there needs to be reliance on more ‘generic’ pathways linkages. You are also asked to note the ‘context’ e.g. if it was highly topical at the time.

EXAMPLE

Description of Impact	Type of Impact (Ref Classification)	Kind of Impact	Known pathways or linkages	Other possible pathways	Context
Article informed the legal reform process on civil partnerships	PPLS Impacts on Public Policy, Law and Services	Instrumental	Correspondence with Minister's Office	Network Pathways & Media	Highly Topical Policy Issue

	Description of impact	Impact Type (REF Classification)	Main type of Impact: Conceptual, Instrumental, Capacity Building	Administration: Broad classifications(Full details on next worksheet & in toolkit guidelines)	Other contribu
2				CCS Creativity, Culture and Society (influencing debates and knowledge - individuals or organisations)	
3	Contributed to advancement of debate on religious freedom issues	PPLS	Conceptual	ECO Economic, Commercial organisational impacts (impact on businesses,trade, regulatory frameworks,etc) ,	
4	Report used by HEFCE to improve RAE process	PPLS	Instrumental	ENV Environment impacts(natural, historic or built, policy, risks, regulation, design, standards),	
5	Contributed to thinking & debate re religious discrimination in Brit	CCS	Conceptual	HW Health & Welfare impact (for humans or animals, ethical standards, policy,measurements etc)	vid
6	Contributed to thinking & debate re religious discrimination in Brit	CCS	Conceptual	PPS Impact on Practitionersand Professional Services(individuals, professional practice, management of services)	vid
7				PPLS Impacts on Public Policy, Law and Services (policy, organisational, government agency level, NGDa, charities ,dispute resolution legislative change, improved training standards)	
8					
9					
10	Article informed the legal reform process on civil partnerships	PPLS	Instrumental		Network Pathways
11	Contributed to thinking & debate re religious discrimination in Brit	CCS	Conceptual		vid
12	Contribution to thinking re impact of section 116 of australian cons	CCS	Conceptual		116
13	Contribution to establishment and extension of help lines for hate c	PPS	Instrumental		network pathways.
14	Contributed to popular evidence base for legal aspects of sceientol	CCS	Conceptual		ry hi
15	Contributed to popular evidence base for aspects of Manx Law	CCS	Conceptual		aw l
16	Research used in Parliamentary debate in the House of Keys	PPLS	Conceptual		Cited in Hansard 1st April 2003 http://www.tynwa

Worksheet Nine: Outcomes & Impacts



TIP Hover over the red triangle to pull down the ‘comment box’ with a summary of the impact types. A fuller description and examples are given in Sheet One.

The space for ‘Description of impact’ is limited but it is also possible to add a short comment in a comment box. Hover over the red triangle, right click ‘edit comment’ and you can add text in the comment box.

	Description of impact	Impact Type (REF Classification)	Main type of Impact: Conceptual, Instrumental or Capacity Building	Known or specific Linkages	Other contribu
2					
3	Contributed to advancement of debate on religious freedom issues	PPLS	Conceptual	Article used by BHA for complaint to ECHR	
4	Report used by HEFCE to improve RAE process	PPLS	Instrumental	Report recommendation to HEFCE	
5	Contributed to thinking & debate re religious discrimination in Brit	CCS	Conceptual	Referenced in EHRC report reviewing research evid	
6	Contributed to thinking & debate re religious discrimination in Brit	CCS	Conceptual	Referenced in EHRC report reviewing research evid	
7					
8					
9					
10	Article informed the legal reform process on civil partnerships	PPLS	Instrumental	Correspondence with Minister's Office	Network Pathway
11	Contributed to thinking & debate re religious discrimination in Brit	CCS	Conceptual	Referenced in EHRC report reviewing research evid	
12	Contribution to thinking re impact of section 116 of australian cons	CCS	Conceptual	Referenced in Wikipedia discussion of Section 116	
13	Contribution to establishment and extension of help lines for hate c	PPS	Instrumental	Hate & Blame Colloquium June 2012	network pathway
14	Contributed to popular evidence base for legal aspects of sceientol	CCS	Conceptual	Referenced in Wikipedia discussion Scientology hi	
15	Contributed to popular evidence base for aspects of Manx Law	CCS	Conceptual	Referenced in Wikipedia discussion of Manx Law	
16	Research used in Parliamentary debate in the House of Keys	PPLS	Conceptual	Cited in Hansard 1st April 2003 http://www.tynwa	

Worksheet Nine: Outcomes and Impacts (Comment Box)



You can add comments to any box in any sheet in a similar way . Right click on a cell to get the options. Choose 'insert comment' and it will allow you to put in a comment.

I	J	K	M
specific Linkages or Pathways	Other contributory Linkages or Pathways	Conte	
e with Minister's Office	Network Pathways& Media	Highly topical pol	
HRC report reviewing research evid			
/wikipedia discussion of Section 116			
olloquium June 2012	network pathways, presentation path	recent legislation	
/wikipedia discussion Scientology ht			
/wikipedia discussion of Manx Law h			
d 1st April 2003 http://www.tynwa			

How to 'insert a comment'

The worksheet also asks you classify impact according to whether it is 'conceptual', 'instrumental', or 'capacity building.' (Nutley & Walter, 2005)

- **Conceptual**
Contributing to debate: Informing thinking
- **Instrumental**
Contributing to actual observed change or actions
- **Capacity Building**
Strengthening human capital potential and knowledge resource base e.g. through CPD provision, key text books etc

Considering 'types' of impact can be a helpful way of thinking about impact and will also help the 'narrative' of impact – how an impact case study could be written up.

	G	H	I	J	K	L	
	Impact Type (REF Classification)	Main type of Impact: Conceptual, Instrumental or Capacity Building	Administration: Conceptual - eg contributed to debate/informed thinking Instrumental - contributed to actual change or actions, Capacity Building - eg strengthened human capital potential and knowledge resources in area eg CPD/Text books/ etc	Linkages or Pathways	Other contributory Linkages or Pathways	Context	Any Other comments
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

Worksheet Ten: ADDITIONAL COMMENTS

This last sheet simply provides space for any additional notes or comments you wish to make. These could be notes to yourself (if you are using the template for your own recording purposes) or notes for the relevant university manager or administrator if you are collating the information for its use by the university.

	A
1	This is space to enable you to add any additional comments or notes, for yourself (if you are using this workbook for your own record purposes) or for the
2	
3	
4	
5	

Worksheet Ten: Additional Comments

This practical guide has been intended to help researchers use the 'Impact Analysis System'. This system has been developed as part of the Oxford Brookes University JISC funded project *Embedding Impact Analysis: Learning from Law*

References:

Nutley, S., & Walter, I. (2005). Assessing the impact of social science research: conceptual , methodological and practical issues.

W K Kellogg Foundation. (2004). *W.K. Kellogg Foundation Logic Model Development Guide. Development* (p. 72). W. K. Kellogg Foundation.

Ursula Kelly, Viewforth Consulting, October 2012