

POLICY AND PRACTICE IMPACT CASE STUDY OF ESRC GRANTS AND FELLOWSHIPS IN PSYCHOLOGY

ANNEXES

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ANNEXES

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Annex A

Framework of Core Questions

D=Document Analysis
SR=Survey of Researchers
SH=Survey of Department Heads
F=Focus Group

IU= Interviews with Users
C=Case Studies
IA=Integrative Analysis

I. Primary Knowledge Producers

- A. Which of the researchers have seen their research lead to impacts? How can they be characterised? (e.g. sub-discipline, institution, location) Was the particular ESRC project part of a wider, longer-lasting research programme? Has additional funding been received from ESRC? Other funders (e.g. support/self-help groups)? **D SR C**
- B. What were key research objectives (e.g. basic or applied topics)? **D SR C**
- C. What user engagement, dissemination, knowledge transfer, objectives did they have/address? How? At what stages? Were there “human vectors” (e.g. students, academic staff movement, user visits)? **D SR C**
- D. What specific contacts/users can be identified? **D SR SH F C**
- E. In what networks or communities involving potential users (where impacts might be felt) do researchers feel involved? **SR SH F**

II. Knowledge Users, Beneficiaries, Brokers & Intermediaries

- A. In terms of policymakers, who –specifically and by “type”–has been involved as users? In what way? **D SR (SH F) IU C**
- B. In terms of practitioners, who –specifically and by “type” – has been involved as users? In what way? **D SR (SH F) IU C**
- C. What wider publics have been involved or affected as beneficiaries? In what way? **D SR (SH F) IU C**
- D. What knowledge brokers or intermediaries – specifically and by “type” – have been involved? In what way? **SR (SH F) IU C**

III. Impacts of Psychology Research (Outcomes)

- A. What examples exist of actual, specific, “instrumental” impacts, including but not limited to capacity-building (training)? **D SR (SH F) IU C**
- B. What examples exist of “conceptual” impacts, such as enlightenment effects (awareness raising) or cultural change? **D SR (SH F) IU C**
- C. Can impacts be clustered within types or categories, within particular contexts? **F IU**
- D. As outcomes, how has the research directly or indirectly influenced policy formation and development? **IU C**
- E. As outcomes, how has the research directly or indirectly influenced changes in professional practice within the public and the private sector? **IU C**

IV. Research Impact Processes

- A. What *activities* appear to have brought about research impacts, in policy or practice? (e.g. briefing papers/targeted publications, workshops, series of seminars/meetings, reciprocal visits, CPD) **SR F I U C**
- B. What *factors and/or facilitating contexts* shape the effectiveness of research processes leading to impacts? What are the relative roles of the individual (researcher, policymaker, practitioner) and the organisation within which he or she operates? **F I U C**
- C. Do *intermediary infrastructure organisations* exist which facilitate or enhance the likelihood of impacts? (e.g. a professional society which brings together researchers & users in CPD or shared conferences) **SR F I U C**
- D. What factors shape *stages in the dynamics* of research processes leading to impacts, as they take place over time? **(SR) F I U C**
- E. Are there identifiable desirable mechanisms or ways in which research has been and can be utilised and applied by *policymakers*? **F I U C**
- F. Are there identifiable desirable mechanisms or ways in which research has been and can be utilised and applied by *practitioners*? **F I U C**

V. Lessons Learned & Recommendations

- A. A. What key issues exist in the generation of research impacts? **(SR) F I U IC**
- B. What lessons have been learned regarding enhancement of the effectiveness of linkages and flows of knowledge leading to research impacts? **(SR) F I U IC**
- C. What recommendations could help **(SR) F I U IC**:
 - i. researchers (and their institutions)
 - ii. knowledge brokers & intermediaries
 - iii. policymakers
 - iv. practitioners
 - v. wider public beneficiaries

VI. Methods for Identifying and Assessing Non-academic Research Impacts

- A. What insights arise from critical reflection on methods used? **IA**
- B. To what extent could these methods (or insights from them) be “generalised” to future assessment of non-academic research impacts **IA**

Annex B
Content/Discourse Analysis
(End-of-Award Reports, Rapporteurs' Evaluations)

A database was constructed using data from the End-of-Award Reports (for the three year-cohorts) and the accompanying Rapporteurs' evaluations to record indications of connectivity or orientation toward users as "proxy indicators" as well as any indications of real or potential impacts. (Data identifying individuals have been removed from this published report.)

Database fieldnames:

Year ending
Project ID
Institution
Theme/General Area (ESRC designations, KCL= Knowledge, Communication & Learning; LLH= Lifecourse, Lifestyles & Health)
Overall Ranking
Staff Destinations
Follow-on ESRC/Other funding
User Audiences: Policy/Practice/Commercial/Other
User Audiences: Types and/or specific organisations
Apparent level of connectivity with users (Engagement, Dissemination/achieved, Dissemination/planned, Acknowledgement) of relevance, Exclusively or highly academic)
Estimated average level of (3-4) Rapporteurs' Interest in User Relevance (High priority, Moderate priority, Small but definite component, Passing Acknowledgement, Non-existent)
Awardholder's Indicative, Illustrative language
Rapporteurs' Indicative, Illustrative language
Views on "staging" basic/user relevant research
Other trends/patterns/notes

Rankings

Each project was given a ranking for user connectivity:

E = Genuine engagement of users during the project

D = Dissemination

PD = Planned Dissemination

R = Recognition of Possible Relevance

A = Exclusively Academic Approach

Levels of Connectivity with Users

Year	No.	E	E+D	E+D+D/PD	PD	E-PD
1998	37	5 (14%)	9 (24%)	11 (30%)	5 (14%)	16 (43%)
2001	41	2 (5%)	12 (29%)	15 (37%)	3 (7%)	18 (44%)
2004	55	6 (11%)	17 (31%)	21 (38%)	4 (7%)	25 (45%)
Total	133	14 (11%)	38 (29%)	47 (35%)	12 (9%)	59 (44%)

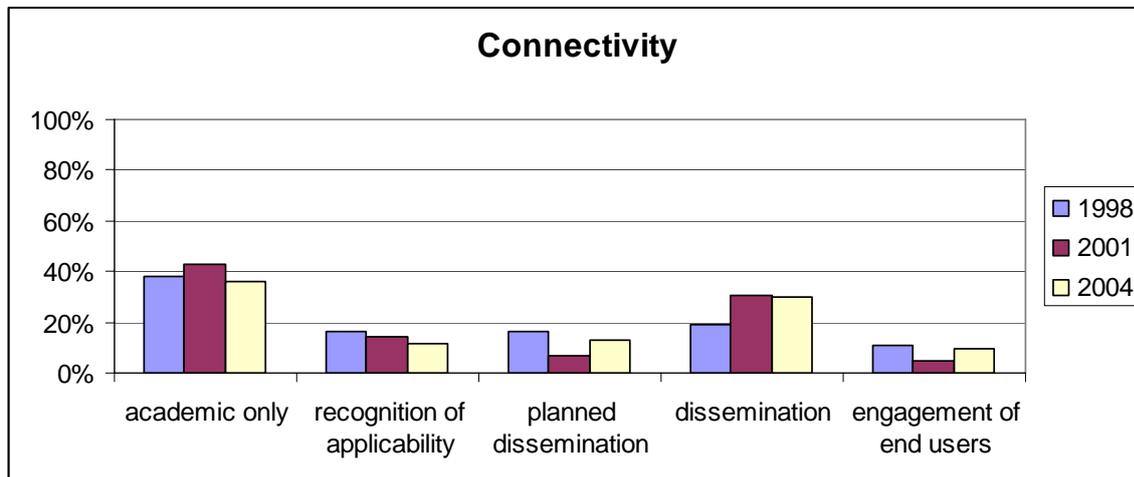
There were no significant relationships between

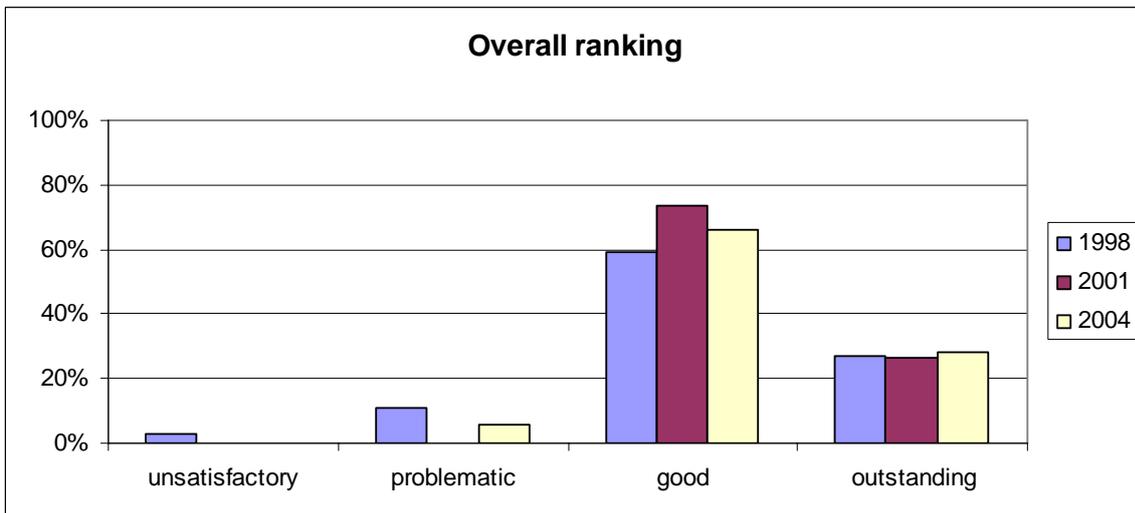
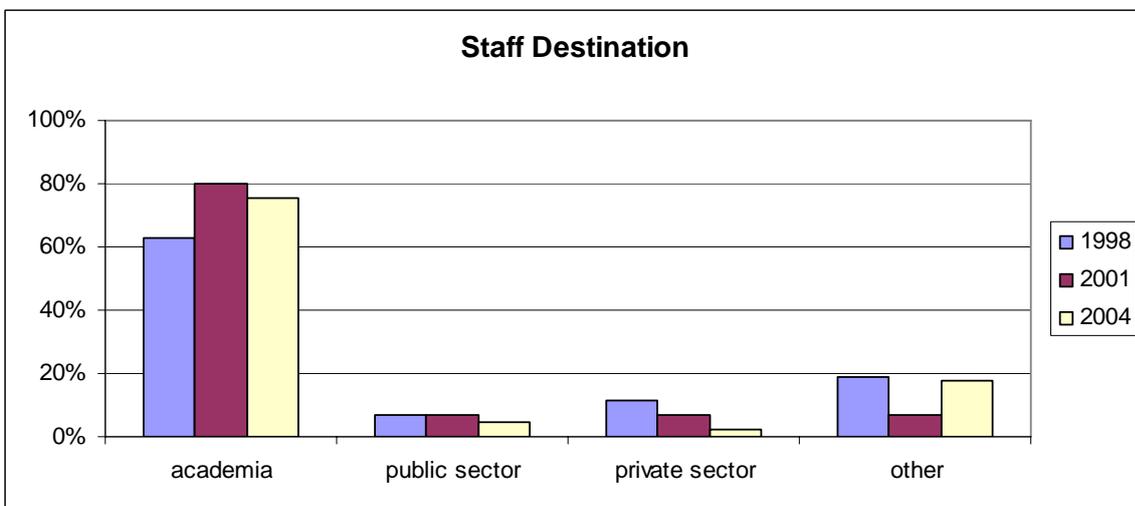
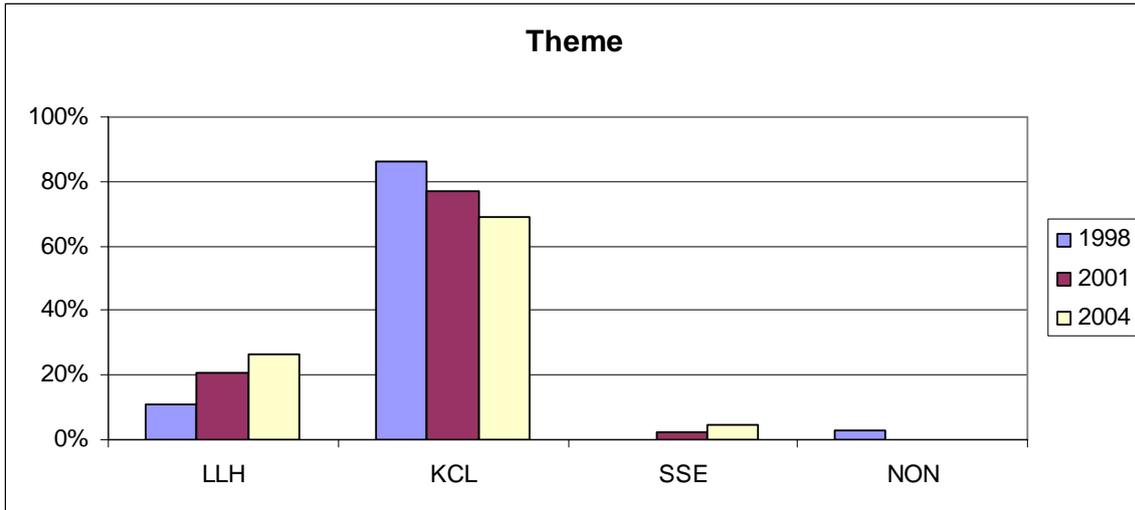
- Ranking and placement
- Connectivity and placement
- Ranking and theme
- Placement and theme

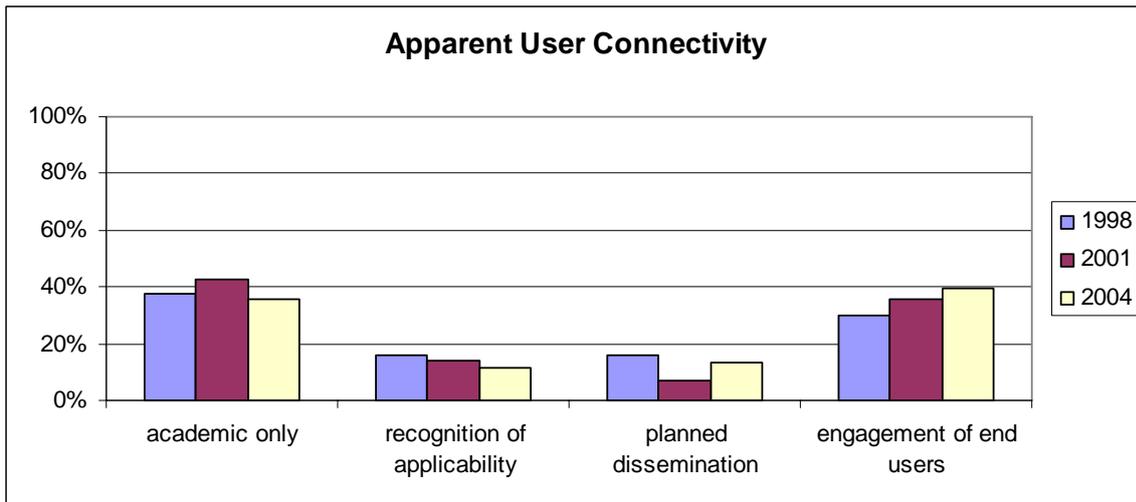
There was a significant relationship between connectivity and theme, as reflected by the significant chi-square results for the following table. 'KCL' projects tended to be more academic whereas 'LLH' projects tended to be more engaged.

The relationship between ranking and connectivity shows a weak trend towards engaged projects having a higher than expected number of 'O' rankings. Academic projects received a higher than expected number of 'G' and 'P' rankings. Neither trend is significant. The project ranked 'U' was not included in this analysis because there was only one, which was considered a strictly academic project.

The following graphs are simply descriptive charts showing the distributions across different categories by year. In all cases, the different years were pretty much the same. There are two 'connectivity' graphs. One with 4 categories and one with 5 (D & E separated).







Annex C
Survey of Awardholders
Survey instrument



ESRC Grants and Fellowships in Psychology

POLICY AND PRACTICE IMPACT CASE STUDY

We are conducting a short study for ESRC identifying the nature and characteristics of the impact that social science (in this case, psychology) research has on policy-makers and practitioners, and attempting to develop a view of the processes through which such impacts may be achieved. We understand from ESRC that you have been in receipt of a grant/fellowship in either 1998, 2001 or 2004 and we are trying to assess what non-academic impacts (as distinct from research dissemination) may have resulted from that research.

Please complete your answers in the shaded boxes; most simply require marking with an X, some require ranking or a short free text response. All responses will be anonymised in our final report but it would be helpful if you could complete your contact details for us:

Name:	
Institution:	
Department:	
Email:	

1. KNOWLEDGE PRODUCTION										
1.1	Broadly, what is your sub-discipline or specialism within psychology (select all that apply):									
	Animal learning				Human experimental psychology					
	Behavioural & cognitive neuroscience				Mathematical & statistical psychology					
	Clinical psychology				Neuropsychology					
	Cognition				Occupational psychology					
	Comparative & evolutionary psychology				Perception					
	Counselling psychology				Psycholinguistics					
	Critical psychology				Psychopharmacology					
	Developmental psychology				Psychophysiology					
	Educational psychology				Qualitative psychology					
	Ergonomics				Sport and exercise psychology					
	Forensic psychology				Social psychology					
	Health psychology				Other (please specify):					
1.2	Were you in receipt of:									
	ESRC project grant		ESRC Fellowship		Both					
1.3	Was this particular ESRC grant part of a wider, longer-lasting programme of research for you?									
	Yes		No							
1.4	Has additional funding been received from:									
	ESRC?		Another funder?		Specify other funder					
1.5	The research that arose from this grant/fellowship has had an impact beyond the academic research community:									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	

1.6	What were the objectives of this research? Select all that apply:		
	To contribute to fundamental knowledge in the field		
	To inform policy- and decision-making		
	To affect change amongst practitioner communities		
	To engage prospective users in research design &/or conduct		
	To build research capacity (e.g. postgraduate training and career development)		
	To disseminate research findings to users		
	To collaborate with users to assist in implementation of research findings, in policy or practice		
	To provide wider societal benefits (e.g. economic benefits from increased population health or productivity)		
	Other (please specify):		
1.7	In what networks/communities that include potential users of ESRC funded research are you involved? Please (1) select all that apply and (2) give examples where possible (please be as specific as you can):		
		Select	Example
	Support or self-help groups (e.g. SPRING for Parkinsons patients hosts workshops to which it invites academics)		
	Professional societies (e.g. BPS which runs conferences for researchers and practitioners)		
	Charities/Foundations		
	Policy-making networks		
	Practitioner networks		
	Other (please specify):		

2. KNOWLEDGE USERS, BENEFICIARIES, BROKERS AND INTERMEDIARIES

2.1	In terms of users, who has benefited from this ESRC-funded research? Please (1) select all that apply and (2) give examples where possible (please be as specific as you can):		
		Select	Example
	Policy-makers in central government		
	Policy-makers in local government		
	Policy-makers in European Commission		
	Policy-makers in other international bodies		
	Practitioners (e.g. clinical, educational)		
	Representative/lobby groups		
	Wider public		
	Knowledge brokers or intermediaries (e.g. university research offices, media, professional societies, etc.)		
Other (please specify):			

3. RESEARCH IMPACTS										
3.1	The research led to instrumental impacts (e.g. actual changes in policy or practice):									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
3.2	If you agree/strongly agree can you give an example of such an instrumental impact that has resulted from this ESRC-funded research:									
3.3	The research led to capacity building impacts (e.g. training of students or professionals):									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
3.4	If you agree/strongly agree can you give an example of such capacity building that has resulted from this ESRC-funded research:									
3.5	The research led to conceptual impacts (e.g. broader enlightenment/awareness raising or cultural change):									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
3.6	If you agree/strongly agree can you give an example of such a conceptual impact that has resulted from this ESRC-funded research:									

4. RESEARCH IMPACT PROCESSES										
4.1	What activities help to encourage research impacts in policy or practice? Please (1) select all that apply & (2) rank their importance (rank 1 = most important, use each rank only once):									
		Activities	Select							
		Engaging prospective users in design and/or conduct of research	Rank							
		Circulating working papers/journal articles to users/potential users								
		Circulating short research briefing papers to users/potential users								
		Workshops involving users/potential users								
		Seminar series involving users/potential users								
		Exchange visits/secondments								
		Student placements/shared student supervision (e.g. CASE studentship)								
		CPD courses								
		Other (please state):								
4.2	Research impacts take place over time. If you believe your research has had a non-academic impact, can you estimate how many years it took after the award of the grant for:									
	The first indication that your work would have an impact									
	The first, actual impact									
	Spread of impact (e.g. beyond the initial user with whom you had contact)									
4.3	Intermediary organisations (e.g. a professional society which brings together researchers and users in CPD or joint conferences) facilitated/enhanced the likelihood of impacts:									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
4.4	If you agree/strongly agree can you give an example of such an intermediary organisation:									

5. LESSONS LEARNED AND RECOMMENDATIONS FOR THE FUTURE	
5.1	What is the most important lesson you have learned about successful knowledge transfer (progress towards uptake by users) from your own research?
5.2	What barriers to successful knowledge transfer, if any, have you encountered?
5.3	What key recommendations do you have to the following stakeholders in order to enhance the effectiveness of knowledge transfer and knowledge exchange so that research results generate non-academic impacts?
5.3a	To researchers and their institutions:
5.3b	To knowledge brokers and intermediaries (including research funders):
5.3c	To policy-makers:
5.3d	To practitioners:
5.3e	To wider public beneficiaries:

Please use this space to pass on any other comments you wish to make about knowledge transfer and non-academic research impacts of psychology of the type funded by ESRC that you feel have not been addressed by the above questions:

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It would be helpful in building this case study if you were able to provide contact details (**name, affiliation, email, phone number**) for two users (e.g. from the policy or practice community) of your research in case we are able to interview them:

1.	
2.	

Thank you very much for completing this questionnaire. Please now save it as a Word file and email it to sjlatto@yahoo.co.uk by Friday 2 February

If you have any queries or feedback on this questionnaire please contact Catherine Lyall at clyall@informationbrowser.com

Annex D
Survey of Heads of Departments of Psychology
Survey instrument



ESRC Grants and Fellowships in Psychology

POLICY AND PRACTICE IMPACT CASE STUDY

We are conducting a short study for ESRC identifying the nature and characteristics of the impact that social science (in this case, psychology) research has on policymakers and practitioners, and attempting to develop a view of the processes through which such impacts may be achieved. It would be extremely helpful if you could take a few minutes to complete this very short questionnaire. Your responses will help us to identify the types of user communities with which your department engages. (A more detailed survey is being circulated to ESRC award holders.)

Please complete your answers in the shaded boxes; most simply require marking with an X, some require ranking or a short free text response. All responses will be anonymised in our final report but it would be helpful if you could complete your contact details for us.

If you have any queries or feedback on this questionnaire please contact Catherine Lyall at clyall@informationbrowser.com

Name:	
Institution:	
Department:	
Email:	

KNOWLEDGE USERS, BENEFICIARIES, BROKERS AND INTERMEDIARIES			
1.1	In terms of users, who has been involved with ESRC-funded research undertaken in your department? Please (1) select all that apply and (2) give examples where possible (please be as specific as you can):		
		Select	Example
	Policy-makers in central government		
	Policy-makers in local government		
	Policy-makers in European Commission		
	Policy-makers in other international bodies		
	Practitioners (e.g. clinical, educational)		
	Representative/lobby groups		
	Wider public		
	Knowledge brokers or intermediaries (e.g. university research offices, media, professional societies, etc.)		
	Other (please specify):		

1.2	In what networks/communities, that include potential users of ESRC-funded research, are staff in your department involved? Please (1) select all that apply and (2) give examples where possible (please be as specific as you can):									
							Select	Example		
	Support or self-help groups (e.g. SPRING for Parkinsons patients hosts workshops to which it invites academics)									
	Professional societies (e.g. BPS which runs conferences for researchers and practitioners)									
	Charities/Foundations									
	Policymaking networks									
	Practitioner networks									
	Other (please specify):									
2. RESEARCH IMPACTS										
2.1	ESRC-funded research from our department has led to instrumental impacts (e.g. actual changes in policy or practice):									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
2.2	If you agree/strongly agree can you give an example of such an instrumental impact that has resulted from this ESRC-funded research:									
2.3	ESRC-funded research from our department has led to capacity building impacts (e.g. training of students or professionals):									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
2.4	If you agree/strongly agree can you give an example of such capacity building that has resulted from this ESRC-funded research:									
2.5	ESRC-funded research from our department has led to conceptual impacts (e.g. broader enlightenment/awareness raising or cultural change):									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
2.6	If you agree/strongly agree can you give an example of such a conceptual impact that has resulted from this ESRC-funded research:									
2.7	It would be helpful in developing this study if you were able to provide contact details (name, affiliation, email, phone number) for two <u>users</u> (e.g. from the policy or practice community) of ESRC-funded research conducted in your department whom we could interview about impacts:									
	User 1:									
	User 2:									

Thank you very much for completing this questionnaire. Please now save it as a Word file and email it to silatto@yahoo.co.uk by **Wednesday 31 January**

Annex E

Template for Embedded Case Studies

Impacts of Psychology Case Study

Cluster:
Project(s):
Research summary:
Users & stakeholders:
Routes to KT:
Research impacts:
Key knowledge transfer lessons:

Annex F

Profile of Interviewees

Category of Interviewee	No. of interviews
Overview Perspectives (1 funder, 1 senior researcher, 1 knowledge intermediary)	3
Overview Users (members of 2001 RAE Psychology Users sub-panel)	3
Case Study Awardholders	6
Case Study Users	6
Case Study Other	1
Total Interviews	19

Annex G

Topic Guides for User Interviews

Topic Guides

Overview Users

- I. What sorts of impacts do you see psychology research making? (in particular areas, types of policy or practice?)
- II. Are there any particular "success stories" of impacts that might make a useful case study?
- III. Any particular individual "users" you'd recommend I talk to?
- IV. What are your own views as to a) obstacles or b) good practice in the various processes leading from research to impact (including activities, factors, dynamics, infrastructure)?
- V. What is your own sense of attitudes toward user engagement/knowledge transfer among psychology researchers? What about attitudes among users toward psychology research?
- VI. Are there any recommendations you'd make to ESRC regarding their general aim of measuring impacts of social science research?

Project-related Users

- I. What sorts of impacts do you think the psychology research project/line of work made? (in what particular areas, types of policy or practice?)
- II. Can you share details of the "success story" –what made it work? How did the impacts come about? What role did the researcher and/or any “knowledge brokers or intermediaries” play?
- III. Any particular other individual "users" you'd recommend I talk to?
- IV. What are your own views as to a) obstacles or b) good practice in the various processes leading from research to impact (including activities, factors, dynamics, infrastructure)? In this case? More generally?
- V. What is your own sense of attitudes toward user engagement/knowledge transfer among psychology researchers? What about attitudes among users toward psychology research?
- VI. Are there any recommendations you'd make to ESRC regarding their general aim of measuring impacts of social science research?

Annex H

Grey Literature Searches

Google search strategy for grey literature search:

1. First searched on author name/worldwide/webpages in English/excluding .ac.uk domains.
2. Searched first 100 pages returned, excluding all books, online journal articles, academic conference papers and academic abstracts online.
3. Repeated search for UK pages only with additional search term "policy" and then again with "government"

In addition to Google we searched the following bibliographic databases (selected because they were more likely to contain applied articles or grey literature rather than academic papers):

ASSIA (Applied Social Sciences Index and Abstracts) international abstracting and indexing tool for health and social science professionals. Provides abstracts from around 650 UK, US and international journals. Coverage includes all branches of the applied social sciences, with over 240,000 records dating back to 1987.

PsycINFO which is produced and copyrighted © by the American Psychological Association, contains citations and summaries of journal articles, book chapters, books and technical reports, as well as citations to dissertations, all in the field of psychology and psychological aspects of related disciplines, such as medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, anthropology, business and law. Journal coverage, from 1887 to the present, includes international material selected from more than 1,300 journals written in over 25 languages. Current chapter and book coverage includes worldwide English-language material from 1987 to the present.

UKOP Online the Catalogue of United Kingdom Official Publications on the World Wide Web, is the complete catalogue of all official publications including both Stationery Office publications and departmental or "non-Stationery Office" publications from 1980 to the present. The Catalogue also contains the publications of many European and international organisations for which the Stationery Office is an agent.

ZETOC: Electronic Table of Contents from the British Library access to the British Library's Electronic Table of Contents (ETOC). The database contains details of approximately 20,000 current journals and 16,000 conference proceedings published per year. With almost 15 million article and conference records, the database covers science, technology, medicine, engineering, business, law, finance and the humanities. The database covers the years from 1993 to date and is updated daily.

University of Edinburgh SEARCHER which trawls all electronic bibliographic databases available via the University library.

In all cases only items dated from 1998 onwards included.

Relevant findings from these searches were included in the five embedded case studies.

We would suggest that this method works reasonably well when searching on a unique name but has significant limitations when searching on a more common name. So, for example, our search strategy returned fewer items for Professor Dylan Jones because there is another prominent academic called Dylan Evans-Jones and a high profile journalist called Dylan Jones, which meant that we would have had to search far more pages to return a comparable number of items to the three other awardholders who had more unusual names.

Gwyneth Doherty Sneddon

1. Articles in professional journals/magazines/newspapers (listed on author's website)

Doherty-Sneddon, G. (2004). Don't look now I'm trying to think: children's eye gaze and cues to comprehension. Article invited for *The Psychologist*, vol 17, 82.

Thornton, S. (2003)/ Here's looking at you kid, 5-11 Magazine.

Slater, J. (2004). Miss, are you talking to me? *Times Educational Supplement*. p10. 30/1/04

West, J (2004). Look away from sir to learn faster, *SecEd*, 27, p3.

Times Newspapers (2004). *Times educational supplement: Eyes have it when they look away*, 6/2/04

Doherty-Sneddon, G., McAuley, S. (1999). Impact of the live video link on children's quality of testimony. *Practitioners Child Law Bulletin*, 12, 116-119. (invited article)

2. Press coverage

BBC News

Wednesday, 11 January 2006 <http://news.bbc.co.uk/1/hi/education/4602178.stm>

Thursday, 29 January, 2004 <http://news.bbc.co.uk/1/hi/health/3438477.stm>

The Observer, Sunday February 1,

2004 observer.guardian.co.uk/uk_news/story/0,6903,1136353,00.html

The Guardian, Wednesday September 6, 2006

<http://education.guardian.co.uk/higher/research/story/0,,1866002,00.html>

(Also articles in *Independent*, *Telegraph* and *Scotland on Sunday*)

3. News items then picked up by other websites

Post on www.auralern.co.uk/ Auralern specialises in training for childcare professionals, such as nursery nurses, nursery managers and teaching assistants.

Teachers Magazine - Issue 31 March 2004

www.teachernet.gov.uk/teachers/issue31/primary/inbrief/Aretheylistening_Primary/

News from the Angus Childcare Partnership Issue 7 - Spring/Summer 2006
www.angus.gov.uk/atoz/pdfs/acpnewsletter7.pdf

National Union of Teachers www.teachers.org.uk/showwirearchive.php?id=1924571

National Science Teachers Association (US)

www.nsta.org/educationnews/&category_ID=191

Literacy Trust www.literacytrust.org.uk/talktoyourbaby/news04.html

4. Parenting/child development websites

US <http://childrentoday.com/> parenting website includes extracts from one of her books [Children's Unspoken Language](#)

“Sing and Sign” programme for babies

www.singandsign.co.uk/info/SpeechandLanguagedevelopment.php

5. Impacts on Government

- (i) An experimental study by the Australian Institute of Criminology (Australia's pre-eminent national crime and criminal justice research agency) on the impact of pre-recorded video and closed circuit television testimony by adult sexual assault complainants on jury decision-making http://aic.gov.au/publications/rpp/68/06_priorResearch.html

Based in Canberra, the Institute plays an important role conducting timely and proactive research on crime and criminology, and disseminating information to provide the Australian Government with a unique knowledge base from which to inform policy.

- (ii) Scottish Parliament: cited in study “Improving Consultation with Children and Young People in Relevant Aspects of Policy-Making and Legislation in Scotland” (Moir Borland, Malcolm Hill, Ann Laybourn and Anne Stafford, Centre for the Child & Society, University of Glasgow and Children 1st) Commissioned by the Scottish Parliament Information Centre for the Education, Culture and Sport Committee

6. Training

Social Care Institute for Excellence e-learning resource for teaching and learning communication skills in social work qualifying education

www.scie.org.uk/publications/resourceguides/rq03/example6.asp D-S paper included in reading list:

Doherty-Sneddon, G., S. McAuley, et al. (2000). Visual signals in child-child and adult-child communication: Implications for the use of live link with child witnesses. [Child Welfare Policy and Practice](#). D. Iwaniec and M. Hill, eds. London, Jessica Kingsley.

Gina Conti Ramsden

1. Press

Quoted in article in Telegraph

www.telegraph.co.uk/news/main.jhtml?xml=/news/2005/10/16/nbart16.xml&sSheet=/news/2005/10/16/ixhome.html

2. Support groups and children's charities

Cited in paper from *I CAN Talk*, a series of papers exploring contemporary issues in children's communication development and communication disability. *I CAN Talk* papers review current research and literature and offer practical evidence-based solutions to inform debate and to support practitioners, parents and policy makers.

www.ican.org.uk/upload/i%20can%20talk%20-%20communication%20disability%20and%20%20literacy%20difficulties.pdf

Committee for Children UK review of research

<http://www.cfchildren.org.uk/wwf/researchrvw/promoting>

Research listed on Afasic www.afasic.org.uk/

Literacy Trust www.literacytrust.org.uk/talktoyourbaby/impactofslids.html

Listed in references Semantic Pragmatic Disorder support group

www.spdsupport.org.uk/references.html

Down Syndrome Network

<http://information.downsided.org/library/periodicals/dsrp/07/3/101/DSRP-07-3-101-EN-GB.htm>

cited in paper on Signing and Lexical Development in Children with Down Syndrome

The National Autistic Society www.nas.org.uk/nas/jsp/polopoly.jsp?d=1250&a=3361

cited as further reading

Conti-Ramsden, G., Simkin, Z., and Botting, N. (2006). The prevalence of autistic spectrum disorders in adolescents with a history of specific language impairment (SLI). *Journal of Child Psychology and Psychiatry and allied disciplines*, 47(6), pp. 621-628.

3. Professional associations

Cited in article in *Speech & Language Therapy in Practice* quarterly, independent magazine www.speechmag.com/archives/debgibbard.html

Cited in The Royal College of Speech and Language Therapists *Communicating Quality 3: RCSLT's guidance on best practice in service organisation and provision*

http://www.rcslt.org/resources/CQ3_Chapter_8.pdf

BMJ article on treating children with speech and language impairments

4. Impacts on Government

Cited in literature review conducted by IOE for Audit Commission on *Meeting the Needs of Children with Special Educational Needs*

www.audit-commission.gov.uk/Products/national-REPORT/D3265D20-FD7D-11d6-B211-0060085F8572/SEN-Literaturereview.pdf

Several articles cited in 2004 DFES Research Report *Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study*

www.dfes.gov.uk/research/data/uploadfiles/RR516.pdf

Ingrid Schoon

1. Impacts on Government and agencies

Member of advisory panel for scoping study for DFES (2000): "Scoping Study and Development Work for a New Cohort Study of Young People (14 To 25). Longitudinal Study of Young People in England" www.dfes.gov.uk/research/data/uploadfiles/LSYPE.doc

Equal Opportunities Commission Seminar on the Teenage Pregnancy Strategy
www.eoc.org.uk/Default.aspx?page=18245

Literacy Trust abstracts of a couple of her papers on website

NHS Health Development Agency (can't access website www.hda.nhs.uk)

2. Think tanks and knowledge brokers

International Longevity Centre – UK think-tank impacting policy on longevity, ageing and population change mention in newsletter http://www.ilcusa.org/_lib/pdf/ilcuk1103.pdf

Paper included on Research in Practice site www.rip.org.uk/index.asp
RIP is the largest children and families research implementation project in England and Wales. It is a department of the Dartington Hall Trust run in collaboration with the Association of Directors of Children's Services, the University of Sheffield and a network of almost 100 participating agencies in the UK.

3. Press

BMJ article "Higher scores for IQ in childhood are associated with an increased likelihood of being a vegetarian as an adult." picked up on US KidsHealth website
www.kidshealth.org/research/iq_vegetarianism.html

Gale, Catharine R ; Deary, Ian J ; Batty, G David ; Schoon, Ingrid (2007), "IQ in childhood and vegetarianism in adulthood: 1970 British cohort study" BMJ : British medical journal / 334, no. 7587, (2007): 245 (3 pages) (10 year olds with higher IQ, Regardless of social class, qualifications, and sex -- Were more likely to be vegetarians at 30"

News article on solicitors' website mentions her findings presented at BA Festival 2006
www.franklins-sols.co.uk/pages/news.asp?story=settlng+down+is+the+key+to+happiness&id=201
also in Daily Telegraph
www.telegraph.co.uk/news/main.jhtml?xml=/news/2006/09/09/nscience209.xml

Also Globalfamilydoctor website
www.globalfamilydoctor.com/search/GFDSearch.asp?itemNum=6359

Aldert Vrij

1. Press (and blogs)

Guardian article www.guardian.co.uk/uk_news/story/0,3604,584413,00.html

Article in Science News Online www.sciencenews.org/articles/20040731/bob8.asp

Cited in article on US web magazine www.buzzle.com/editorials/11-20-2005-81926.asp

Deception Blog collates information about applications of psychological research on deception <http://deception.crimepsychblog.com/?cat=10>

Psychology and Crime News another blog collating information of interest in a forensic psychological context <http://crimepsychblog.com/?cat=8>

Article about his work <http://www.physorg.com/news76686458.html>

BBC News <http://news.bbc.co.uk/1/hi/uk/1630660.stm>

Article about his work on Australian Broadcasting Company site www.abc.net.au/science/features/liars/

Quoted in News Scientist article www.newscientist.com/article.ns?id=dn1736

Article about his work in Telegraph

www.telegraph.co.uk/news/main.jhtml?xml=/news/2006/09/06/nscience306.xml

Quoted in BBC news article <http://news.bbc.co.uk/1/hi/health/3743448.stm>

BPS report of BA meeting

[www.bps.org.uk/publications/thepsychologist/extras/pages\\$/2006-news/ba-festival-06.cfm](http://www.bps.org.uk/publications/thepsychologist/extras/pages$/2006-news/ba-festival-06.cfm)

Observer

http://observer.guardian.co.uk/crimedebate/story/0,,1061436,00.html#article_continue

2. Conferences (possibly less academic ones?)

Investigative Psychology Conference London 2005 www.i-psy.com/conferences/conference_8th/conference_speakers_vrij.htm

European Expert Meeting on Polygraph Testing March 2006 Maastricht

www.personeel.unimaas.nl/eh.meijer/eemopt/participants/Vrij.htm

Off The Witness Stand: Using Psychology in the Practice of Justice, New York, March 2007

www.jjay.cuny.edu/mfp/offthewitnessstand/WitnessStandProgram.pdf

14th European Conference on Psychology and Law, July 2004, Krakow

www.ies.krakow.pl/ecpl/index.php?link=absprogram.php

Lecture to Institute for Cultural Research, a UK-registered educational charity which aims to stimulate study, debate, education and research into all aspects of human thought, behaviour and culture. (May 2003, www.i-c-r.org.uk/events/lectures/spr2003/vrij31May2003.php)

3. Impacts on Government and agencies

Listed in bibliography for Avon NHS KRIS Knowledge Resource & Information Service
www.avon.nhs.uk/kris/default.htm

Home Office Police Research Series Paper 135 *Reading between the Lines: An evaluation of the Scientific Content Analysis technique (SCAN)* independent assessor for this report which also cites some of his work www.homeoffice.gov.uk/rds/prgpdfs/prs135.pdf

4. Professional associations

Detecting the liars, *The Psychologist*. Vol 14(11) Nov 2001, 596-598. Special Issue: After the facts: Forensic special issue.

Co-author of article in *Police Quarterly* 7, no. 4 (2004): 429-456 Police Officers' Lie Detection Accuracy: Interrogating Freely Versus Observing Video

Three articles in the journal Expert Evidence which is the International Journal of Behavioural Science in Legal Contexts (so possibly more practitioner focused?)

Article about his work on law news/resources website
<http://writ.news.findlaw.com/dean/20020315.html>

Dylan Jones

1. Commercial

Ecophon, a supplier of integrated acoustic ceiling systems, supported a study conducted at Cardiff University, School of Psychology by Professor Dylan Jones and Dr Simon Banbury with the aim of looking at the effects of stress and anxiety on the disruption of tasks by office noise. (March 2005)

Article on 'New Research into the Effects of Noise' on company website

http://www.ecophon.co.uk/templates/NewsPage_8660.aspx

2. Press and media

BBC news online report on Honours list June 2001

<http://news.bbc.co.uk/1/hi/wales/1390774.stm>

Professor Dylan Marc Jones. Professor, School of Psychology, University of Cardiff. For services to Military Science (Butetown, Cardiff) OBE

News Wales website: Jones' work cited in article about MP's visit to Cardiff

<http://www.newswales.co.uk/index.php?section=Education&F=1&id=2915>

3. Government

Academic partner in Emergency/Immediate Care Thematic Research Network Scoping Study Report for the Welsh Assembly Government March – April 2005

Supporting <http://www.word.wales.gov.uk/content/networks/emergency-e.pdf>

4. Other

BPS Discussion Forum

<http://www.bps.org.uk/publications/thepsychologist/discussion-forum.cfm?&ForumID=1&fuseAction=displaySmart&StartRow=31>

Annex I

Media-related Searches

An additional method piloted was a scanning of press releases by two key knowledge brokers or intermediaries, the British Psychological Society and ESRC. The British Psychological Society, among its many other functions, provides press releases on findings by psychologists that it (presumably) deems to be of potential interest to the media and thus the public. This may well be influenced by what press offices in individuals' home institutions choose to put forward. While the scope of this Impacts study does not permit an in-depth analysis, archived entries (provided on the website from 1999-2006) were reviewed specifically for stories that highlighted work by members of the Awardholders' Cohorts being considered in this project.

Drawing on knowledge of not only the awardholders' names but also their ESRC-funded projects' subject areas, "headline sentence" entries on the web page for each year were scanned and links were followed for those for which it appeared possible that a cohort member would be mentioned. (If a cohort member appears in a story about a subject radically different from their ESRC project, he or she might have been missed.) As with the grey literature search, there is no guarantee that the work cited is specifically that of a particular ESRC project; the supposition is that ESRC funding contributed to the individual's overall knowledge/standing that led to the particular story.

Similarly, the ESRC is both a funder and, in some sense, a knowledge intermediary connecting research findings with the public. ESRC Press Archives (on ESRC Society Today website) were searched, as above, for the years 2001-2006, with results italicised in the chart below. (BPS results are non-italicised).

Mention of Awardholders' Research by Year of Press Release

1999	2000	2001	2002	2003	2004	2005	2006
Sloboda motivation for music	Sloboda motivation for music achvmt	Howe learning	Costall false confession	Campbell Gender & aggression	Doherty-Sneddon learning in children	Abrams (international students' views of UK)	Abrams terrorism
Vrij lie detection by police		Vrij deceit detection	Davey as new BPS President	<i>Abrams groups & alcohol</i>	Buchanan parental involvement education	<i>Hewstone prejudice</i>	Abrams social identity
Harvey trauma memories, stress		Pine ads & children	<i>Hosie emotion supprsn</i>		Howe peer collab, children	<i>Ormerod -memory</i>	Pine children's learning speech
Conner morals & cannabis		Schoon early social disadvantage	<i>Buchanan-fathers & child dev</i>		As social psych wkshop speakers: Giner-Sorolla, Maio, Crisp, Abrams		<i>Conner (in note) stress & eating</i>
			<i>Maio Antiracism advrtnng</i>		<i>Maio Obesity & behaviour change</i>		
			<i>Memon eyewitness accuracy</i>	<i>Memon eyewitness influences</i>			

Annex J
Survey of Awardholders
Results and analysis

NB: In all charts, x-axis labels read top to bottom on legend and left to right across bars

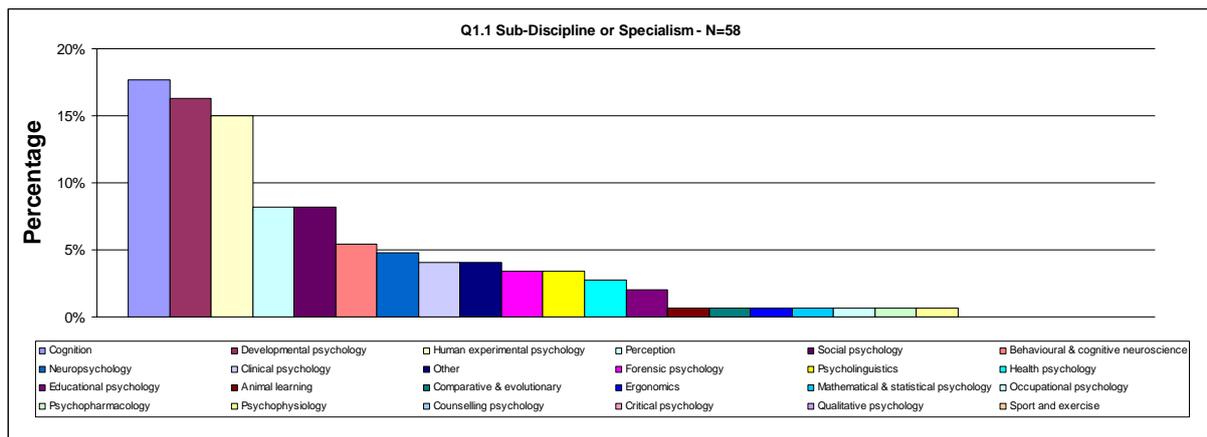
Awardholders Survey

1.1 A four-page questionnaire comprising a mix of Lickert scale, pre-coded and free text response modes was designed in consultation with advisors Professors Verity Brown and Sandra Nutley (see Annex A). An email contacts database for this survey was provided by ESRC. This database included contact details for those holding awards ending in 1998 and 2001, and – as an addition – 2004. Once the database had been cleaned (duplicates removed, names omitted where no email address had been provided or where the address was no longer valid, etc.), this yielded a sample of 109 names. Surveys were distributed by email on 15 January, two reminders were issued and we closed the data collection on 9 February.

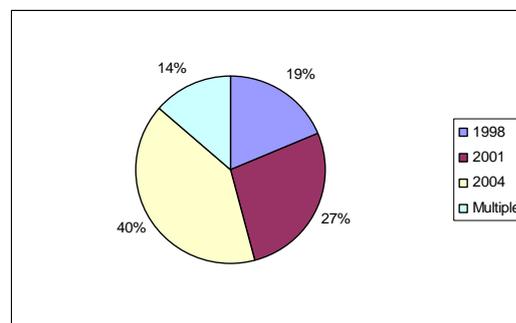
1.2 Fifty-eight completed surveys were received, giving a response rate of 53% (in addition, three respondents declined to complete a survey). Responses were entered into a database and histograms and percentage figures produced for each question¹ (Annex B).

Knowledge production

1.3 The top three sub-disciplines represented by respondents were cognition (18%), developmental psychology (16%) and human experimental psychology (15%).

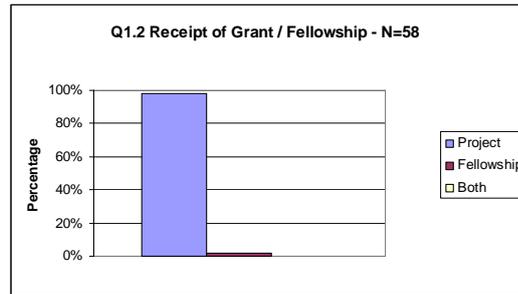


1.4 Of the 58 completed surveys, the majority of responses (40%) were from those holding an award which ended in 2004; 27% for 2001; 19% for 1998 and 14% of responses were from individuals who held more than one award during the selected time periods.

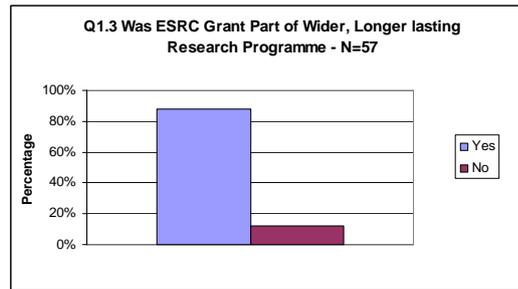


¹ Percentage figures quoted are based on the number of respondents answering a particular question, as a few respondents did not answer every question.

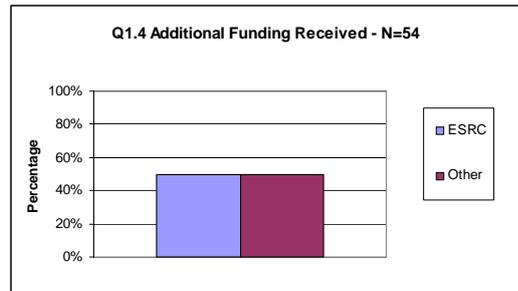
1.5 The great majority of respondents (98%) stated that they had been in receipt of an ESRC project grant rather than a fellowship.



1.6 The majority of respondents (88%) also stated that this ESRC grant had been part of a wider, longer lasting research programme.

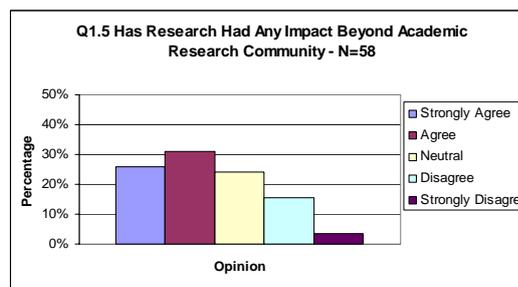


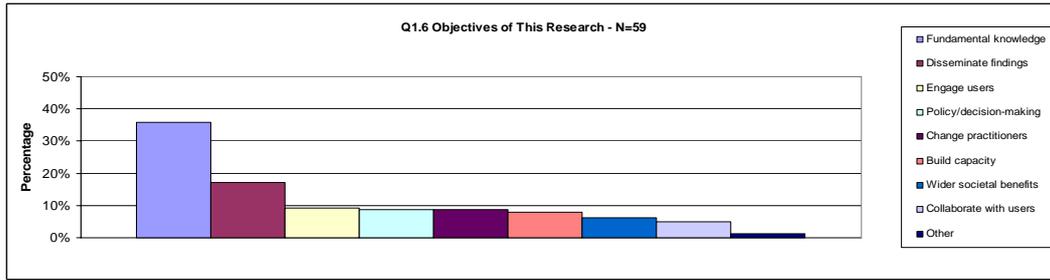
1.7 Additional funding had been received from both other ESRC grants (50%) and other sources of funding (50%). The other sources accessed by respondents included:



- other research councils (EPSRC, MRC) and the British Academy
- UK government bodies (DTI, Department for Transport, ODPM, Welsh Assembly)
- EU
- charities (Age Concern, Autism Speaks, Joseph Rowntree, Leverhulme, NCVO, Nuffield, Wellcome)
- industry (QinteiQ, Unilever)
- overseas funders (Daiwa Anglo-Japanese Foundation, European Association of Experimental Social Psychology, National Science Council Taiwan)

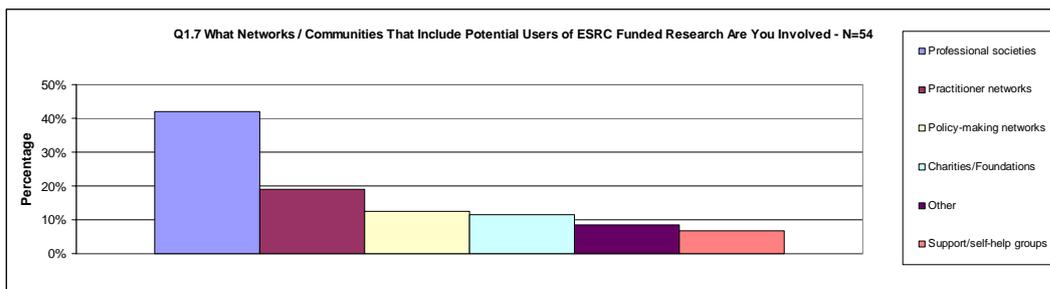
1.8 A small majority of respondents felt that the research funded by this grant had had an impact beyond the research community (Strongly Agree, 26%; Agree, 31%, Neutral, 24%).





1.9 However, when asked to identify the objectives of their research, over one third (36%) stated it was a contribution to fundamental knowledge and less than 10% identified activities that suggested that research impact was a priority.

1.10 Similarly, when we asked respondents what networks they belonged to that might also include potential users of their ESRC-funded research, 42% cited professional societies and less than one fifth (19%) cited practitioner groups. The networks identified by respondents are shown in Table 1.

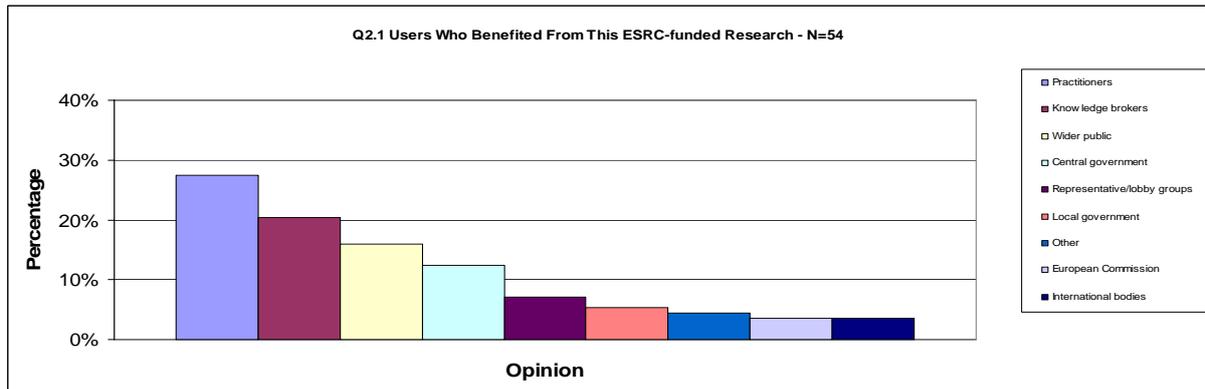


Professional Societies	Support/self-help groups	Charities/Foundations	Policy-making networks	Practitioner networks	Other
Association for Child and Adolescent Psychology and Psychiatry British Academy British Association for Psychopharmacology British Neuropsychological Society British Psychological Society BSA Department for Transport Road Safety Division European Association of Experimental Social Psychology European Society for Cognitive Psychology Experimental Psychology Society IASSID ICDVRAT Internat Cognitive Aging Soc. International Academy of Family Psychology ISGS ISPCAN ISRA Psychonomic Society Royal College of Speech and Language Therapists Royal Society for the Prevention of Accidents Royal Society of Arts Royal Society of Edinburgh Society for Personality and Social Psychology Society for Research in Child Development Society for Research in Memory and Cognition Society for Social Medicine UK Public Health Association	A local user group of people with LD and their carers Autism parent/teachers groups Dyslexia groups Fathers Direct Family welfare professionals La Leche group NFPI Parentline Social workers	Afasic Age Concern England Autism Speaks Dyslexia Scotland False Memory Society ICAN Kings Fund National Autistic Society Nuffield Research Autism Treehouse Trust	Cabinet office Dangerous and Severe Personality Disorder Advisory Committee DCLG Department for Transport Road Safety Division DfES DfWP DoH DTI Equalities Review HM Treasury Home Office NICE Police and Government related to lie detection QCA Music group Road Safety Scotland (Scottish Executive) Rose Review Scottish Executive Welsh Assembly Government	Body space workshop British Association of Behavioural and Cognitive Psychotherapy Clinicians FAST Federation of Music Services Forensic Mental Health Care groups Institute of Road Safety Officers Judges Judicial Studies C'tee LEA NHS North West Paediatric Communication Disorders Research Group PLA Police RCGPs Research in Practice SLI Forum Social workers Southwark Pensioners Centre Speech-language therapists Teachers TLRP Scottish Institute of Police Research	Deaf groups and service providers EC Marie Curie networks Industry Schools and nurseries

Table 1: Examples of networks identified by respondents

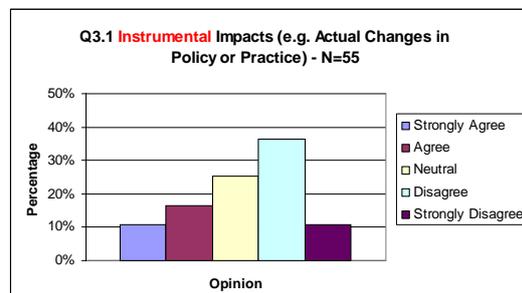
Knowledge users, beneficiaries, brokers and intermediaries

1.11 Respondents were able to cite a range of users whom they thought had benefited from this ESRC-funded research. The largest group of beneficiaries were practitioners (cited by 27% of respondents). The beneficiaries identified by respondents are shown in Table 2.



Research impacts

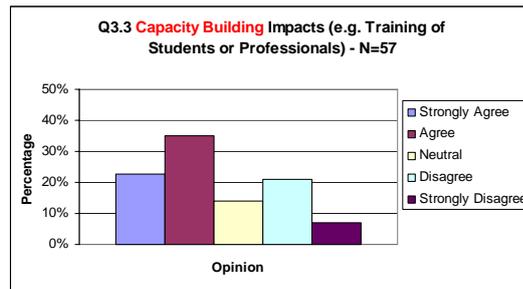
1.12 The majority of respondents either disagreed or were neutral on the question of whether their research had led to actual changes in policy or practice (Strongly Agree 11%; Agree 16%; Neutral 25%; Disagree 36%; Strongly Disagree 11%). Of the eleven respondents who did feel that their research had had an instrumental impact some examples such as “evidence from this research has influenced current police training” or “research has led to changes in therapy techniques used by clinical practitioners” were given. One of these respondents highlighted the long term and cumulative nature of research impacts: “I understand that findings from my research are only a small contribution in a wider process of generating knowledge and evidence. Yet, through the lifetime of the project and following it, there has been increased interest and focus on parenting practices and expectations”.



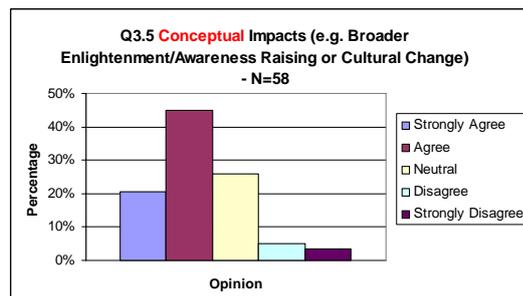
Central government	Local government	European Commission	International bodies	Practitioners	Representative/lobby groups	Wider public	Knowledge brokers	Other
<p>CEHR</p> <p>Department for Transport Road Safety Division</p> <p>DfES</p> <p>Equalities Review</p> <p>Research and reports on Age and driving for DETRA</p> <p>Home Office</p> <p>Scottish Executive</p> <p>Scottish curriculum incorporates ideas taken directly from research</p> <p>Welsh Assembly</p> <p>WEU</p>	<p>All UK local government roads departments</p> <p>Kent Primary Excellence Project</p> <p>LARCI</p> <p>LEA Music services</p>	<p>The work done on this grant was instrumental in the award of an EC network</p> <p>Research on age and human factors for 4 EC programs</p>	<p>Division of Unintentional Injury Prevention, Centre for Disease Control, USA;</p> <p>Eurocontrol: Air traffic control policy making body</p> <p>National Highway Traffic Safety Administration, USA</p> <p>OECD</p>	<p>BMA</p> <p>Clinical psychologists & therapists</p> <p>Educational psychologists</p> <p>Staff in neonatal intensive care</p> <p>Designers of computerised medical decision aids for intensive care</p> <p>Forensic Mental Health practitioners</p> <p>GPs and clinicians</p> <p>Music therapists</p> <p>Nurses</p> <p>Occupational Medicine</p> <p>Police</p> <p>Pre-school services</p> <p>RIP website for practitioners working with children</p> <p>Road safety officers</p> <p>Royal College of Psychiatrists</p> <p>Social work</p> <p>Special needs coordinators</p> <p>Speech and language therapists</p> <p>Teachers</p>	<p>Afasic</p> <p>False Memory Society Dyslexia groups CAFSCASS</p> <p>Fathers Direct</p> <p>ICAN</p>	<p>Parents</p> <p>Neonates in intensive care</p> <p>Media coverage: TV, newspaper, internet, radio</p> <p>Talk given at British Association Science festival 2006</p>	<p>British Psychological Society</p> <p>College press officers</p> <p>EPS</p> <p>Intl Assoc of Child Language</p> <p>Strathclyde University used ideas in teaching practice</p>	<p>Industrial partners</p>

Table 2: Examples of users and beneficiaries identified by respondents

1.13 Respondents were more positive about impacts that had led to capacity building (Strongly Agree 23%; Agree 35%) although over one fifth (28%) disagreed. However the clear majority of the 24 respondents who gave examples of capacity building saw it purely in terms of postgraduate training and the career development of researchers, and only a couple pointed to the training of clinical staff in new research methods and the training of police, social work and judiciary.

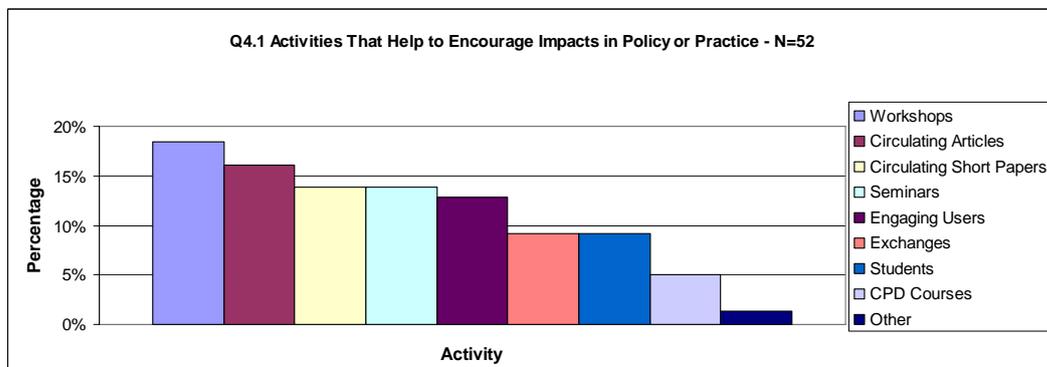


1.14 Two thirds of respondents felt that their research had led to broader conceptual impacts in terms of awareness raising or cultural change (Strongly Agree 21%; Agree 45%; Neutral 26%) although it was not strongly apparent from the examples that many of them gave that these were impacts beyond the academic community (for example, “impact on fundamental knowledge in the field” or “well received publications in leading international peer-reviewed journals”).



Research impact processes

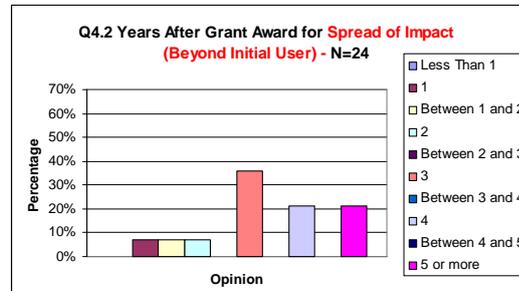
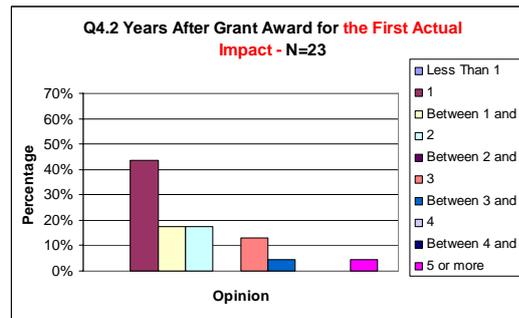
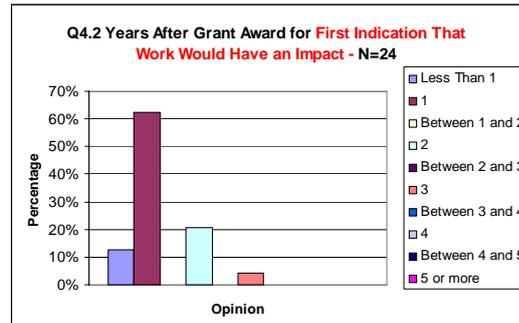
1.15 The activities selected by respondents as means of helping to encourage research impacts in policy and practice were fairly standard academic activities. So, for example, workshops involving users/potential users were cited by 18% of respondents, circulating articles to users/potential users (16%) and circulating short papers (14%). Only 13% of respondents said they involved users in the design and/or conduct of the research.



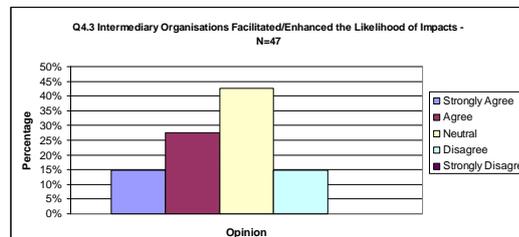
1.16 Research impacts take place over time and we asked award-holders to try to estimate how many years it took after the end of the award for:

- 1) the first indication that their work would have an impact
- 2) the first, actual impact
- 3) evidence of a spread of impact (beyond initial users)

Respondents evidently found this a difficult question to answer as only 23 people attempted to give estimates and no clear patterns emerged from the responses.



1.17 Responses were evenly split between those who felt that intermediary organisations (such as professional societies which bring together researchers and users in joint events) did facilitate and enhance the likelihood of impacts and those who were neutral on the issue (Strongly Agree 15%; Agree 28%; Neutral 43%). The intermediary organisations cited by respondents are listed in Table 3.



Intermediary organisations
American Speech, Language and Hearing Association (ASHA)
Association of Educational Psychologists
BABCP
BCS Disability group
British Psychological Society (6 mentions)
Community Care
European Conference on Eye Movements
Experimental Psychology Society (5 mentions)
FAST
Foresight (Department of Trade and Industry)
Mencap
National organisation for Educational Psychologists in UK
Psychonomics Society (USA)
Royal College of Speech and Language Therapists
Scottish Institute of Police Research

Table 3: Intermediary organisations identified by respondents

Lessons learned and recommendations for the future

1.18 We invited survey respondents to tell us the most important lesson they had learned about successful knowledge transfer from their own research. Many reflected on the importance of clear communication – perhaps in the form of short briefing notes or summaries of findings – in order to make the research accessible to potential, non-academic users. At the same time, respondents cautioned of the need to produce a clear message without oversimplifying. The benefits of actively engaging with users at an early stage in the research and building ongoing networks was also a key lesson, as illustrated by the following quotes:

You have to have continuing working relationships with users, not just contact them for a single, one off purpose.

Building a relationship with the relevant organisations (in this case, a government department) from an early stage and influencing their agenda so that they are not only receptive in a general sense to the research but also have concrete ideas in advance as to how they might use it.

1.19 Raising the profile of the research either through regular presentations at conferences and workshops or through interactions with the media was recommended. Publishing results in high quality journals was only suggested by a few but this did also raise the issue of problems with the academic rewards system which does not give due recognition to knowledge transfer:

This research was intended to have an applied emphasis, and this succeeded, but it was extremely difficult to generate major new contributions to scientific knowledge that would result in peer-reviewed papers in the top experimental psychology journals

1.20 While acknowledging that research impacts were often slow to achieve, this also raised the issue of timeliness which may be difficult to reconcile with traditional, academic timescales:

If the results feed into a 'live' issue (and the research is good and the researcher has the relevant 'people skills'), the work will have an impact. The trouble is that issues that are live when research is planned are often history by the time the results are available, and so it will always be partly a matter of luck. However, it is a relevant skill to be able to anticipate long-term issues.

Produce a clear message without oversimplifying	8
Network with users	7
Report findings at conferences	5
Work with the media	4
Engage with users early	3
Publish in high quality journals	3
Slow process	3
Adequate rewards/recognition	2
Basic research so no non-academic impacts	2
Disseminate findings promptly	2
KT can only be developed on a base of basic research	2
Produce research that is applicable	2
Risky	2
Develop a KT team not just academics	1
Difficult to attract commercial interest	1
Disseminate to wider publics	1
Planning	1
Requires departmental support	1

Table 4: Most important lesson about successful knowledge transfer

1.21 We then asked respondents to describe any barriers to successful knowledge transfer that they may have encountered. Some of the responses to this question mirrored those above in terms of lack of recognition (e.g. in the RAE), difficulties getting published, the time-consuming nature of knowledge transfer and the challenge of funding KT activities (these last two being, to an extent, incompatible with the current research funding pattern). However, the main concern seemed to be around an inability to convince users to engage with the research, with comments for example:

Practitioners viewing research as a drain on resources rather than as a knowledge building and practice informing exercise

Policy-makers seeing research as just one small consideration to take into account, with it often not being the crucial consideration

1.22 But, at the same time, there was an acknowledgement that academics themselves have a role in preparing the ground for successful knowledge transfer:

There will always be barriers if there has not been (possibly longstanding) interaction and negotiation with the relevant bodies so that they can see how the knowledge meets their needs and helps them address their goals. Academics often expect that the importance of their research should be immediately recognised by policy makers/practitioner groups and that implementation should be quick and straightforward. They are often disappointed!

Unable to convince users to engage	10
Time consuming	5
Obtaining funds for KT	3
Publication difficulties (in journals)	3
Translation problems	3
Challenges of dealing with the media	2
Lack of recognition (e.g. In RAE)	2
Researcher's lack of knowledge	2
Users cannot discern good research from bad	2
Lack of funding for basic research that might lead to KT	1
Shifting policy agendas	1

Table 5: Barriers to successful knowledge transfer

1.23 The survey then asked a series of questions about what advice respondents might give to various different stakeholders in order to enhance the effectiveness of knowledge transfer and knowledge exchange so that research results generate non-academic impacts. These stakeholder groups were:

- Researcher and their institutions
- Knowledge brokers and intermediaries (including research funders)
- Policy-makers
- Practitioners
- Wider public beneficiaries

1.24 Respondents’ advice to their peers echoed messages we have already heard above in terms of developing long-term relationships with users and making findings accessible, for example:

Make sure you are talking to the groups you hope to influence and try to get an alignment between both your agendas so that they can see how your research would benefit them. Don’t expect them to wait too long for the results of your research, they are under pressure to make policy and can’t wait five years for your research to inform them.

but a number also cautioned *against* embracing knowledge transfer activities wholeheartedly with comments about maintaining a critical distance from users, keeping a balance between policy and theory, maintaining research quality and focusing on basic research.

1.25 There were also messages for academic institutions in terms of incentivising and rewarding knowledge transfer, for example:

It is hard to do both basic and applied research and institutions should keep in mind that from a basic research standpoint this is a risky undertaking if one is to be evaluated predominately on publishing in high-impact journals

Develop long term relationships with users	10
Make findings accessible	6
Institutional incentives for KT	5
Focus on basic research	3
Work with the media	3
Maintain research quality	2
Take time to engage	2
Deliver research in a timely fashion	1
Involve users early	1
Maintain a critical distance from users	1
Maintain balance between policy and theory	1

Table 6: Key recommendations to researchers and their institutions

1.26 These concerns were voiced again in messages to brokers/intermediaries/funders. There were calls to reconsider academic career development systems:

Ensure that researchers are ‘rewarded’ and recognised for their efforts to disseminate to wider audiences and make sure that researchers are aware of this. Too many academics only really value academic publications and do not consider spending time on wider practices

but also pleas to funders to stimulate creativity by (1) supporting more risky projects and (2) rethinking funding models to build critical mass, for example:

Cuts in funding can lead to piecemeal, small, “safe” projects. Consider taking more risks. Also, structure funding so lead researchers and their groups can build up a portfolio of findings/programmes of research that are likely to have more impact (worth transferring the knowledge developed)

Other forms of publication	4
Reconsider reward/career development systems	4
Stimulate creativity by funding risky projects	4
Continuing importance of basic research (as a driver for KT)	3
Fund networking events/dissemination	3
Continuity of funding	2
Choose partners carefully	1
Consider dissemination strategy when assessing proposals	1
Don't be driven by media/political agendas	1
Exit strategies	1
Focus on those who are good at engagement	1
Impacts take time	1
Maintain balance between theory and policy	1
More funding for travel to conferences	1
Understand users' needs	1

Table 7: Key recommendations to knowledge brokers and intermediaries

1.27 When we asked respondents what advice they would give to policy-makers in order to enhance knowledge transfer, the clear majority spoke about the need for more dialogue, for example, in terms of policy-makers engaging with researchers by making time to attend conferences or to arrange discussion groups with researchers. In making these suggestions, respondents implied that there was still room for improvement in the way research is used by policy-makers, for example:

Those employed in policy and practice roles need to communicate their needs more openly to researchers. Both sides need to be able to discuss the realistic chances of new knowledge bringing about any kind of change. Avoid commissioning research that is openly asking for an answer that everyone knows will not be useful or usable.

The relation between policy and research should be a two-way process, and research takes time.

Engage with the research itself – rather than the confirmation of existing policies

Identify and engage with those who might be able to help you, looking beyond the usual set you have been consulting for years

Engage in dialogue with researchers	13
Allow practitioners time to engage in research	2
Facilitate engagement	2
Insist on clear and non-technical briefings from researchers	1
Learn about research process (in order to recognise quality research)	1
Listen only to quality research	1
Listen to the knowledge brokers	1
Lobby groups have most impact	1
Promote the role of basic research (as a driver for KT)	1
Take risks	1

Table 8: Key recommendations to policy-makers

1.28 In many ways, the advice to practitioners was very similar. Practitioners were urged to engage with researchers, to participate in research themselves, to articulate their needs through dialogue with researchers, and to make time to keep up to date with research results. There was perhaps an undercurrent of implied criticism that practitioners were not always as open as they might be to new approaches, for example:

Understand the value of evaluating what you do properly. Practitioners are often committed to particular ways of doing things that seem to work well. It is important to be open to the possibility that there could be alternative, perhaps better ways, and it is important to understand the limits of what can be achieved. This means being open to research and evaluation of one's own practice rather than just taking 'off the shelf' solutions from previous research.

Be open to a frank examination of current working practices and tools/procedures for working. Be aware that research skills take a great deal of effort and many years to acquire and that research to improve practice requires considerable time and effort.

Engage with researchers	5
Take time to keep up to date with research	5
Get involved in research	4
Be open to new approaches	3
Articulate needs through dialogue with researchers	2
Learn to recognise quality research	2
Promote the role of basic research as a driver for KT	1
Support research studentships	1

Table 9: Key recommendations to practitioners

1.29 Finally, we asked respondents about enhancing knowledge transfer to wider public beneficiaries. Many respondents were not sure who these would be and could not answer the question. Of those who did, some reflected on the need for dialogue between researchers and beneficiaries while a similar group called for beneficiaries to have a better understanding of the research process and the role of basic research, partly so that they did not expect “simple solutions”. However, a couple of respondents did suggest a more active role for beneficiaries in terms of ensuring that research is used in policy and practice.

Need for dialogue between researchers and beneficiaries	5
Better understanding of the research process	4
Ensure that research is used in policy and practice	2
Listen only to quality research	1

Table 10: Key recommendations to wider public beneficiaries

1.30 At the end of the survey we invited respondents to pass on any other comments about knowledge transfer and non-academic research impacts of psychology that they felt had not been addressed in the foregoing questions. This highlighted a key point that had not been drawn out of previous answers which was that knowledge transfer primarily derives from the *accumulation* of research evidence, rarely from one project alone. Respondents noted that it was crucial to be aware that individual research projects will not necessarily lead to immediate practical applications and that these practical applications are rarely obvious when the research commences. While individual projects have the potential to make particular contributions, they do not necessarily provide a basis for long term impact. As individuals’ research programmes develop with a number of projects funded by various bodies, the accumulation of evidence begins to have more potential for impact and knowledge transfer to key stakeholders. What we are seeing beginning to emerge from these comments is, first, the notion of the long term, co-production of knowledge from projects funded by different sources and involving different configurations of stakeholders and, secondly, a concern about “mission drift”, for example:

I think most people who decide to invest energy in engaging with external users of research draw on a range of work (not just their own), often across different projects. I am not convinced that trying to link impacts to projects is the best way of understanding or developing the process.

If more time is to be spent on knowledge transfer then it must be acknowledged that the volume and quality of the research will diminish thereby making us less internationally competitive. Arguably the knowledge transfer should be done by specialists, with funding specifically devoted to this work rather than induce a ‘mission drift’ in scholarly research work.

This last point links back to previous comments that academic researchers are not always the best people to promote knowledge transfer, and that a team approach involving both researchers and knowledge transfer specialists may be a better option.

Annex K
Survey of Heads of Departments of Psychology
Results and analysis

NB: In all charts, x-axis labels read top to bottom on legend and left to right across bars

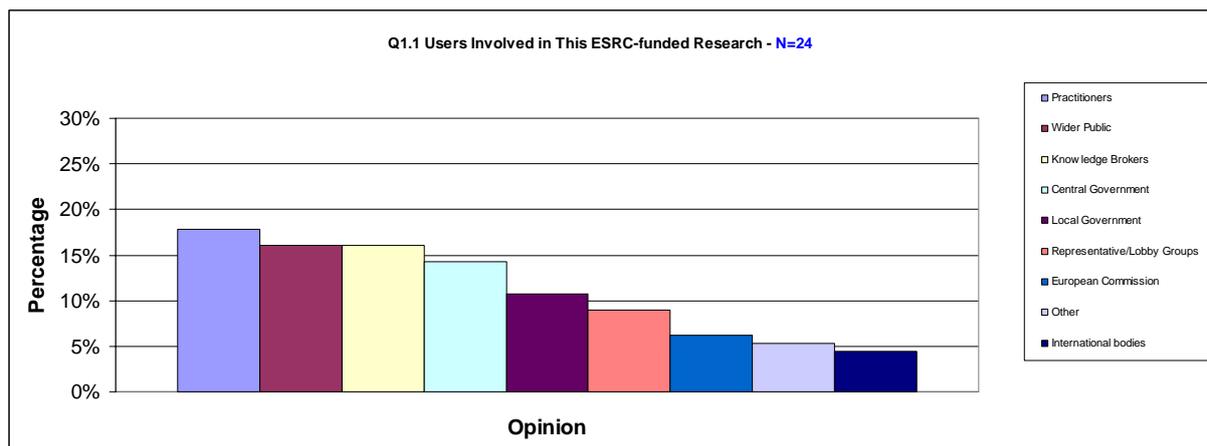
Head of Department Survey

1.31 A shorter, two-page version of the main survey was circulated on behalf of the study group by the Association of Heads of Psychology Departments to its 116 members. The main purpose of this questionnaire was to identify the types of user communities with which psychology departments engaged and to elicit contact details for users who would be familiar with research being conducted within that department. We also gave Department Heads the opportunity to provide examples of good non-academic impacts of their department’s work.

1.32 Twenty-six completed surveys were received from Heads of Departments, giving a response rate of 22%. Again, responses were entered into a database and histograms and percentage figures produced for each question.

Knowledge users, beneficiaries, brokers and intermediaries

1.33 When we asked Heads of Departments what users had been involved in the ESRC-funded work taking place in their department they cited a similar spread of users to the award-holder respondents but ranked the ‘wider-public’ higher. **Table 1** lists examples of users who had been involved in the research conducted in the respondent’s department.



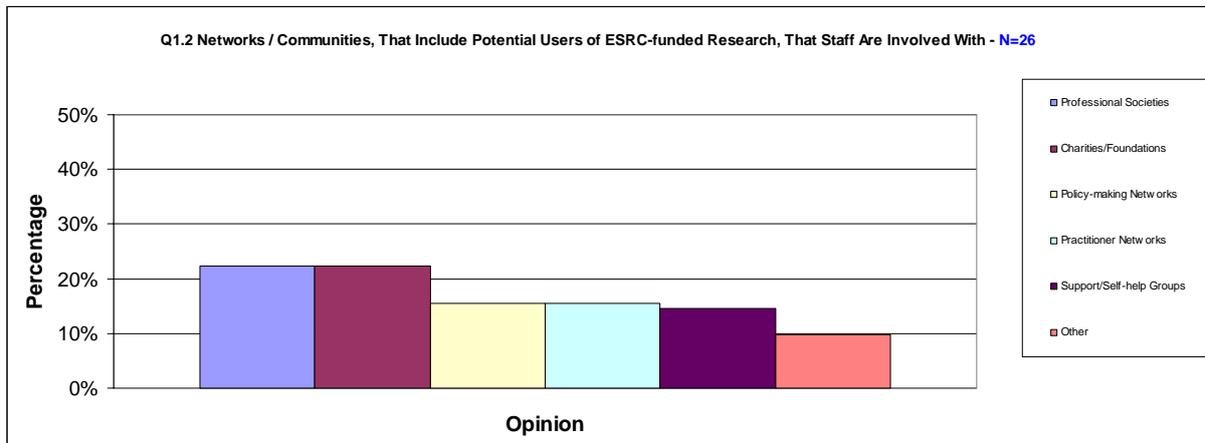
1.34 When we asked Heads of Departments what networks/communities, that include potential users of ESRC-funded research, staff in their department were involved in, they placed charities and foundations higher than practitioners networks and the same numbers (only 22%) cited charities/foundations as cited professional societies (which were cited by 42% of award-holders). **Table 2** lists examples of networks and communities including potential research users with whom staff in the respondent’s department had been involved.

Central Government	Local Government	European Commission	International Bodies	Practitioners	Representative/lobby Groups	Wider Public	Knowledge Brokers	Other
Briefing seminar for Tony Blair on Integration and Diversity No 10 Downing Street Cabinet Office Conservative Party DEFRA Dept of Health DfES DTI Home Office Members of the House of Lords MOD Prison Service Rail policy makers Scottish Executive Social Exclusion Unit SureStart programme	Edinburgh Fife and Tayside Councils LARCI LEA Police Authorities Thames Valley Tower Hamlets Yorkshire	EU Aviation security committee European Social Survey Group Police Cooperation Working Party of the Council of the European Union	Advising the US govt. (CIA etc) re lie detection	Clinical Psychologists Education Managers Educational psychologists GPs Health Visitors Lawyers Members of commercial internet research firms NHS Police ACPO & Speech & language therapists Teachers UKFPU (UK Football Policing Unit)	Dyslexia Action Equal opportunities Commission Help the Aged IPPR Karma Nirvana (South Asian Women's Group) No2ID (anti ID card lobby) OFCOM Privacy International Research into Ageing The Hansard Society The Runnymede Trust William Syndrome Foundation	Cardiac health, smoking cessation Edinburgh Science Festival and Arts Festival European Science Festival-Genoa, Groups of older people Organized groups (sports, self-help groups, patients, etc)	BPS EPS Radio broadcasters, newspapers, magazines Science Media Centre	Companies - e.g. with occupational health Companies various industry (e.g. IBM, BT, Unilever, GSK)

Table 1: Examples of users and beneficiaries identified by respondents

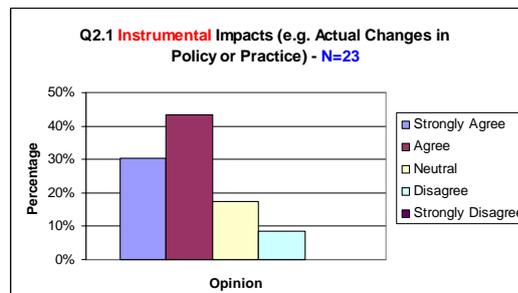
Support/Self-help Groups	Professional Societies	Charities/Foundation	Policy-making Networks	Practitioner Networks	Other
Bury MS Society False Memory Society Huntingdon's Society Manchester Long Term Conditions Group Parkinson's Society Probus (Scottish self-help group for the elderly) SPRING! Stroke Association	American Psychology Association BPS British Academy of Management British Society of Criminology EPS European Association for Forensic Psychology European Association for Psychology and Law Institute for Personnel Development Int. Soc for Research in Emotion Societies in Artificial Intelligence Societies in Paediatrics Society for Research in Child Development	AA foundation Alzheimer's Society Animal Rights Charities Ashworth Hospitals Brain Injury Rehabilitation Trust Cancer Research UK CRUSE Dyslexia Action Encephalitis society Healthy Living P'ships Help the Aged Hospices Leverhulme Macmillan NSPCC Nuffield Oxfam Phoenix – National Academy of Parenting Research into Ageing RoSPA Rowntree Williams Syndrome Foundation	Agewell (health related older adults NHS initiative) Commission for Racial Equality Department for Transport Fathers Direct Home Office e.g. Sure Start Nuffield Prostitution Reform Group Regional networks on public health, health research, regeneration, health and safety laboratory Scottish Executive Judicial Studies C'tee	Care for the elderly Community psychology; Computer monitoring in medicine GPs Learning disability Masculinity and health, Neonatology NHS Trusts North London Mental Health Network Nursing communities Paediatrics Police Prison Service Psychotherapists and psychoanalysts Speech and language therapy St Thomas' Hospital Pain Management Unit Teachers	Businesses involved in health & safety education/media Local Fire Brigade Ordnance Survey Scottish Autism Research Group Scottish Institute for Policing Research WRAP (DTI) consultation on food waste research

Table 2: Examples of networks identified by respondents

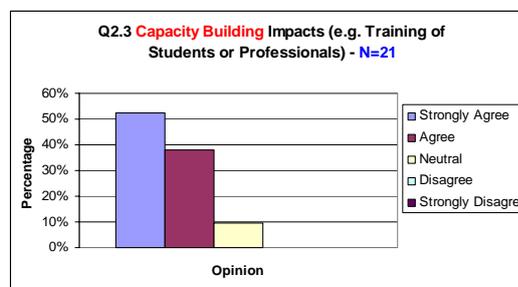


Research impacts

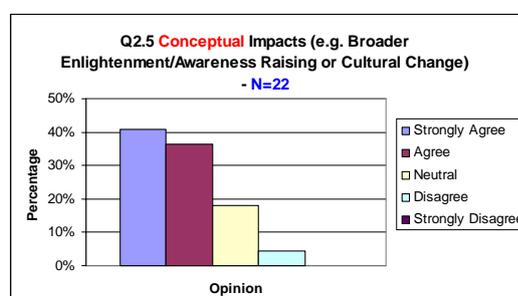
1.35 However, Heads of Departments gave very different responses to award-holders when asked about instrumental impacts, with 73% agreeing that ESRC-funded research from their department had led to actual changes in policy or practice (Strongly Agree 30%; Agree 43%).



1.36 Heads of Department were also more positive than award-holders about ESRC-funded research leading to capacity-building impacts (Strongly Agree 52%; Agree 38%).



1.37 Heads of Department were rather more positive than award-holders about ESRC-funded research leading to conceptual impacts (Strongly Agree 41%; Agree 36%).



1.38 Examples of the types of impacts resulting from ESRC-funded research which were identified by Heads of Department in each of these three categories are given in **Table 3**.

Instrumental Impact (actual changes in policy or practice)
A new epilepsy clinic has started as a consequence of an ESRC case studentship/ changes in the railroad warning signals
Hazard Perception Test in Driving Examination
OFCOM codes of practice changed
Changes to work and family policy 2000-2006, Age discrimination legislation, CEHR, and the equalities review
Organizational change in residential care providers
Change in design of computerised monitoring in medicine
Good Practice in Interviewing Vulnerable Witnesses (e.g. Joint Investigative Training for Police and Social Work)
Impacts on school literacy practices
Evidence from the lie detection research has influenced current police training and officers are now made aware of the difficulty in the detection of deception using non-verbal cues. The evidence has shown that some commonly held police views of deception cues are inaccurate and in some cases the converse is actually true e.g. speech errors and pauses in speech. This has directly informed training and practice in the field. Future training will need to build upon this and further research will be required to improve the ability of officers to detect deception in high stakes situations. An enhanced ability of the police to do this will be in the interests of justice as a whole to ensure that innocent individuals accused of a crime are not misinterpreted as well as seeking out the guilty. Recommendations about change processes (from ESRC funded research on change in prisoners) have been incorporated in the Ashworth Hospitals Life Minus Violence (rehabilitation) Programme
Healthy eating programme widely used in Ireland, and may extend to the EU
Capacity Building Impact (training of students or professionals)
Postgraduate research students doing research arising from ESRC-funded research
Input into CPD programmes for various professional groups etc.
Research fellow network and training sessions, methodology workshops for investigators
Active involvement of professionals (e.g. clinicians) in the research has led to those professionals acquiring research skills.
A two-day training course for Family Court Judges (Judicial Studies C'tee) on interviewing children
One investigator on a Departmental ESRC grant sits on the ACPO Investigative Interviewing Steering Committee giving academic advice, thus having a direct impact on training and policy within the UK.
Capacity building courses for academics in India, in Poland (an international summer School) and Germany (another international summer School)
Conceptual Impacts (broader enlightenment/awareness raising or cultural change)
New ways of conceiving inhibitory processes in memory; new ways of conceiving patients' quality of life, new ways to look at face identification
Work on perception has led to fundamental insights. As has work on drugs, criminal behaviour etc.
Professorship of Public Understanding of Psychology created
Recent edited collection with The Runnymede Trust in which policy makers and academics worked together on concepts around community cohesion policy
Work with the Commission for Racial Equality on developing a conceptual tool for policy makers on young people and identity predictions
High impact papers on social identity processes, with associated media dissemination changing the terms of the public debate
One ESRC funded study has contributed to a growing challenge to the previous exclusive conceptualisation of autism as showing a deficit in symbolic functioning. In contrast to established assumptions that autistic children suffer in symbolic but not functional play this finding shows that deficits exist in both types of play in autism
Work on social comparisons in health has played an important role in putting the issue of relative deprivation at the centre of debates on health policy
Research has brought understanding of cognitive neuroscience to ad agency professionals

Table 3: Examples of impacts resulting from ESRC-funded research in respondent's department

Annex L
Lessons Learned, Good Practice for Processes
leading to Impacts

ANNEX L: Lessons Learned, Good Practice for Processes leading to Impacts²

Issues & Obstacles

Interviewees identified several types of issues that can stand in the way of impacts being generated readily from research in psychology.

Lack of value placed on knowledge transfer and societal impacts

As with other disciplines, psychology is seen as driven by RAE pressures for attainment measured in large part by primarily theoretical articles placed in prestigious journals that are based in traditional sub-disciplines. Grant income, promotion and prestige among one's colleagues are similarly based. Not surprisingly, interviewees identify as an issue the fact that knowledge transfer (KT) does not necessarily confer added value to a busy academic's career. As one commented, *if knowledge transfer was to be valued as much as more scientific outcomes, academics would find the time*. Without external valuation, however, some academics will resent having a responsibility for KT being forced upon them. *Knowledge transfer just isn't for everybody*. Without external validation, there may be little perceived benefit in learning/sharing good practice in this arena. (It is possible, however, for departments to deliberately develop an outward-looking ethos in a culture that, while primarily promoting excellent basic research, also expressly values connectivity with users and eventual impacts.)

A related issue is that of funding. Some researchers who are motivated to do more applied work find that they fall into the uncomfortable gap between Research Council emphases on basic work, with reviewers assuming that user communities will fund potentially applicable work, and user communities' lack of financial resources to allocate to research.

Communication & accessing research

As one researcher captured communication: *dissemination is not easy- it is an obstacle. It is not just writing a report and at the end sending it to someone; you have to do much more than that; you have to convince people of what you have found*. Seen from "the other side", communication is an issue for users, too --- for example, identifying who is doing what potentially useful research and what key findings are relevant.

Dynamics

The biggest obstacle is the timing; most of the impact is going to emerge long after the finishing of the project, with no dissemination money and no direct money towards the impact per se. This interviewee's comment captures the sense of many: that a particular research project finishes with an end-of-award report on the actual research conducted, and perhaps a few dissemination publications, but that the pathway to impacts is much, much longer. Furthermore, propelling research findings toward impacts would take time and effort which hard-pressed researchers, of necessity on the trail of the next grant, usually cannot spare.

Several sorts of time lags are seen. Fundamentally, basic research may need to grow for a long time before there is knowledge ready to transfer. The growth of a new research area with potential for applications may have a long timeframe, and indeed even one researcher may well need to conduct several projects in a body of work before, cumulatively, a knowledge base is created from which users can draw. Furthermore, many researchers view knowledge transfer as quite a linear process: writing a paper at the end of a project;

² Italicised comments reflect actual wording by interviewees.

submitting it; responding to reviewers' comments; publishing (perhaps 1-2 years later) in a peer-reviewed journal; and then, perhaps, disseminating these validated results to prospective users. Even for those who are pro-active in dissemination, going to practitioner conferences or speaking to policymakers takes time and effort, generally unfunded.

And, of course, user communities do not automatically incorporate research findings into their policies and practices. (One interviewee illustrated this by contrasting the making of new laws requiring seat belt use; while UK research showed how much seat belts improved safety, Australia made them compulsory in 4 months, but the UK, the last country in Europe to do so, took 25 years.) In addition to law-making, *the actual start-up process for national implementation of the change in policy is enormous and time-consuming as well*; for example, sheer logistics create time lags before impacts can be manifested, as for example needing to train trainers and find locations for driver improvement courses if that is to be the approach to road safety rather than simply punishing poor drivers. Different viewpoints enter into the picture, making generation of impacts complicated, including those of diverse policymakers, practitioners who implement policies, pressure groups and end-users.

Political processes

A major obstacle is political decision-making. Interviewees expressed real frustration over cases in which minds were made up and research-based evidence, no matter how robust, was clearly not going to make a difference. *Policy does a lot of harm, if it does the opposite of what research would say.* However, some note with hope the changing political climate which at least nominally favors evidence-based policymaking and practice. Several interviewees noted what could be an impenetrability to policymaking, such that making contact seems a random process; one who actually successfully generated an impact on a key policy document did so, not through his earnest efforts to meet with policymakers, but through being introduced to a senior official by the spouse of his child's childcare provider!

Scale of impact

A not unrelated issue lies in the scale of impacts generated. One interviewee was quite firm: *overarching change at a national level is impossible to create.* One observed that *instrumental effects may depend upon getting the ear of people in high places*, as they can direct funding toward implementation of programmes based on research understanding. Another reflected that going beyond a local effect is *where a step change really needs to happen* and that *in many cases to do widespread practice change really requires a policy change, and this is a very large-scale action that academics don't really know how to do.* ESRC and knowledge intermediary bodies interested in impacts may want to consider how to help "up the stakes" to large-scale action.

Lessons learned to help researchers enhance effectiveness of linkages and flows of knowledge leading to research impacts

Value

Interviewees contributing toward impacts appear to finesse the issue of application not being valued by being sure to conduct research that is published in “respectable” journals. As one noted, *everyone is going to have to play that game*. Faced with the issue of finding funding for applied research, one inventive researcher addresses this by acting as a motivational teacher of practitioners, some of whom pursue PhDs, thereby contributing to the research programme and accessing unusually useful databases.

2-way interactions with reciprocal benefits

By far the most frequently expressed dimension of lessons learned had to do with the critical importance of developing two-way interactions between researchers and users, preferably as early as possible in the framing of research questions and ideally becoming a long-term relationship. Some two-thirds of the interviewees stressed this as critical to generation of impacts. Acceleration of impacts can result, as in the case of a policy change allowing combinations of composite images taking place just two to three years after research was published, due in large part, the researcher believes, to the building of relationships with users that had occurred throughout the work.

Many articulated ways in which researchers as well as users are beneficiaries of two-way interaction throughout the “life course” of a research project. For example, illustrating the many lessons learned that support involvement early in the process, one researcher finds it stimulating to brainstorm with prospective users at the beginning of a project; *practitioners can have concrete problems which can help you to reframe or specify your research question*. Iterative input later in the research process is also recommended. A researcher suggests that it is useful to think of a continuing two-way interaction with users as taking place iteratively across a body of work over time, rather than just one project. A block of research can be carried out with some interaction with users, followed by disseminating and getting more feedback (for example, through training or targeted seminar series), which then helps frame or fine-tune questions for the next block of research; then as later in turn that is disseminated, more feedback and insights are provided by users that help the researcher frame the next block of research, fine-tuning or adding questions, and so on. *You can get such good insights and feedback, you can get asked questions that make you think about things in a new way. It is actually a good part of the scientific process to get feed back from users as you go along. You can help clarify the problem, you can benefit from people’s experiences and insights that you simply would not come across in any other way. You learn from the interaction with users as part of your research.* One knowledge intermediary drew an analogy with engineering; researchers could view working with practitioners as a test bed, e.g. to see if a research protocol being developed could translate into the real world.

If researchers hope to make suggestions relevant to the real world, a user notes that *you can’t really directly translate from research into recommendations for practice without involving users*. It is possible to jumpstart the implementation of recommendations so that impacts actually arise; for example, a senior researcher recommends *building a community with users*, ascribing success in bringing about a particular policy change to the existence of good relationships prior to the appearance of research findings. A good practice suggested for “dissemination” is sharing of views, approaches, techniques and information between researchers and groups of policymakers or practitioners in a spirit of mutual respect, as at particular sorts of conferences.

As with any “partnership”, relationships between researchers and users should provide benefits to both. In fact, some users express frustration or wariness at having researchers simply “use” practical issues to advance theoretical careers with no commitment to “give back”. Particularly with current government thrusts for “research-informed practice”, most practitioners would like to see the benefits of evidence-based practice. As one user notes, *it is important to forge close and personal links, developing a culture where people interact... It should be a pay off for the organisation too that research can directly inform it, it could be involved in training and more people in the real world could get feedback from researchers.* As a practical example, one user noted that a researcher made a commitment to inform parents and children involved in a study of the research outcomes. The respect demonstrated by this good practice of feedback made people feel valued such that retention in a longitudinal study was much higher than average. Users do not always simply want final products of research; two-way interaction can be important to them prior to that end stage. For example, one user recommends bringing in one or two academics to sit in on meetings directed toward deep thinking; he recommends informal links (which provide some money) to academics who have a genuinely grounded knowledge base.

It can be helpful if both relationship-building and dissemination are conducted with strategic awareness of hierarchies in terms of breadth of view among users, for example noting the difference in purview of upper government officers at the Department of Education and decision-makers for individual LEAs. A practical suggestion offered, if a change in behaviour is to be recommended, is to engage with sufficiently senior managers that they can tell practitioners what to do, as otherwise the human impulse may be to simply continue doing what one has always done.

As captured in a case study on Cardiff’s Department of Psychology, it is possible for a department to deliberately foster application or impacts (as well as excellent basic research) by facilitating interactions in multiple ways, ranging from visiting fellowships for nonacademics to joint research to CASE studentships to hosting of workshops exposing next-generation researchers to non-academic career options.

Support, staff, infrastructure

Since knowledge transfer is often seen as requiring time and skills that many academics do not have, dedicated staff are sometimes recommended to make a difference in reaching practitioners and policymakers. An example was given of a director of an ESRC network. One person who works in an interdisciplinary institute finds the environment conducive to tackling issues with methodologies of multiple disciplines. Furthermore, the institute infrastructure includes conferences and courses for practitioners, keeping KT channels open.

Facilitating roles of knowledge intermediaries

Another way of extending the capacity of researchers to reach users, and vice versa, is to make conscious use of knowledge brokers or intermediaries. Some researchers, for example, participate in mixed events and/or contribute to responses to government consultations that are collated by the major knowledge intermediary, the British Psychological Society – this provides organization and “critical mass” of input on issues. Others contribute to more specialized organizational knowledge brokers, whether professional organizations like the Society for Research in Child Development, which puts out policy reports, or charities like Nuffield, which brings together mixed fora around issues, or the Joseph Rowntree Foundation, which has staff dedicated to organizing events and gaining the ear of government in order to influence policy.

Communicating effectively with an individual knowledge intermediary can also “leverage” researchers’ contact with users. For example, one researcher worked with and communicated with a lead professional at a specialist school for language difficulties; that

person acted as a knowledge intermediary by translating and spreading word of research findings to speech and language therapists elsewhere. Others contribute directly or indirectly to research-informed training, which can ideally lead to changed practices and indeed feedback into future research analyses, and is in any event far more desirable than having misperceptions of research be passed on through training and consolidated, which can be harmful. *It is useful to know that there are so many ways through networks or channels that you could inform people about research.* Another knowledge intermediary, who defines his role as taking research-driven knowledge and systematically taking out what is needed and disseminating what is needed for it to move out to the real world, suggests one way of identifying knowledge intermediaries as looking for *a common thread of people involved in training or informing roles.* Another refers to herself and others as individuals who are *straddling the two worlds of research and policy and practice.* The fact that so much of the knowledge intermediary function is based on individuals, not simply organisations, has *real implications for how research can be translated to them, or directed to them and through them.* Increased awareness on the part of researchers as to this role, and to the importance of communicating effectively with such individuals (and organisations) can increase the chances of their research having an impact.

Communication

While two-way dialogue is most effective at building relationships and enhancing likelihood of impacts occurring, dissemination also can play an important role. Communication must be: 1) based on high-quality, well-grounded research and 2) clear.

As one researcher said passionately, *people are interested in taking away a bottom line, but you cannot just tell a good story without research underpinnings.* He captured the code of conduct followed by many psychology researchers when he said that he would: *translate and disseminate whatever Research has to say, but only so much as the Research permits him to say.* This sort of concern can also, of course, lead to many psychology researchers shying away from dissemination, because they don't want to make things overly simple.

However, various interviewees offered good practices as to how to effect clear communication, without compromising integrity. First of all, consider your audience – take on the perspective of the other party to understand what you need to give them and how. Then, develop a strategy so that you are very clear about what you want to say (and what you don't want to be drawn into saying) and get it right in a summary short enough to be heard by users. Aim to get across 3 key points. The tone taken is important. *Expect that the users will work with you as you will work with them -- act as a neutral representative telling a story, without being a salesman or acting holier than thou.* Translate into accessible, user-friendly language. Avoid jargon! Media training helps, as does experience. *You need to be clear about what you are going to do. You need to keep your message simple, contextualise it, but keep hold of your own pure message – don't dilute it or change it. With experience you get the confidence that you can do this.*

Some universities help more than others in getting the word out to users via the media. For example, Stirling University not only has a helpful media department, it also gives out prizes and sends around clippings to make people aware that the University values those colleagues who are accessible to the media.

A frequently voiced caveat is that not all academics are good at communicating with non-academics, nor will they necessarily have the time. One suggestion for good practice is to send those individuals who are good at communicating and liaising to conferences and other events where they can interact with users.

Capacity-building/training of practitioners

Education of course is a dominant form of capacity-building. Some approaches to education will more than others encourage next-generation researchers to be aware of real-world problems and applications. Beyond the generation of more researchers, education in

psychology also has an impact on users through influences on professional training. Since research informs the curriculum, undergraduate students as well as Masters or PhD students are exposed to research findings, methods and concepts – an understanding that can be carried into their work in practice or policy. Dissemination efforts, such as short courses for staff development, can have an impact on policymakers and practitioners. Education or training can be two-way, not simply “outward” from research. One lecturer commented on the stimulus of class contributions from students who are experienced practitioners. Postgrads and postdocs may benefit from meeting with non-academics as part of their learning experiences.

Recommendations for ESRC

Value placed upon/incentives provided for generation of impacts

The hope is expressed that ESRC may be able to play an important role in changing the prevailing value system to one which, in addition to valuing excellent basic research, also values connectivity with users. The RAE is cited as a powerful force favoring the former, and disavowing the latter. Yet, with the die of universities' tactics cast for the impending RAE, it has been suggested that *it is a good time for ESRC to start explicitly proactively valuing knowledge transfer, because the RAE is coming to a close. ... at this point the ESRC could influence the profile of what academics are about.* Even beyond ESRC recognition of competing values and possibly money in support of knowledge transfer, attitudes will need to change among universities and peer groups so that some *prestige* is attached to pursuing implications for policy and practice from one's research.

There is a sense that this level of culture change will be a real challenge, one which ESRC is recommended to take on. Yet, as one researcher observes, the ESRC is working toward a culture change but she is not sure that people are really "getting" that this is important. In reading over her department's proposals before they are sent to ESRC she finds, for instance, that *it just doesn't occur to the people writing them to think along these lines, who might your user be? How might it be relevant?* She therefore recommends: *ESRC needs to keep this message going out there – loud and clear, that having impacts on users are valued outputs.*

There are, of course, various options depending on how far ESRC wants to go. Quite logically, one interviewee suggests, while recognising that basic research must be funded, *maybe in-house ESRC needs to come up with what it really thinks, what its relative weightings are for applied work, or work of relevance or work that has an impact....so that they are clear in their own minds, then they can be slightly more explicit as to the value that they are going to be putting on impact or application and so on, when they are making decisions about grants.* For example if two grants came out at exactly the same in terms of scientific review would the one that has a clear line to user engagement get the money out of 2 otherwise equal, or would that just be a minor consideration?

Although the end of award reports does currently ask for impacts, a wide range of responses are given, so that requests for information on impacts, users, audiences, dissemination/engagement might be made more explicitly in end-of-award report forms. Rapporteurs encouraged to look for non-academic as well as academic outputs will find it easier to do so.

More emphatically than this, application forms could include questions as to who might be interested in subsequent research findings, how might this become relevant or applied --to *help prod people into thinking like that, once they start thinking like that they might get some new ideas, and might ask some slightly different research questions.* Still, people may not know what relative value will really be given to likelihood of impact, once a proposal is in-house. ESRC could even say that applications will be favoured if there is a specific plan for interacting or connecting to users or having an impact on users. One researcher goes so far as to suggest that *maybe the default by ESRC should be that they expect a grant to be relevant and you almost have to make a special case for it not being relevant. You would not want all the grants to be applied but you might need to do a little nudging to get some of them to be. Get them to think earlier about how there might be applications that might increase the change towards that. You want to convey that there is some value to coming up with something that is valuable to society.*

An additional angle on increasing value or prestige would be to offer more prizes, such as the Michael Young prize, or fellowships, expanding current knowledge-transfer related fellowships.

Two-way interactions between researchers and users

Interviewees recommended that ESRC help to promote two-way interactions between its researchers and users, with a variety of more specific suggestions. Providing opportunities for researchers and users to come together is seen as a key role. One specific version of this could be funding ESRC seminar series that are targeted at various groups of stakeholders, set up to encourage researcher/user dialogue. An example given of good practice is Nuffield's sponsorship of not only an advisory group for projects, but also a forum with meetings and seminars in which diverse individuals including researchers, charities, policymakers and practitioners can look together at different aspects of research related to an issue area, hearing a research presentation then mingling socially and sharing information formally and informally through the network that arises, informing both practice and research. *It is an example of excellent practice because it helps users to widen the researcher's perspective, and with a different perspective they can lead to very practical and productive research.* Another mode of interaction that ESRC could support would be visiting fellowships, in either direction, immersing individuals in the "other" culture.

There is a sense that if ESRC helped those individuals who want to be involved in this sort of activity, and made visible the processes by which they moved toward impacts, others' attitudes might change. *This would help the potential for ESRC to talk about impacts, it would help public understanding of science, and it would help the relationship between academics and policy makers and practitioners in a long-term way. It could actually spark a different sort of culture, different sorts of relationships that would lead to knowledge transfer in the future. So in a sense ESRC could proactively try to help a step change that would help both the field per se but also culture and attitudes that are critical for knowledge transfer.* Recommendations for ESRC are to celebrate success stories, perhaps for example, developing a set of case studies to disseminate showing impacts on users and the processes leading toward them. Or, examples of research being put into practice could be showcased at a national event that involves diverse stakeholders. Again, part of the story told would be examples of the ways in which these successes took place – the processes involved, so that other users and researchers can get a sense of how this could happen in the future.

An even more far-reaching approach by ESRC would be identification of clusters or themes of user-relevant activity and promotion of two-way interactions accordingly. So, for example, *ESRC might make it a priority to try to identify within psychology themes like social inclusion or childhood education so that they could spark researchers in academia – some of them- to do something that has an impact.* This sort of approach could accelerate implementation and impact. If ESRC sponsors interactive events and finds out early from prospective users what their needs or problems are, and then articulates those when calling for research under a particular theme, users are more likely to find the research useful and it will be more capable of generating an impact. In this way it is *not just something added, so that you are desperately trying to find a user*, but rather the questions guiding the work have been shaped in part by user needs. An historical example illustrates how ESRC has made this sort of investment, for longer term impact. ESRC funded a lot of work leading to development of electronic photofit; indeed it helped to foster a research community in face recognition. Workshops were funded by ESRC in the mid 80's; then a programme of research was funded in the late 80's, with different grants to each of 5 universities; then later individuals got grants. Current applications of face processing research (for example in the criminal justice system) have thus stemmed from a deliberate pro-active effort by ESRC, fostering a research community within psychology.

Given the inability of many individual researchers to raise their impact from the local to the national sphere, some would recommend that ESRC help to resolve this scale issue. *It is a question of the ESRC helping people who want to make an impact to do so, and now maybe they can only make a very modest or local impact, but this is where ESRC could be more proactive and pull resources together.*

Injections of Support, dedicated staff, infrastructure

There is a very strong sense that, given competition for time and effort by academics along with a not universal capacity to be effective in relating to users, if it wants to see more in the way of knowledge transfer and impacts, *ESRC has to offer mechanisms and funding and time and team members and knowledge transfer brokers to help people think that way.* ESRC could appeal to the converted by offering funding for work that includes knowledge transfer; *you could allow people to reflect on what they need. Some would jump at it, perhaps some people who are at the end of a long strong career and know a lot of people, they might be excellent at bringing together a team.* Even some researchers who do connect effectively to users find it impossible to do all that could be done. *Nobody pays me as a researcher to do that – moving research out to connect to work.* Funding is necessary to support those playing this role.

Furthermore, if anyone is to present at conferences involving practitioners, and conduct all-important informal conversations as well as formal presentations, travel and conference expenses need to be covered. Infrastructure is needed if seminars or short courses are to be run specifically for users. Even production of well-written dissemination flyers, reports or booklets costs money.

It is important for ESRC to recognize that most if not all of this sort of activity will take place after the grant is over, perhaps up to two years later. *Perhaps the ESRC could have a small pot of money so as to offer post-award funding (perhaps including fellowships for junior researchers, travel, development of accessible products or publications for users) to help with dissemination and uptake of research findings, toward impacts.*

One way in which ESRC could provide injections of needed sorts of support would be to set up an actual scheme for knowledge transfer and/or dissemination. *ESRC could also do one-year small grants that would need to be invitational, so for instance if you have had money from ESRC and if you think that the research is in a state where there are clear implications for policy and practice, we as the ESRC will invite people to bid for conducting activities that will transfer knowledge. The ESRC could map this out, they could decide on a theme – say children, or mental health in education – and they could ask for teams including a researcher plus somebody who knows how to translate, and perhaps do this in consultation with a key association like the BPS developmental psychology division, to help put it together. Otherwise without something like this from ESRC it is difficult to see the process of moving research on out to impact actually happening.* This might perhaps happen to some extent at a centre or at a programme level, where infrastructure people could help in making connections with prospective users and in progressing processes that move research findings out to impact.

Many recommend that ESRC consider providing broker specialists or funding teams (for salary, travel, etc.) to include staff with appropriate skills to liaise with users, particularly since not all researchers will have the skills required. *You need different skills: researchers are creative and analytical and good writers; users need to be good presenters and communicators; they need to be people who can get discussions started, or encourage discussions at workshops and training sessions, which is very often not what academics do so well. They are different fields that are often not in one person. You may want to recognise what needs to be done and go to someone else to do some of this. Other people*

can help. (For example, sometimes there are more applied people who are willing to spend this extra time and try to bring about a national impact, and those may be different sorts of people.) There is a sense that people with these skills can help get research outwards towards impact while at the same time getting feedback which will add to the work.

Facilitating role(s) of knowledge intermediaries

Basically, ESRC is asked to facilitate the efforts of at least some sorts of knowledge intermediaries, when it is given recommendations to recognize and support the role of people who can help as liaison between researchers and users. Not all such intermediaries are attached to specific research groups. During interviews, many diverse users and at least one researcher experienced a minor epiphany: they realized that they are “knowledge intermediaries”. Taking on many roles in many niches, these people usually act as lone individuals to stay abreast of research literature, meld findings from different sub-disciplines of psychology as needed, and provide digestible summaries and updates to users in the midst of policymaking or practice. One user noted, it is very difficult to find out what is going on in ESRC research and that *people in the trade don't really go to journals; they wait until they have a problem then they find the people who are experts (not a particular project)... consultants and consultancies as knowledge intermediaries are incredibly useful... consultancies will know 5 or 6 areas and they can combine research from across them, unlike academics who may focus on only one subset of a discipline.* Knowledge intermediaries can be found scattered across all sorts of settings, within a regulatory body or at educational facilities, for example, but usually working on their own in performing their translational role.

ESRC could help individual knowledge intermediaries by making information on its funded research even more available, with a website searchable by user topic or relevant theme, for instance. It could also include them in activities designed to facilitate two-way interactions between researchers and users. Furthermore, it could acknowledge the value of their role, perhaps deliberately including them in teams tackling research problems with relevance to users. Even simply recognizing their role, and perhaps bringing them together when issues are being explored or potential centres or programmes are being framed, could provide ESRC with a useful channel to people who are in the business of translating between research and use.

Communication/increasing accessibility of research

ESRC as itself a knowledge intermediary is seen to have several possible roles in communication and in increasing accessibility of research to users and knowledge intermediaries. So, for example, its own press releases could highlight case studies of research that has had impacts, along with the processes that led users to utilise the findings. It could also generate the sort of “policy spotlight reports” that the Society for Research in Child Development publishes. For arenas of either policy or practice, these could be based on themes or topics of user interest, well-written in a jargon-free style to communicate who is doing what research on the area and what findings are being generated. This could help to raise awareness, while contact information for the involved researchers would make them even more accessible to users with related interests.

Making use of the internet by hosting a website with relevant research information would be another useful ESRC role. This could provide well-written jargon-free summaries of ongoing work, key findings and involved researchers, with contact information. The search engine would have to revolve around the sorts of words and concerns that users would have (e.g. issues), not academic jargon. This would allow policymakers and practitioners, as well as knowledge intermediaries, the opportunity to tap into research resources and feel that their interest in research was legitimate and valued.

Media training could be encouraged for ESRC-funded researchers, even next-generation researchers.

Comments on Challenges Inherent in Capturing Impacts of Psychology Research

Some interviewees offered ESRC their thoughts on the challenges involved when trying to identify or capture impacts generated by ESRC-funded psychology research. Most saw this as very difficult! Observations were made concerning the long time span and complex interactions of external factors, such as political pressures, involved in the generation of impacts, frequently making it impossible to do “simple” tracking from one research finding to one impact, with any quantification of impacts extremely difficult, at best. Impacts can be intangible, even as elusive as avoiding negative economic impacts – very hard to capture.

There is a sense that ESRC should be aware that impacts can't really happen within a grant per se, and dissemination won't seem pressing when researchers have to move on to the next grant. Many if not most impacts come from a long-term series of studies, or body of work, rather than one project. It is more likely to be possible to capture indicators of impacts-in-the-making, rather than impacts as such.

Regarding useful indicators, one experienced researcher who has seen work go on to have impacts firmly believes that *a proxy indicator of likely impact is involvement of potential users... if there is this sort of input there will very likely be impact; if there isn't, there probably never will be.* A variety of types of activities could signal involvement.

To assist the ESRC in finding proxy indicators, end-of-award report forms could be utilized more fully: *the applicant could be asked to provide to give some sort of steer as to who or what might be able to use the information they have come up with, and also to talk about the timescale.* More formal evaluations could be conducted, perhaps 1 and 3 years after the end of the project, although even this will not match with the full time span likely.