



UNIVERSITY
of HULL

Request Ref: 2918

FOI Request dated **06/07/2023** as follows –

Please see below a request related to research impact. For the nature of this request we define research impact using the REF 2021 definition of:

In the REF 2021, impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.

1. *Do you provide training for academics about research impact? If so, what is the nature of this training?*
2. *Do you provide training for professional service staff about research impact? If so, what is the nature of this training?*
3. *How many FTE professional services staff do you have dedicated to research impact?*
4. *How much did you spend on external consultants for research impact for REF2021?*
5. *Do you have a policy for the selection and development of Impact Case Studies? If so, please can you provide it.*
6. *Is research impact a separate category for workload allocation for academics with SRR?*
7. *Do you have a civic university agreement? If so, please can you provide it.*

Response

1. We do provide research impact training for academics, previously we had two different strands to that training which was carried out on a bespoke nature for faculties and on a general basis, where all university staff could sign up. These two strands were as follows:

- 01 - General training on research impact

The nature of this type of training included overviews in relation of what an emphasis on the evaluation of research impact does to the entire process of academic research. In this type of training the academics were briefed about general changes in the funding landscape, how the logic of research changes due to an emphasis on research impact and what this included in terms of evidencing requirements.

- 02 - Specific training on research impact

The nature of this type of training focused more on the specific dynamics and mechanics of research impact in terms of what makes research impact generation sustainable. Here the focus rested on the process of research impact creation, from stakeholder engagement all the way to evidencing post impact manifestation. These types of workshops aimed to provide researchers with an overview of how to both maintain their research integrity and produce beneficial to society research impacts at the same time.

The tailor-made events for the research departments/schools represented elements of the above, specifically designed to their needs in question.

- 03 - Postgraduate training

Doctoral students receive a research impact training course as part of their *Modern Researcher Module*, for each year of their training (three years in total). These courses very much cover the same ground as the two above, but specifically tailored to individuals who do not yet fully understand the whole research process.

2. The above listed courses, 01 & 02 are open for all members of the university, which includes professional service staff.
3. There is currently 1.4 FTE support in place for research impact, although a 0.4 FTE post is currently vacant.
4. £0 was paid to external consultants for research impact for REF2021 – training and support was delivered in-house by the university's own staff. Although our staff have received external staff development etc. External readers were appointed to review impact case studies – as is the case across the sector, but this is a specific role, rather than a consultancy arrangement.
5. At present, we do not have a policy for future impact case study selection and development.
6. At the moment it is not. Nevertheless, in the run up to the REF 2021 specific staff time was earmarked for writing impact case studies and collection of associated evidence.
7. We do not currently have an approved civic University agreement in place.