

**RESEARCH EXCELLENCE WITH IMPACT** 

**“ARM-2-IMPACT”**  
**Applying Research Methods to Impact**

<b>Julie Bayley</b> Impact Officer, Senior Researcher in Health Psychology <a href="mailto:j.bayley@coventry.ac.uk">j.bayley@coventry.ac.uk</a> Twitter: @Julie_covuni	<b>Casper Hitchins</b> Research Funding Consultant <a href="mailto:c.hitchins@coventry.ac.uk">c.hitchins@coventry.ac.uk</a> Twitter: @Casper_Hitchins	<b>Julia Ryall</b> Process Owner: Research and Projects ADePT <a href="mailto:j.ryall@coventry.ac.uk">j.ryall@coventry.ac.uk</a> Twitter: @JuliaRyall
---	--	--

---

---

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**Session**

- Intervention development approaches
- Benefit to research management
- Workshop: Mapping Impact
- Flipped classroom! – online presentation on intervention mapping
- <http://blogs.coventry.ac.uk/researchblog/arm2impact/>

---

---

---

---

---


---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**Coventry University**

<b>Modern University of the Year</b>  Guardian University Guide 2015 , The Times and Sunday Times Good University Guide 2015	<b>No. 1 Modern University</b>  15 <sup>th</sup> place Guardian University league table Highest ever place for ex-polytechnic	<b>Queen's Award for Enterprise</b>  In recognition of continuous achievement in international trade and supporting international student population
--	--	--

[www.coventry.ac.uk](http://www.coventry.ac.uk)

---

---

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

# Interventions and impact

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

## Impact planning

- Often poorly mapped:
  - Mismatched outputs / activities / audience / impacts
  - Limited linearity
- ‘Default’ activities
- Assume activities lead to impact
- Assume exposure leads to impact
- Focus on broad not achievable impacts
- Overlook the realities of implementation

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 



```
graph TD; A[Stakeholders] --> B[Activities]; B --> C[Impact]
```

---

---

---


---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

### Intervention Mapping

- Intervention = change activity
- Intervention Mapping (Bartholomew et al, 2006)
  - Framework incorporating user views, expert opinion, theory and evidence
  - Determine actual needs
  - Determine the changes needed and what is amenable to change
  - Select methods accordingly
  - Create a coordinated strategy
  - Implement and evaluate

---

---

---


---


---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 



**BROAD PROBLEM**

Stakeholders

Their issue

Change needed (impact)

Their need

Activity

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

### Using intervention approaches in research management: the hybrid approach

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**Impact in research management**

- Can be difficult to support impact:
  - Not impact expert
  - ‘Academic as expert’
  - Time available

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**A ‘hybrid’ approach**

- Impact plans are mapped (matched)
  - Outputs / activities / audience / impacts
  - Clear, defined paths
- Articulates how activities lead to impact
- Focus on achievable impacts within broader impact goals
- Accommodate and acknowledge realities of implementation

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**Benefit to research managers**

- Drawing on intervention methods arms research managers to:
  - Support realistic impact planning
  - Create and follow feasible project management plans
  - Support, question and challenge academic plans
  - Offer informed, objective review
  - Be a ‘critical friend’

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

## Activity: Mapping Impact

---

---

---

---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

### The reality of impact planning

- Often academics need support to strengthen their impact plans
- May have only basic ideas
- Research managers can apply logical approach, even with limited information

---

---

---


---


---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 



```
graph TD; A[BROAD PROBLEM] --- B[Stakeholders]; B --> C[Their issue]; C --> D[Change needed (impact)]; D --> E[Their need]; E --> F[Activity]
```

---

---

---

---

---

---

---

---

RESEARCH EXCELLENCE WITH IMPACT		Coventry University		
<b>PROBLEM</b> (social, economic or environmental issue on which the project is based):				
Who? (Stakeholders, beneficiaries, users)	Their issue (their 'part' of the problem)	Impact (the change needed)	Their need (what do they need to make the change?)	Activity (How will they be reached?)

---

---

---

---

---

---

---

---

---

---

RESEARCH EXCELLENCE WITH IMPACT		Coventry University		
<b>PROBLEM</b> (social, economic or environmental issue on which the project is based):				
<i>What is the real world problem?</i>				
Who? (Stakeholders, beneficiaries, users)	Their issue (their 'part' of the problem)	Impact (the change needed)	Their need (what do they need to make the change?)	Activity (How will they be reached?)
Person/ group	Outline what their particular issue is within the broader problem	Knowing what their problem is, work out what a solution looks like (impact goal)	E.g. Do they need information? Attitude change? Evidence to lobby with? New product?	What activity/ output etc will best meet the need and the audience?

---

---

---

---

---

---

---

---

---

---

RESEARCH EXCELLENCE WITH IMPACT		Coventry University		
<b>PROBLEM</b> (social, economic or environmental issue on which the project is based):				
Who? (Stakeholders, beneficiaries, users)	Their issue (their 'part' of the problem)	Impact (the change needed)	Their need (what do they need to make the change?)	Activity (How will they be reached?)
Nurses				

---

---

---

---

---


---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**PROBLEM** (social, economic or environmental issue on which the project is based):

Who? (Stakeholders, beneficiaries, users)	Their issue (their 'part' of the problem)	Impact (the change needed)	Their need (what do they need to make the change?)	Activity (How will they be reached?)
Nurses				Academic paper

---

---

---

---

---


---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**PROBLEM** (social, economic or environmental issue on which the project is based):

Who? (Stakeholders, beneficiaries, users)	Their issue (their 'part' of the problem)	Impact (the change needed)	Their need (what do they need to make the change?)	Activity (How will they be reached?)
Nurses				Academic paper
← Appropriate? →				

---

---

---

---

---


---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**PROBLEM** (social, economic or environmental issue on which the project is based):

Who? (Stakeholders, beneficiaries, users)	Their issue (their 'part' of the problem)	Impact (the change needed)	Their need (what do they need to make the change?)	Activity (How will they be reached?)
Nurses				Academic paper
← X →				

---

---

---

---

---


---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**PROBLEM** (social, economic or environmental issue on which the project is based):

Who? (Stakeholders, beneficiaries, users)	Their issue (their 'part' of the problem)	Impact (the change needed)	Their need (what do they need to make the change?)	Activity (How will they be reached?)
Nurses				
				Academic paper

---

---

---

---

---


---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**PROBLEM** (social, economic or environmental issue on which the project is based):

Who? (Stakeholders, beneficiaries, users)	Their issue (their 'part' of the problem)	Impact (the change needed)	Their need (what do they need to make the change?)	Activity (How will they be reached?)
Nurses	→ Fill the gaps →			
	← Fill the gaps ←			Academic paper

---

---

---

---

---


---

---

---

---

---

**RESEARCH EXCELLENCE WITH IMPACT** 

**The impact puzzle....finding the pieces**

1. Read the scenario
2. Write down the problems, activities, stakeholders and impacts you see on separate post its.
3. Put each of these on the grid. Those that 'match' go on the same row, those that don't go on different rows.
4. Look at what you have. Do you have a full row? (if not, you don't have a pathway!)
5. Try to fill in the gaps with some sensible ideas
6. Draft feedback to the academic in how they could improve the plan

---

---

---

---

---

---

---

---

---

---



**RESEARCH EXCELLENCE**  
**WITH IMPACT**

Coventry University 

# Summary

---

---

---

---


---

---

---

---

**RESEARCH EXCELLENCE**  
**WITH IMPACT**

Coventry University 

Be logical

Be objective

Be ARMED!

---

---

---

---

---

---

---

---