

Panel D examples of impact for REF2014

Indicative range of impacts

Civil society - Informing and influencing the form and content of associations between people or groups to illuminate and challenge cultural values and social assumptions.

Cultural life - Creating and interpreting cultural capital in all of its forms to enrich and expand the lives, imaginations and sensibilities of individuals and groups.

Economic prosperity - Applying and transferring the insights and knowledge gained from research to create wealth in the manufacturing, service, creative and cultural sectors.

Education - Informing and influencing the form or the content of the education of any age group in any part of the world where they extend significantly beyond the submitting HEI.

Policy making - Informing and influencing policy debate and practice through interventions relating to any aspect of human or animal well-being or the environment.

Public discourse - Extending the range and improving the quality of evidence, argument and expression to enhance public understanding of the major issues and challenges faced by individuals and society.

Public services - Contributing to the development and delivery of public services or legislation to support the welfare, education, understanding or empowerment of diverse individuals and groups in society, including the disadvantaged or marginalised.

Examples of impact

The following list offers submitting institutions some examples of impact that derive from research across the broad range of subjects covered by arts and humanities (and beyond). It is provided to stimulate ideas about the kinds of impact that could be developed into case studies where they meet the definition of impact.

- Generating new ways of thinking that influence creative practice.
- Creating, inspiring and supporting new forms of artistic, literary, linguistic, social, economic, religious, and other expression.
- Contributing to innovation and entrepreneurial activity through the design and delivery of new products or services.
- Contributing to economic prosperity via the creative sector including publishing, music, theatre, museums and galleries, film and television, fashion, tourism, and computer games.
- Informing or influencing practice or policy as a result of research on the nature and extent of religious, sexual, ethnic or linguistic discrimination.
- Research into the languages and cultures of minority linguistic, ethnic, religious, immigrant, cultures and communities used by government, NGOs, charities or private sector to understand and respond to their needs.
- Helping professionals and organisations adapt to changing cultural values.
- Contributing to continuing personal and professional development.

- Preserving, conserving, and presenting cultural heritage.
- Developing stimuli to tourism and contributing to the quality of the tourist experience.
- Influencing the design and delivery of curriculum and syllabi in schools, other HEIs or other educational institutions where the impact extends significantly beyond the submitting HEI, for example through the widespread use of text books, primary sources or an IT resource in education.
- Contributing to processes of commemoration, memorialisation and reconciliation.
- Contributing to a wider public understanding of basic standards of wellbeing and human rights conceptions.
- Informing or influencing the development of expert systems in areas such as medicine, human resources, accounting, and financial services.
- Influencing the methods, ideas or ethics of any profession.
- Providing expert advice to governments, NGOs, charities and the private sector in the UK and internationally, and thereby influencing policy and/or practice.
- Engaging with and mediating between NGOs and charities in the UK and internationally to influence their activities, for example in relation to health, education and the environment.
- Contributing to widening public access to and participation in the political process.

HEFCE, Panel Criteria and working methods, 2012, pp. 89-90

http://www.ref.ac.uk/media/ref/content/pub/panelcriteriaandworkingmethods/01_12.pdf