RESEARCH IMPACT ASSESSMENT BLOCK 4,5&6





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RESEARCH IMPACT ASSESSMENT BLOCK 4, 5&6







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> Alexandra Pollitt, The Policy Institute at King's Saba Hinrichs-Krapels, The Policy Institute at King's



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BLOCK 4 DEVELOP THE DESIGN, METHODS & DATA COLLECTION

Methods

4

Alexandra Pollitt, The Policy Institute at King's Anne-Maree Dowd, CSIRO Saba Hinrichs-Krapels, The Policy Institute at King's Maite Solans-Domenech, AQuAS Rasmus Heltberg, Independent Evaluation Group, World Bank

Bibliometrics and cocktails

Economic Returns Jonathan Haughton, Suffolk University, Boston

Social Return on Investment – Impact beyond Economics Volker Then, Universität Heidelberg, CSI Centre for Social Investment

Jesper W. Schneider, Danish Centre for Studies in Research and Research Policy, Aarhus University

BLOCK 4 DEVELOP THE DESIGN, **METHODS & DATA** COLLECTION

Learning Outcomes:

- Recall design options
- Select the appropriate designs for assessing a program (or research generally) • Identify common methods used in RIA
- Identify the appropriate method(s) to answer the assessment questions
- - Use multiple method approaches to triangulate the findings
 - Know how to balance your methods to achieve your goals on budget and on time
 - and data

- Methods differ in their ability to answer different questions in different ways
- The method to use is driven by the purpose, questions and available expertise, resources

• Mixed methods and multiple data sources are considered good practice in RIA

Assessment Design

Information Required in RIA Plan:

• The assessment design that will be used for each specific assessment question

COMMON ASSESSMENT DESIGNS			
Assessment Questions	Common Designs		
Is the program achieving its desired outcomes or having other important side effects?	 Compare program performance to law and regulations, program logical model, professional standards, or stakeholder expectations Assess change in outcomes for participants before and after exposure to the program Assess differences in outcomes between program participants and non-participants 		
Is the program responsible for (effective in) achieving improvements in desired outcomes?	 Compare (change in) outcomes for a randomly assigned treatment group and a non-participating control group (randomized controlled experiment) Compare (change in) outcomes for program participants and a comparison group closely matched to them on key characteristics (comparison group quasi-experiment) Compare (change in) outcomes for program participants before and after the intervention, over multiple points in time with statistical controls (single group quasi-experiment) 		

Source: U.S. Government Accountability Office (GAO). 2012. DESIGNING EVALUATIONS: 2012 Revision, GAO-12-208G.

Tips:

Outcome Only

Impact - Attribution

- Take into consideration the rigour required by the primary assessment stakeholder(s) as well as the timelines, budget, and other resources available for the assessment
- The simplest and least rigorous design is comparing to someone's expectations ٠
- The most rigorous design is a random controlled trial (RCT) as is done when testing pharma-• ceuticals; however, the use of a RCT in the context of RIA is very challenging and a pre-post design with comparison groups is more feasible
- Remember to compare apples to apples by carefully selecting a comparison group(s), if that • is the appropriate design selected

MY NOTES





BLOCK 4

4



Alexandra Pollitt, The Policy Institute at King's Anne-Maree Dowd, CSIRO Saba Hinrichs-Krapels, The Policy Institute at King's Maite Solans-Domenech, AQuAS Rasmus Heltberg, Independent Evaluation Group, World Bank

METHODS

ALEXANDRA POLLITT

The Policy Institute at King's Kints

ANNE-MAREE DOWD CSIRO

SABA HINRICHS-KRAPELS The Policy Institute at King's

MAITE SOLANS DOMENECH AQuAS

Andersia de Qualitat I Avaluació Sanitiries de Catalonga

RASMUS HELTBERG

Independent Evaluation Group, World Bank THE WORLD BANK

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LEARNING OUTCOMES

WHAT ARE METHODS?



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Tools to support you identify and describe impacts





WHAT METHODS ARE AVAILABLE TO US?





Interviews

- Bibliometrics
- Focus groups
- Document analysis
- Surveys / questionnaires
- Economic analysis
- Case studies
- Text mining

AS AN INTELLIGENT CUSTOMER...

- Bibliometrics
- Economic analysis
- Text mining
- (Sometimes) surveys / questionnaires





INTERVIEWS

Provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods.





TYPES OF INTERVIEWS:

- Unstructured.
- Semi-structured.
- Structured.

INTERVIEW QUESTIONS:

- Move from general to more specific questions.
- Be relative to importance of issues.

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DOCUMENT REVIEWS KEY MESSAGES: • Identifies 'what is known' Should be tightly focused around key auestions Decide on scope and scale (REA; scoping review) 1 THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm | DENMARK 8-12 OCTOBER 2017



- research subjects.
- Provides a foundation for other tools.



Outcome may show little useful evidence.







DOCUMENT ANALYSIS



BLOCK 4



When you can analyse the text yourself









EXAMPLE: STRATEGY DOCUMENTS FOR A RESEARCH INSTITUTE

Please briefly describe your institution's overall knowledge exchange strategy, including:

- 1. Relationship to institutional mission (research, teaching etc).
- 2. Priority aims and intended outcomes.
- 3. Main objectives and activities.
- 4. Evidence base used to formulate the strategy and how it builds on past strategies.
- 5. Focus of your strategy in terms of target sectors / beneficiaries (e.g. low carbon/social enterprises), target organisations (e.g. SMEs) and geography (e.g. local / national / international).
- 6. Please illustrate the focus of your strategy with examples of relevant KE policies, projects or initiatives as appropriate to your HEI.

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TEXT MINING



When there are too many words or numbers

EXAMPLE: **REF IMPACT CASE STUDIES**

TITLE OF CASE STUDY:

- 1. Summary of the impact (indicative maximum 100 words) 2. Underpinning research (indicative maximum 500 words)
- 3. References to the research (indicative maximum of six references)
- 4. Details of the impact (indicative maximum 750 words)
- 5. Sources to corroborate the impact (indicative maximum of 10 references)



EXAMPLE: **REF IMPACT CASE STUDIES**

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- 4. Details of the impact (indicative maximum 750 words)
- 5. Sources to corroborate the impact (indicative maximum of 10 references)



http://impact.ref.ac.uk/CaseStudies/

http://impact.ref.ac.uk/CaseStudies/

EXAMPLE: **REF IMPACT CASE STUDIES**



6,679 documents.

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- Over 6 million words in total.
- There was a very large amount of numerical data (i.e. c170k, or c70k with dates removed) that was inconsistent in its use and would need converting into standard units.
- Some numerical data was not related to the actual impact; it may be associated with background information or, crucially the potential impact.

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TEXT MINING AND TOPIC MODELLING 1.01

CASE STUDY 'TAGGED' TO THREE TOPICS:

'Food and nutrition' (food product industri nutrit health crop agricultur uk seed)

'Clinical guidance' (guidelin patient clinic treatment recommend stroke nice risk trial)

'International development' (develop countri intern world africa polici global govern African)



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YOU CAN THEN SHOW THE RESULTS OF YOUR ANALYSIS VISUALLY

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60 IMPACT TOPICS IDENTIFIED



















HOW DO WE START?



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WHICH TOPICS DO I WANT TO COVER?







QUESTION PHRASING THINGS TO DO WRITE STRAIGHTFORWARD DIRECT LANGUAGE Language of target group HELP! Excuse me. Sir. I'm terribly sorry to bother you, but I wonder if you would ,mind helping me a moment, as long as it's no trouble, of course... THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm | DENMARK 8-12 OCTOBER 2017

QUESTION PHRASING	
USE SHORT AND SIMPLE SENTENCES Include only one idea in each sentence	
Suppose you had a bathroom with poor lighting that also needed a fan and a vent. Would you prefer to	
▼	
TOO COMPLEX!	
THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm DEN	MAR





QUESTION PHRASING ANSWERS THINGS TO AVOID **CLOSED QUESTIONS** DOUBLE BARRELLED QUESTION WORDS LIKE 'REGULARLY', 'OFTEN', 'LOCALLY',... SINGLE CHOICE OR MULTIPLE-CHOICE? • How important is the process of research • Do you travel regularly? CREATE ALL POSSIBLE RESPONSE CATEGORIES: transfer in your unit and in your research Missing 0 or 'none' centre? **BIASED TERM** QUESTIONS CONTAINING DOUBLE NEGATIVES • Which is your opinion about the fantastic What did you eat for breakfast? Do you disagree with the idea that International School on Research Impact Pancakes researchers should not be responsible for Assessment? transferring their research results? Waffles Not all the options! Omelet THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm | DENMARK 8-12 OCTOBER 2017 THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm | DENMARK 8-12 OCTOBER 2017 LAYOUT **ANSWERS** TYPE

OPEN QUESTIONS

- Encourage respondents to explain their answers and reactions
- Coding and misinterpretation
- Explore a topic in depth

CLOSED QUESTIONS

- More difficult to construct
- Quicker to answer
- Limit respondents' answers to the survey





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EXAMPLE 2 ON-LINE QUESTIONNAIRE WIT	НC	Ľ
Impacts achieved by a charitythe health problem of interest changes everyPayback model	year	
Indicate in which og the following cases the heart impacts where achieved by the findings of your project / subproject		
Morbidity (e.g, incidence, prevalance, etc.)	Yes	N
Mortality (e.g., potential years life lost, etc.)		

Quality og life (e.g., quality-adjusted life years, tec.) Modifiable risk factors (e.g.- obesity, alcohol consumption, etc.) Social and cultural determinants (e.g., education levels, social cohesion, etc.) THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm DENMARK 8-12 OCTOBER 2017

















HOW SHOULD YOU SELECT CASE STUDIES? THINK ABOUT... 1 THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm | DENMARK 8-12 OCTOBER 2017







- Are there other parts to the RIA?
- Constraints













DATA QUALITY AND VALIDITY Particularly important if you want to compare case studies What steps can you take? • Internal consistency in data • Triangulation • Expert review • Double coding THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm | DENMARK 8-12 OCTOBER 2017



- Interviews with PIs, others in the team, competitors, collaborators
- Literature and document review

ADVANTAGES

- In-depth provide rich context and nuance
- Get to the 'how' and 'why' questions
- Flexible can be tailored to study design
- Can help explore some of the perennial challenges attribution, time lags, knowledge flows



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WEAKNESSES

- Generalisability difficult to draw conclusions beyond sample
- Need to consider counterfactual what would have happened anyway?
- Often rely on subjective sources



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• Time and resource intensive - usually only feasible to carry out a small number

FURTHER READING

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BUILDING THE BIGGER PICTURE...



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◀
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BY COMBINING DIFFERENT METHODS WE CAN...



- Explore the detail vs high level overview
- Triangulate data using multiple methods to validate and deepen understanding
- Engage different stakeholders





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2 The method to use is driven by the purpose, questions and available expertise, resources and data

4 Mixed methods and multiple data sources are considered good practice in RIA

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ALEXANDRA POLLITT King The Policy Institute at King's THANK YOU ANNE-MAREE DOWD æ CSIRO SABA HINRICHS-KRAPELS Kine Lower The Policy Institute at King's MAITE SOLANS DOMENECH Aptincia de Quelitat: L'Avaluació Sanitarios ale Catalanya AQuAS THE WORLD BANK RASMUS HELTBERG Independent Evaluation Group, World Bank THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm | DENMARK 8-12 OCTOBER 2017

MY NOTES







BLOCK 4

4

BIBLIOMETRICS AND COCKTAILS

Jesper W. Schneider, Danish Centre for Studies in Research and Research Policy, Aarhus University













THE AIM WITH THIS TALK ...





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- What is bibliometrics? • Bibliometrics has a much broader scope than research evaluation! • A powerful tool (both in a positive and negative sense)!
- What are we measuring?
- "Responsible" metrics





◀



CITATION ANALYSIS (1927)



In 1927, Gross and Gross examined 3633 citations from the 1926 volume of the journal JACS. Their citation-based study was designed to aid the decision which chemistry periodicals should best purchased by small college libraries.

This study is considered one of the first citation analyses, although it was not a citation analysis in the sense of present-day bibliometrics. (Gross & Gross, Science, 1927)
◀

•

BRADFORD'S LAW OF SCATTERING (1934)

Bradford's law is a pattern first described by Samuel C. Bradford in 1934 that estimates the exponentially diminishing returns of searching for references in science journals.

One formulation is that if journals in a field are sorted by number of articles into three groups, each with about one-third of all articles, then the number of journals in each group will be proportional to 1:n:n²



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PRINCIPLE OF LEAST EFFORT (1947)

• A person [...] will strive to solve his problems in such a way as to minimize the total work that he must expend in solving both his immediate problems and his probable future problems [...]."

(Zipf, Human Behavior and the Principle of Least Effort, 1949)

• This principle assumed to guide information seeking behaviour is indirectly linked to Zipf's formula derived from quantitative linguistics through the assumption of an underlying power-law model: rf = C, where r is the rank of a word, f is the frequency of occurrence of the word and C is a constant

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Derek John De Solla Price









/	Inkijet printing
	Example of as
	emerging research front (2004)







AN EXAMPLE: THE ORTEGA HYPOTHESIS

- The Ortega hypothesis holds that average or mediocre scientists contribute substantially to the advancement of science
- According to this hypothesis, scientific progress occurs mainly by the accumulation of a mass of modest, narrowly specialized intellectual contributions
- On this view, major breakthroughs draw heavily upon a large body of minor and little-known work, without which the major advances could not happen





- The matter is not settled!
- No research has established that citation counts reflect the real influence or worth of scientific work!

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RESEARCH EVALUATION



















DIFFERENCES IN CITATION DENSITY WITHIN FIELDS (CLINICAL NEUROLOGY)















 Publication
 Journal
 Field

 P1
 J1
 F1

 P2
 J2
 F1

 P3
 J3
 F2
 Citations MNCS = (1 / 2.32 + 8 / 2.32 + 9 / 14.17) / 3 = 1.50







JOURNAL IMPACT FACT CITATIONS TO 'NON-CITABLE' PUBLIC
IF (citations to a
New England Journal of Medicine Ecology Letters
Lancet JAMA-Journal of the American Medical Association
PLoS Medicine
Nature Biotechnology
British Medical Journal
SCIENCE THE INTERNATIONAL SCHOOL on Passage Impact Assessment Eartholm DENMARK 8.



- Adequacy of the indicator for the object it measures • ex: thermometer vs humidity...
- Sensitivity to the intrinsic inertia of the object measured • ex: no important annual changes without a cause...
- Homogeneity of the dimensions of the indicator • ex: no combination of indicators with arbitrary weights
- Indicator raises monotonously in relation to the concept measured



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OR: CATIONS

ublications) IF (only citations	to articles/reviews)
52.4	43.6
17.1	10.7
▼ 37.7	♦ 32.2
29.7	24.9
6.3	2.4
15.8	12.2
22.6	19.3
18.9	15.5
13.2	9.9
30.3	27.3







If two scientists achieve the *relative* performance improvement, their ranking relative to each other should remain unchanged.

If two scientists achieve the same absolute performance improvement, their ranking relative to each other should remain unchanged.



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EMENT



ASSUMPTION BEHIND CITATION BEHAVIOUR Normative view – citations are given according to scientific norms and belong to Merton's reward system

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ASSUMPTIONS BEHIND CITATION BEHAVIOUR

Critical (constructivist view) - citations are given for a number of reasons many of them for to boost or promote one claims; hence citations cannot be seen as valid "reward" measure









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NUMBER OF CITATIONS ≠ QUALITY





Partial (proxy) indicator of "impact"







THE LEIDEN MANIFESTO

- 1. Quantitative evaluation should support qualitative, expert assessment
- 2. Measure performance against the research missions of the institution, group or researcher
- 3. Protect excellence in locally relevant research
- 4. Keep data collection and analytical processes open, transparent and simple
- 5. Allow those evaluated to verify data and analysis
- 6. Account for variation by field in publication and citation practices 7. Base assessment of individual researchers on a qualitative judgement of their portfolio
- 8. Avoid misplaced concreteness and false precision

1

- 9. Recognize the systemic effects of assessment and indicators
- 10. Scrutinize indicators regularly and update them











Danish Centre for Studies in Research and Research Policy







Jonathan Haughton, Suffolk University, Boston



THE CHALLENGE TO RESEARCH

WILLIAM PROXMIRE: GOLDEN FLEECE AWARDS

1975: \$84,000 Study of why people fall in love "I'm also against it because I don't want the answer."

1975: \$57,800 To measure airline stewardess trainees' bosoms & buttocks "in the interests of safety"

1000

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QUESTIONS, BIG AND SMALL

A SAMPLER:

- Does government + NGO spending on research pay off? For country? Region? World?
- Given \$50m to spend, what anti-malarial projects work best?
- Spending \$1 billion could save 40 lives. Is this investment worthwhile?
- Should the NSF provide grants for economic research?
- How much more research is needed before we approve a drug?



1992: \$103,000:

Do sunfish get more aggressive after drinking gin or tequila?

> Journal of Irreproducible Results http://www.jir.com/ Ig Nobel prizes. Annals of Improbable Research http://www.improbable.com/about/

NOTE: INTERESTED IN THE RETURN TO RESEARCH

Not the same as the return to (say) a health project, or a development project

ANSWERS ARE NEEDED FOR:



ADVOCACY Listing of fine items is not enough; Moffitt example

ALLOCATION Where greatest bang for buck?

ANALYSIS Intellectual interest; compare costs with benefits

Jonathan Grant taxonomy

ACCOUNTABILITY Are resources being used well?



CASE 1: SUBSIDIZE ECONOMICS?

MOFFITT 2016

U.S. National Science Foundation budget for economics: \$25 million. Declining in real terms.

- 60 awards p.a., ranked on basis of:
- Intellectual merit

• Broader impacts

Has funded "a major intellectual achievement", though policy effects unclear







WHY PUBLIC SUPPORT FOR BASIC RESEARCH?

- \$50m subsidy to firm so true cost \$250m. NPV = -\$10m. Not economically worthwhile?
- E.g. Also benefits to non-users say \$90m. NPV = +\$80 million.
- Expensive to do, cheap to disseminate.
- "Public good": non-rival in consumption + non-excludable.
 - Private firms under-produce.
- No incentive for small countries to finance!
 - Who has "standing"?





CASE 2: IS COST-BENEFIT ANALYSIS WORTHWHILE?

CHOOSE BETWEEN PROJECTS.

- True social values are x and y.
- We observe x+A+C and y+B+D
- With appraisal, we have x+A and y+B. Less likely to make a bad choice.

VALUE OF CBA: ABOUT 10% × SD(ERRORS REMOVED) × [SD(ERRORS REMOVED)/SD(ERRORS NOT REMOVED)]

- $\approx 10\% \times (.25 \times \text{net social value of project}) \times 1 \approx 2.5\%$ of net social value of project.
- E.g. NPV(benefits) = \$100m; NPV(costs) = \$80m. Value of CBA: About \$500,000.



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ECONOMIC BASICS

RESEARCH: AN INVESTMENT

• Competes for resources ("opportunity cost"). No free lunch.

COSTS

- Relatively straightforward to measure
- Include net subsidies; labor
- Aside: "Creating jobs" is a cost, not a benefit
- Express in "present value" by discounting
- E.g. 10% interest. Cost \$100 this year and \$200 next year. PV = 100 + 200/1.1 = \$281.82.

BENEFITS: SEE BELOW

NET BENEFIT

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Little and Mirrlees 1990

Net present value: e.g. -100 -200/1.1 + 350/1.21 = 7.4 > 0 so go ahead Internal rate of return: for -100, -200, +350, is 12.1%. [Imperfect, but intuitive]









BLOCK 4

CASE 3: SUMMARY OF BENEFITS

1991-2010	QALYS GAINED ('000)	NHS COSTS (£ M)	NET MON. BENEFIT (£ M)
Reduction in smoking	3,003	-5,358	80,437
Reast cancer screening	43	894	-179
Cervical screening	1,225	704	29,927
Bowel cancer screening	35	-75	960
Breast cancer interventions	1,112	15,469	12,318
Colorectal cancer interventions	173	3,755	566
Prostate cancer interventions	339	8,403	65
OVERALL	5,960	23,793	124,452

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CASE 4: VALUE-OF-INFORMATION ANALYSIS

CONTEXT

- Venal thrombosis: blood clot
- Embolism: blood clot on the move
- Dangerous (e.g. pulmonary embolism] • Evaluate drug; also need (if any) for further information/research

RESULT

- Population-level expected value of perfect information (PEVPI) = €12m
 - Assuming €45k/QALY, 10-year decision
- Better info on medical costs raised probability of rivaroxaban being the most cost-effective from 67% to 80%. Lowered PEVPI to €3.6m.











CASE 4:

DATA FOR SIMULATION:

- Treatment efficacy from articles in The Lancet in 2007,
- Markov probabilities from other sources
- Applied "preference values" (like QALY) to outcomes
- Medical costs from a variety of sources
- 4% real interest rate

MONTE CARLO ANALYSIS: Put distributions on variables, an

- Beta distribution for probabilities (and its generalizatio
- Lognormal for direct medical costs
- 1000 inner loops, 1000 outer loops; 100 computational

Calculate net benefit for each drug; EVPI = max net ben Scale up to population level; assumed uptake level of 5





2008
d simulate
n: Dirichlet for multi-branch nodes)
nours
0%
-12 OCTOBER 2017



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BLOCK 4

4

SOCIAL RETURN ON

Volker Then, Universität Heidelberg, CSI Centre for Social Investment

INVESTMENT - IMPACT BEYOND ECONOMICS







• Social effects beyond the organisation: reaching strategic goals • Improvement of living conditions and quality of life • What outcomes are reached for whom?

• Perception of directly involved stakeholders





DIFFERENT APPROACHES TO IMPACT MEASUREMENT THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm | DENMARK 8-12 OCTOBER 2017

INADACT NAEACI IDENAENIT" ADDDOACHES DEVISITED

		Orga	Organisational Processes		Stakeholder Analyses		Ratings und Indizes		Social Impact Measurement		
		Donor Edge	Capacity Assessment Grid	CEP	Outcome Mapping	Oekom Rating	SAM DJSI	Ashoka	BACO	SROI	Balanc Scoreca
	Indipendence	1	1	0	0	0	0	1	0	0	0
	Common public interest orientation	1	1	0	0	1	1	1	0	0	0
	Voluntaryness	1	1	1	0	0	0	1	0	0	0
	Efficiency	0	0	1	1	1	1	1	2	2	2
Organisational	Organisational Governance	2	2	1	0	2	2	0	0	0	0
capacity	Sustainability of resources	0	2	2	0	0	1	1	1	1	1
	Leadership	0	2	1	0	2	2	0	0	0	1
Social Impact	Effectivity	1	1	1	1	0	0	1	2	2	2
	Sustainability of effects	0	1	0	0	0	0	2	1	1	0
	Social outreach	0	1	0	0	0	0	2	1	1	0
	Social externalities	0	0	1	1	2	1	1	0	1	0

Cost Benefit Analysis (CBA) Quality of Life (QoL) Social Return on Investment (SROI) Impact Reporting and Investment Standard (IRIS) Political Discourse Analysis (Pol-DNA)

ЛЕМТ
•

	CBA	QoL	IRIS	Pol. DNA	SROI
Impact Level	Micro	Micro	Micro	Macro	Macro
Impact Dimensions	Economic Social	Cultural Social	Economic Social	Political	Economic Social Cultural
Impact Model	Ļ	ŧ	ţ	ţ	t
Quantification	Partly	Partly	Partly	Possible	Partly
Monetisation	Partly	No	No	No	Partly
Methodological Quality	2	~	1	≯ to †	≯ to †
Target groups	Donors / funders Internal decision-maker	Decision-maker Wider public	Investors Donors / funders	Decision-maker Wider public	Donors / funders Decision-maker Wider public
Necessary resources (1st time)		*	ţ	t	t
Necessary resources (regular)	Ļ	×	ţ	*	1
Necessary skills / competences	X	↔	Ļ	t	≯ to 🕇















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BLOCK 5 COMMUNICATE & USE FINDINGS

Communicating with decision-makers: developing an effective impact narrative Alexandra Pollitt, The Policy Institute at King's Saba Hinrichs-Krapels, The Policy Institute at King's

BLOCK 5 COMMUNICATE & USE FINDINGS

Learning Outcomes:

- Identify and select effective communication approaches
- Understand how to develop an impact narrative
- Develop approaches to improve your communication skills

Communicate Findings

Information Required in the RIA Plan:

- A reporting plan that fits the purpose and scope of the assessment and identifies:
 - For each target audience, the specific reporting needs (including report format) and the information that will be reported

 - The person(s) responsible for submitting the reports, to whom and by when

Sources: Programme and assessment requirements; communications with the primary assessment stakeholders about the intended use of the RIA findings; and communication documents.

Tips:

- When reporting information to target audiences, consider that:
 - Reports are important for diffusing knowledge
 - negative findings
- Avoid using a single report format for multiple target audiences if different reports types are more suitable or meaningful for the individual target audiences, for example:
 - Executive summary
 - Technical report
 - Progress report
 - Impact stories

• Understand how to align your communication strategies to your purpose and findings

- The timing of reporting, including reporting commitments and how they will be met • Dissemination and knowledge translation strategies and mechanisms that are tailored to the information requirements of the target audience
- The person(s) responsible for preparing the reports

- It is recommended to report findings to the manager of the programme being assessed during the assessment so that there are no surprises, particularly if there are

- Recommendations in the report should be linked to the evidence collected and judged against standards, codes of practice, criteria and/or the values of the primary assessment stakeholders
- Key dissemination mechanisms include:
 - Print materials
 - Internet communications
 - Live presentations
 - Telephone communications
 - Radio communications
 - Television and filmed presentations
 - Networks
- Consider ways to lessen the possible misuse of the report(s)
- Complete the relevant section in the RIA Plan Summary Matrix, identifying the target audi-٠ ence for each question and/or indicator (see Appendix A1)

MY NOTES





5 **DECISION-MAKERS:**

BLOCK 5

Alexandra Pollitt, The Policy Institute at King's Saba Hinrichs-Krapels, The Policy Institute at King's

COMMUNICATING WITH DEVELOPING AN EFFECTIVE **IMPACT NARRATIVE**





ATTENTION












IMPACT PATHWAY 1: CAMBERWELL ASSESSMENT OF NEED

Researchers at King's College London (KCL) developed and disseminated a suite of tools based around the Camberwell Assessment of Need (CAN). CAN provides a scientifically rigorous and flexible approach to assessing people's mental health and social needs.

The tools supports carers and health professionals to plan patients' care around these needs. This is important, as mental health services around the world are striving to increase the patient-centeredness of their care.

KCL research showed that using CAN improved patient outcomes, and forms the basis of numerous support services and recovery frameworks for patients with serious mental

illnesses. It was described by the Mental Health Commission of Canada as 'the most internationally recognized and researched [needs-led care] assessment tool available'.

Under the direction of KCL, CAN has now been translated into 26 languages, including many European. Asian and African ones. CAN is routinely usedz in clinical practice, within both statutory mental health services and nongovernmental organisations, in the UK and around the world.

Camberwell Assessment of Need" REF 2014 IMPACT CASE STUDY http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?Id=41203

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IMPACT PATHWAY 2: JESUS IS MARRIED

On 18 September 2012 a newly-discovered Coptic gospel fragment, purportedly dating from the 4th century, was announced in Rome. It generated worldwide publicity: for in it, Jesus refers to `my wife'.

Three days later, Professor Francis Watson posted a short paper online, in which he used a form of compositional analysis which he has pioneered to argue that the fragment is most probably a recent forgery.

Watson's paper was very extensively read and reported, and widely regarded as conclusive. An imminent TV documentary on the fragment was promptly postponed indefinitely.



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Watson's research transformed the way that this fragment was perceived by an international public. As such, it prevented a serious scholarly error from becoming lodged in the public consciousness.

It is an example of the power of a timely web-enabled intervention by a scholar in a fast-moving news story.

"The Case of the Forged Gospel Fragment" REF 2014 IMPACT CASE STUDY http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?Id=11837













EXPANDING THE IDEAS TOP-DOWN					
	SUMMARY ANSWER				
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WHICH MEANS RESEARCH IMPACT ASSESSMENT REQUIRES MULTIPLE TOOLS... Surveys Interviews Testimonials Bibliometrics Economic



- Average citations received by the unit being analyzed, compared to the world citation rate for the discipline(s)
- Number of publications by individual/unit*
- Proportion of publications that are co- authored internationally, nationally, with industry, with other disciplines
- Disease incidence or prevalence
- QALY, PYLL, PROM
- Measures of modifiable risk factors
- Measures of social determinants of health
- Level of environmental determinants of health
- Measures of acceptability, accessibility, appropriateness, and competence of the health care system
- Measures of effectiveness, efficiency, and safety of the health care system
- Health benefit in QALYs per health care dollar
- Health benefit in PROMs per health care dollar







TELLING THE STORY



"We have a list of measurable objectives"



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Successful projects demonstrate why organising research at European-wide level or beyond is essential 4.4

Health and disease do not observe national borders; they are global concerns. The scale of many of these challenges goes beyond that which can be tackled at a single country level. Much research remains to be done in a variety of domains: to understand the fundamental causes of health and disease, to improve existing treatments and discover new ones, to improve healthcare delivery. The nature of biomedical research in the "post-genomic" era, with the drive for personalised medicine based on individual genome sequencing requires collaboration to bring together expertise, resources and infrastructures, such as popu lation cohorts, to achieve the necessary critical mass.

Cooperation beyond Europe will be essential in many disease areas; the case of rare diseases is one obvious example - world wide collaboration will be needed to obtain sufficient patient numbers for proper statistical power of the studies. Tackling the major health challenges for Europe outlined above demands a multifaceted approach. Research is of crucial importance to develop new drugs, vaccines, treatments, devices and new disease management strategies. This section provides examples of some successful projects or initiatives in FP which confer significant added value. It provides justification that co-ordinated EU level action – rather than MS or other action alone - is required and competent to address the challenges which Health research must confront post 2013.

Widespread and complex issues such as bio-banking need research expertise and resources which no single member state can supply 4.4.1

Some research activities are of such scale and complexity that no single MS can provide the necessary financial or personnel resources, and hence need to be carried out at an EU level in order to achieve the required "critical mass". Similarly, these activities frequently address pan-European challenges.

One such example of this is in the domain of bio-banking. A number of Eusupported projects (GeonmeEUtwin, ENGAGE, GEN2PHEN, MOLPAGE, Phoebe) have brought together large amounts of data on patients, permitting the identification of susceptibility genes and biomarkers for common diseases. If not conducted at EU level, the studies would not have the same analytical power. Furthermore, these projects bring together European excellence in the field and will develop a pan-European infrastructure for medical research, the Biobanking and Biomolecular Resources Research Infrastructure (BBMRI), through the ESFRI

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THE IMPORTANCE













MYNOTES		MY NOTES







BLOCK 6

6

Embedding your assessment Paula Adam, ISOR Anne-Maree Dowd, CSIRO

The gender equity pathway to maximise research impact Pavel Ovseiko, University of Oxford

MANAGE ASSESSMENTS

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BLOCK 6

Learning Outcomes:

- framework and culture
- How do you influence stakeholders?
- Aligning to strategic short, medium and long term planning
 - What does it mean to "take a team approach"?
 - ٠

Manage the Assessment

quired

Information Required in RIA Plan:

- timelines allocated to the RIA as well as:
 - Major tasks involved
 - Start and end dates for each task
 - The type/names of resources allocated to each task, including if the resources are internal (in-house resources), external (contractors), or both
 - budget available to achieve this
- A description of the potential risks for the assessment and the proposed mitigation strategies

Sources: Existing program management and/or administrative tools in the organisation; knowledge of the budget and resources available; and knowledge of potential external resources that could be used to support the assessment.

Tips:

- - While there is no agreed upon proportion of a programme's funding that should go towards impact assessment, it is important to ensure that the assessment has suffcient resources available to meet the needs it was set up to address

 - 'perfect' work plan

MANAGE ASSESSMENTS

• Know the management and leadership challenges that come with embedding an impact

- Identify stakeholder perspectives and approaches to RIA and plan to manage expectations
 - Develop skills to assist in managing the RIA process as well as the systems and people re-

A detailed work plan for the assessment that includes the overall budget, resources, and

• For external resources, a description of what the RIA requires from them and the

• Carefully consider the following when developing the work plan for the assessment:

- When the available resources do not match the needs for the assessment, engage the primary assessment stakeholder(s) in discussions about what could be realistically achieved with the available resources and what additional resources would need to be allocated for the desired impact assessment
- Avoid making the work plan more complex than it needs to be; it is not uncommon to see too much of an assessment's time devoted to creating and maintaining the

- Some key tools available for work planning are:
 - Microsoft Excel
 - Software for creating Gantt charts
 - Basecamp
 - Microsoft Project
- Be prepared to be flexible in the work planning as it is likely that situations will arise during the assessment that had not been predicted prior to the assessment kick-off
- Complete the Research Impact Assessment Implementation Work Plan (see Appendix A1)

MY NOTES





BLOCK 6 6



Paula Adam, ISOR Anne-Maree Dowd, CSIRO







LEADING COMPLEX CHANGE

MODEL FOR MANAGING CLOMPLEX CHANGE

	Vision	Skills	Incentives	Resources	Action Plan	=	Success
	Vision	Skills	Incentives	Resources	Missing	=	False Starts
	Vision	Skills	Incentives	Missing	Action Plan	=	Frustration
	Vision	Skills	Missing	Resources	Action Plan	=	Resistance
	Vision	Missing	Incentives	Resources	Action Plan	=	Anxiety
	Missing	Skills	Incentives	Resources	Action Plan	=	Confusion
Adabted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd. THE INTERNATIONAL SCHOOL on Research Impact Assessment Fartholm DENMARK 8-12 OCTOBER 2017							









INKING IMPACT	s to c	UST	OM	ERS			
	A SECURE	SUSTAINABLE	FOOD SECURITY	HEALTH &	FUTURE	RESILIENT &	GRAND
	AUSTRALIA	ENERGY	& QUALITY	WELLBEING	INDUSTRIES	VALUABLE	TOTAL
	& REGION	& RESOURCES				ENVIRONMENTS	
ROW LABELS							-
Internal Citiko	2	140	148	107	225	208	83
Carlas Research & Development Comparison		31	9	9	28	24	101
Department of the Environment and Energy	1		- 33		2	5	60
University of Termania			4	2	11	21	45
Australian Coal Research Limited		24	~	2	12	31	40
Cotton Research & Development Corporation		24	20	1	12	<u> </u>	30
Department of Agriculture and Water Recourser - Australia		2	11		2	14	21
Sicharian Research & Development Composition			16		÷	6	21
Gar Industry Social & Environmental Research Alliance		7	2		1	15	29
Meat & Livestock Australia Limited			- 8	2	2	9	21
Australian Centre for International Agricultural Research		1	18	-	-	1	20
BP Developments Australia Ptv I td				2		16	18
Department of Foreign Affairs & Trade			8	3	3	2	16
Australian Eisberies Management Authority (AEMA)			15				15
CSIRQ - App (Internal Lise Only)		2	3	2	3	5	19
Department of Industry, Innovation and Science		11			2	2	15
Australian National University		2	1	4	2	5	14
The University of Queensland		1		8	2	3	14
CMTE Development Limited					13		13
Grape & Wine Research & Development Corporation			13				13
The Boeing Company Inc					13		13
University of Western Australia		4	1	1	4	3	13
Australian National Low Emissions Coal Research					1	11	12
Australian Renewable Energy Agency		10			1	1	12
Cotton Seed Distributors Ltd			6	1	4		11
Deakin University			2	2	7		11
Monash University		3			7	1	11
Western Australian Marine Science Institution			2		3	6	11
University of Melbourne	1	1	3	2		3	10
BHP Billiton Foundation		_			9	L	9
CRC for Low Carbon Living Limited		9					9
James Cook University			1		1	7	9
Australian Research Council	1	1		L	5	1	8
BHP Billiton Innovation Pty Ltd	1	8		1	1	1	8

2017 CSIRO'S VALUE

CSIRO VALUE

Based on 28 case studies (of the approx. 3000 underway at CSIRO), estimated present value of benefits from CSIRO's work is approximately \$3.2 billion per year (2016/17 dollars, based on a 7 per cent real discount rate).

This is almost three times the total annual CSIRO budget and more than four times the funding provided by the Australian Government.

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of over 5:1.





In your table teams, read the scenario and provide your responses to the guiding questions.

Nominate a person at your table to provide your team's solution to the scenario.





























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Find out my automation







TRANSFORMATIVE CHANGES ARE NOT STRAIGHTFORWARD

It is important to avoid unnecessary frustrations.... ... and also important to understand and plan each of the intermediate phase sof the process





JUST A QUICK REMINDER

ABOUT PERIS AND SARIS

- PERIS is a new research programme.
- SARIS is a newly established assessment system
- SARIS aims to pilot the concept of 'responsible assessment':
 - Apply RIA lessons before impact happens Rather than waiting a few years to start assessing impact...
 - Assessment actors as a support to influential stakeholders
 - Include analysis

- Broad conception of engagement
- Co-responsability in research impact

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OF RESEARCH PROPOSALS















MY NOTES





BLOCK 6

6



Pavel Ovseiko, University of Oxford

THE GENDER EQUITY PATHWAY TO MAXIMISE

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WOMEN ARE UNDER-REPRESENTED AS LEADERS OF TOP NIH-FUNDED MEDICAL DEPARTMENTS IN THE US RESULTS Women accounted for 13% (137/1018) of department leaders at the top 50 NIH funded

medical schools in the US. Moustachioed leaders accounted for 19% (190/1018).

CONCLUSIONS

Moustachioed individuals significantly outnumber women as leaders of medical departments in the US.

hebmj	french - Education -	Nova & Views - Campingen	Active Treathers	
esearch Mistmas 2019	S Face Tame			
lenty of m	oustaches but not en	ough women: cross section	al study of medical lead	ders
e 2011, 201 e	is: http://dx.doi.org/10.1136/brts 015.031.64011	NG317 (Published 16 Devender 2013)		



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PATH DEPENDENCY: OUR CURRENT ACTIONS DEPEND ON EXISTING KNOWLEDGE AND PAST DECISIONS

TRACK GAUGE (Has not changed much in 200 years)



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ISAAC NEWTON:



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Designed more for horse-drawn wagons than today's trains.

Designed for horsedrawn wagons – ideal in 18th century.

Image: http://marketbusinessnews.com/financial-glossary/path-dependence-definition-meaning/

"If I have seen further it is by standing on the shoulders of giants"

DOROTHY SMITH: FEMINIST STANDPOINT THEORY



While raising children as a sociology graduate student experienced two different worlds ("two subjectivities, home and university"):

- Sociology theory and methods were developed by men from men's point of view;
- Women's world of raising children and family affairs was unintentionally ignored;
- Society based on only one point of view is unfair;
- The way women view the world needs to be included in science, i.e. feminist standpoint.

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ACADEMIC CULTURE CAN BE UNSUPPORTIVE TO WOMEN SCIENTISTS











RIA METHODS TO INVESTIGATE AND ADDRESS GENDER BIAS

	APPLICATIONS	METHODS			
	Logic modelling	To provide a fr gender equity			
	Scientometrics	To measure ge impacts, incluc			
	Altmetrics	To measure ge academic and			
	Surveys, curriculum vitae data, narrative case studies and text-mining algorithms	To investigate approaches to			
	Information and management science	To assess and n			
	Economic modelling and cost-benefit analysis	To examine ho economic retu			
Ovseiko et al. A global call 1 Policy and Systems 2017 http					
	THE INTERNATIONAL SCHOOL on Research Impact Assessment Favrholm DENMARK 8-				

ACCOUNTABILITY & ALLOCATION: UK GOVERNMENT POLICY TO PROMOTE WOMEN'S LEADERSHIP IN BIOMEDICAL RESEARCH



One of the things the panel and I were very concerned about going forward, is how both the academic and NHS partners are supporting women in clinical academia so that they can develop into and be appointed to senior leadership positions.

When we next run the competition for NIHR BRCs... we do not expect to short-list any NHS/University partnership where the academic partner has not achieved at least the Silver Award of the Athena SWAN Charter for Women in Science.

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ramework to systematically investigate at all stages of the research process

nder-based differences in research outputs, their academic ling gender-biased citation behaviour, and non-academic impacts

nder-based differences in more immediate non-academic impact of research

gender-based differences in perceptions of and the research process, outcomes and impacts

nonitor gender equity in research organisations

v gender equity can maximise rns on investment in research

for action to include gender in research impact assessment. Health Research os://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-016-0126-z -12 OCTOBER 2017



IMPACT OF ATHENA SWAN ON ACADEMIC CULTURE

"I think a lot has changed in terms of culture in the departme r the last two to three years [...]

There's a general agreement that we as a department should actively try to improve the situation, not only for women, also for families, for people with caring responsibilities".

"To me, when it comes down to it, sure it would be great if everything happened because everyone just thought it was wonderful.

But if it's not going to happen that way and it's something that's going to benefit people then if it happens through a political instrument, great".

Ovseiko PV et al. Advancing gender equality through the Athena SWAN Charter for Women in Science: an exploratory study of women's and men's perceptions. Health Research Policy and Systems 2017;15(1):12.

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ANALYSIS: MARKERS OF ACHIEVEMENT FOR ASSESSING AND MONITORING GENDER EQUITY

IN TRANSLATIONAL RESEARCH





Ovseiko PV et al. Markers of achievement for assessing and monitoring gender equity in translational research organisations: a rationale and study protocol. BMJ Open. 2016;6(1):e009022.












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BLOCK 6



MY NOTES





GOODBYE FROM THE DIRECTORS

Goodbye from the Directors Gert V. Balling, Novo Nordisk Fonden Rikke Nørding Christensen, Novo Nordisk Fonden







KEY TAKE-AWAY MESSAGES



GOODBYE







NEXT STEPS: SUSTAINING MOMENTUM



◀





Documents all electronic

• Knowledge translation products from today





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ISRIA, 2017

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Photo: Christian Als, Torben Christensen, Jan Friis, Sascha Hehn, Mikkel Lind, Lars Nybøll, Christian Stæhr, Kim Vadskær, Erik Zappon & Istockphoto. Layout: Marianne Siem

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