UCL

The Bartlett

The BARTLETT MANUAL of IMPACT

PREFACE

For the Bartlett impact is simply the difference you or your work makes. Impacts can be specific or broad; they can be personal, procedural or relate to an organisation; they can be positive and/ or negative; they can be intended or unintended; and they can cover a range of areas from economic, to political, to societal. Within the Bartlett, we don't promote one specific understanding of impact, but instead we bring together various approaches and expertise to enable and support a diversity of impacts beyond the university.

The Bartlett Manual of Impact aims to support individuals, groups and departments to develop a mindset for creating meaningful impacts. We have chosen the term 'manual', to convey the idea of guidance, stories and practical tips to promote effective practices. However, we recognize that 'making impact' is a dynamic and iterative process, often not a straightforward or planned endeavour. The Manual promotes learning around core principles of impact, rather than following step-by-step instructions.

At the heart of making meaningful impact lies a crucial element: relationships. Within the Manual we emphasise the importance of creating relationships, and how the core principles of trust and care, power and equity, and learning and reflection, play a pivotal role in building genuine partnerships with equivalence.

We have chosen to structure this manual around actionable solutions for common challenges encountered in the pursuit of impactful processes from our research, teaching and practice.

These insights and strategies have been drawn from diverse experiences, ideas, and methods from staff and students across the Bartlett. The Manual offers a multifaceted exploration of impact, to encourage self-reflection so you can create your own impact journey. The Manual is an evolving resource. It is not finished and may never be finished. The Manual expands, with new challenges, stories and perspectives periodically added.
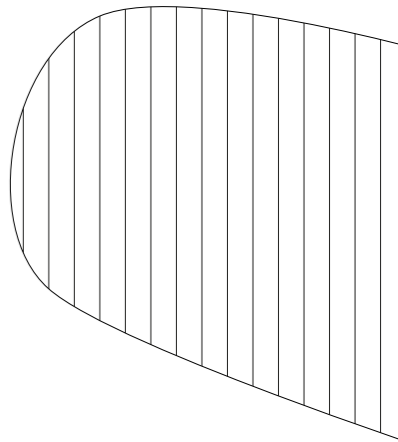
We will continue to refine the Manual as we learn, and welcome further contributions to help us make the Manual even more useful. We encourage you to imagine how your impact journey could be included in the Manual in the future.

We express our gratitude to all those who shared their stories that have become case studies in the Manual. Special thanks to Professor Jacqui Glass for her invaluable guidance and feedback on the Manual, and Dr Vedran Zerjav for the inspiration at the start of our journey.

We hope you read; do; then learn and share!

Tadhg & Gemma

Faculty Impact Manager & Faculty Impact Lead

CONTENTS

WHY READ THIS MANUAL NOW?

Whether you are a researcher, lecturer, student, member of professional services staff or practitioner, we hope that through engaging with the Manual you:

Develop an understanding of what impacts are (and can be)

Are exposed to a set of ideas and stories that you can use to develop your own approach to impact, and overcome challenges encountered in practice

Have a starting point for discussions with your colleagues, students, or partners

Reflect on and design a structure for making meaningful impact part of your work

The Manual should not be seen as prescriptive advice, but as an exploration of diverse and multifaceted routes to impact. Rather than duplicate the wealth of guidance on impact we provide a set of ideas, appropriate in the context of the Bartlett, to allow you to develop your work in the most meaningful way possible to decide what the 'impact' means for you.

WHY WRITE THIS MANUAL NOW?

The Bartlett Faculty of the Built Environment at UCL has consistently returned 'world leading' results in the Research Excellence Framework (REF). The Faculty is the biggest of its kind in the UK, and the host to the most amount of 'excellent' research and impacts resulting from this research. This is something to celebrate. However, the pressure to emphasise this story of 'excellence' is felt across the UK, with multiple academics and professional services colleagues questioning the sector's proclamations of 'being number 1' in any area[1].

There is some resistance to narratives of success being the sole purview of individual institutes or people, disagreements with the measurements processes of the REF, and the reductiveness of zero-sum ranking systems.[3]

While it is tempting to pursue an alternative approach of entirely throwing out ideas of excellence and fundamentally rejecting calls to define our impact and positive influence in the world, we hope to harness the 'impact agenda' to establish more diverse, thoughtful and exciting working practices. We must find a more inclusive and collaborative way to talk about impacts our work has. We have to 'listen with the same passion with which we want to be heard'[2].

The 'impact agenda' invites us to question the difference we make, to include the voices of others in our research and teaching, and to shift the power imbalances in relationships – all of this is key to creating a positive culture of partnership.

[1] The Howlett Brown Report published in 2022 provided many lessons about the pernicious effect of pursuing excellence above all else, and the importance of culture change to ensure a diverse range of voices and perspectives are heard.

[2] Harriet Lerner, 2012, Marriage Rules, Penguin Press.

[3] The 'More than Our Rank' initiative has been developed in response to some of the problematic features and effects of the global university rankings.

OUR VISION FOR IMPACT AT THE BARTLETT

The idea that the research, teaching and innovation undertaken at the Bartlett should have impact beyond academic excellence is clear in our 'Commitments to Change'. We aspire to a culture within the Bartlett where impact in its diverse forms, is a valued activity across research, teaching, innovation and enterprise. Through relationship building, and a deeper understanding of how we create intentional and unintentional change through partnerships, we aim to create an infrastructure which supports and enables mutual benefit, knowledge sharing and positive impacts between staff and students within the Bartlett and external partners.

Whilst acknowledging that there are multiple pathways to generate impact (e.g. via engagement with policy, public and community, innovation and enterprise), and different impacts that our work contributes to (e.g. impacts on research culture, impacts on society, economic benefits), there are common principles for impact across the Bartlett.

Our experience of working in the field of impact and our scoping with staff and students, has identified **three core principles** that should underpin any approach to meaningful impact:

TRUST AND CARE
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Partnerships with equivalence can only happen if we 'move at the speed of trust' and take care to understand our similar and differing contexts, viewpoints, and goals.

POWER AND EQUITY
→ Page 24

The formation of equitable partnerships is key in any process and within our impact processes we need to continually work to address imbalances of privilege and power. We should strive for dialogue and transparency in any vision for impact, recognising that a vision and purpose will contain priorities, diverse viewpoints and tensions.

REFLECTION AND LEARNING
→ Page 48

Within any impact approach there should be clarity on what you want to do and how to measure and assess it, so it is possible to understand what has been achieved. Embedding learning is essential to understand what could be improved in the future.

NAVIGATING THE PRINCIPLES TO PRACTICE

Every route to impact is different and there is no 'off the peg' process that you can apply to making impact. So it is somewhat tricky to provide practical, step-by-step instructions to create, shape and contribute to making meaningful impacts. Saying that, there are some common challenges experienced when putting the principles into practice, which we have posed as questions and attempted to answer.

Before going into the specific common challenges, don't forget that time, money, and people are the key practical considerations for any impact approach. This includes the immediate time 'cost' for everyone involved in partnership work, along with the long-term nature of that partnership work. Impact can feel like an 'extra' burden, or another task added to a stretched workload, or something that does not naturally add to the progress of your work. To avoid this risk, plan to ensure that impact is integrated in your work and appropriately resourced.
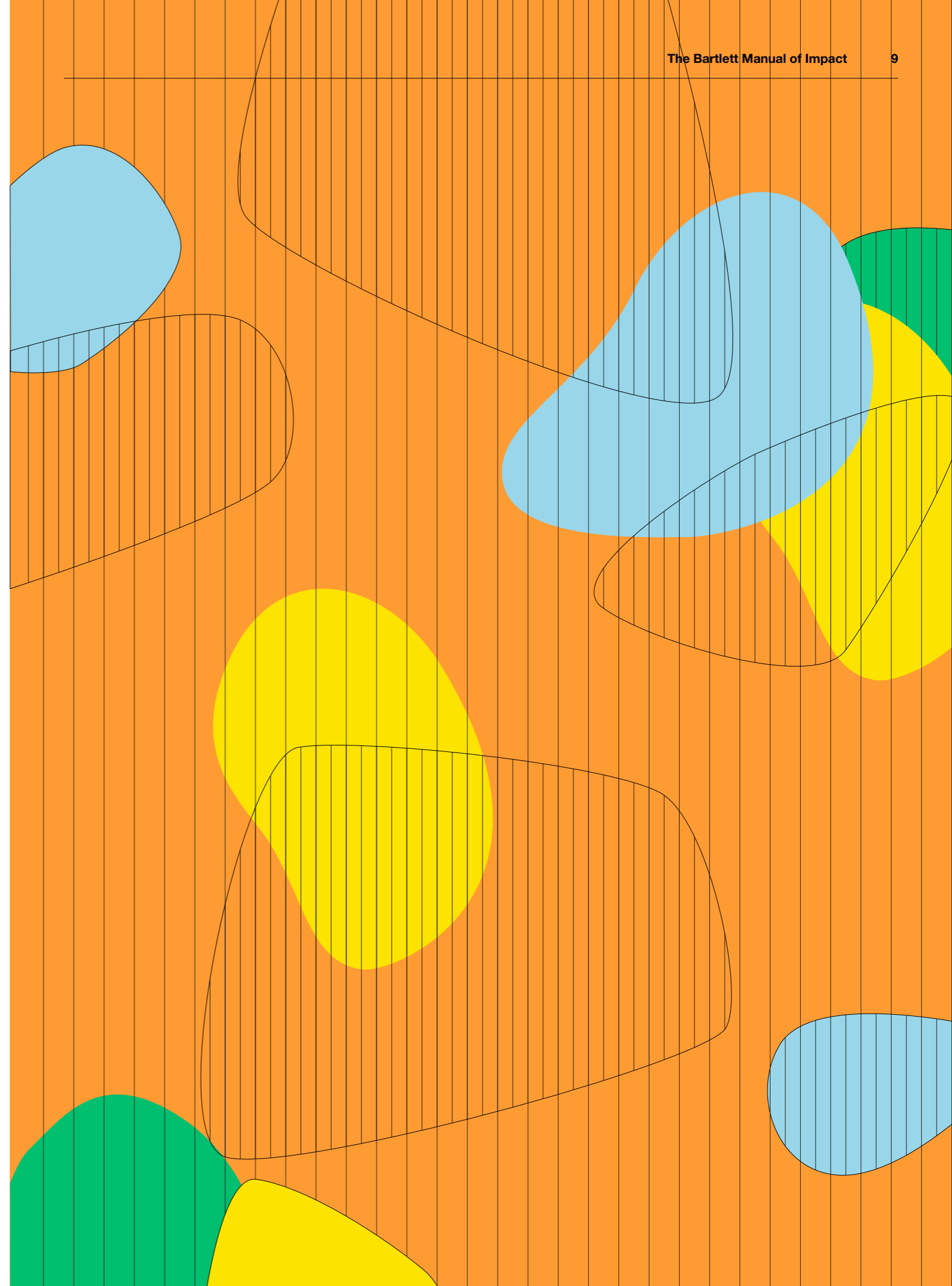
TRUST AND CARE

CHALLENGE

How do you create impact when you cannot predict the future?

Establishing and building a clear vision for impact, especially when the changes that may result from your work are uncertain, requires a thoughtful, planned, and open approach. Here are some steps to consider:

Define the purpose
While you may not have all the answers about the specific changes of your work, you can start by clarifying your intentions and purpose. Defining your intentions and the purpose of your activities helps to provide a clear direction and focus (even if that direction may shift).

➔ Ask yourself:

What changes or contribution do you hope you work will make?

Would you like to influence a particular policy or policy area?

Do you wish to raise awareness of increase knowledge of a particular topic?

Do you wish to build capabilities or share capacities to change practice? Or something else?

What broader goal or issue does your work connect to?

You may want to involve others in answering these questions, such as your team or partners. Defining your intentions and purpose can provide a foundation for your vision, while of course allowing you and your project the flexibility to grow and develop.

Think about your process
Although building a clear vision means thinking about the result, you need to consider the process itself. Think about the methods, strategies, and approaches you are using to generate impact.

➔ Ask yourself:

Are you undertaking any engagement activities?

Are you building partnerships with policy-makers?

Are you working with communications and marketing experts to create some accessible materials?

How do our communication and engagement processes link to your purpose?

By thinking through and outlining the process, you can build a vision that builds on the approaches you employ and the principles you uphold.

Acknowledge progress and be adaptable
If your purpose is broad, and the ultimate impact could be uncertain, it is key to acknowledge incremental progress along the way. Recognise that each step you take contributes to your vision, even if the full scope of impact is not yet realized (or known) Furthermore your vision may evolve as you progress. Your willingness to adjust your vision based on new learning can lead to more meaningful impact. Being adaptable is key.

RESOURCES

The UKRI ESRC provide some useful, clear guidance on:
➔ defining impacts and types of impact that can result from research.

Fast Track Impact provide a quick read in answer to the question
➔ "how does impact happen?".

Rickards et al., (2020) provide an
➔ Impact Canvas worksheet (page 26 of their guide) to support researchers and students to design their own research in such a way that impact is embedded from the beginning.

STORY OF IMPACT

An experience of building a shared vision for impact, developed from a decade of research-led teaching in Hellens Manor, Herefordshire

Hellens Manor is a historic house in Much Marcle, Herefordshire. It is managed by the Pennington Mellor Munthe trust, a charity that maintains this historic building and uses it as a centre for culture and heritage, with community activities. The Institute of Sustainable Heritage (ISH) has organised fieldtrips to Hellens Manor for many years, overall, around 80-100 students have participated, including PhD and Masters students. Within these fieldtrips, students have studied the conservation and the history of the collections and the building.

They also have engaged with the local community, for example by organising demonstrations of experiments and welcoming visitors while research is being conducted.

Hellens Manor has benefited from the accumulated findings of hundreds of students and dozens of research projects, resulting in findings about its history, dating of its collections, better preservation strategies and increased sustainability. Students have pioneered monitoring and analytical methods, they have produced models and simulations, and explored previously unstudied collections. Some of these findings have even been the seed for further successful funding applications. The success of this collaboration is based on a relationship of trust between the partners that has been built over the years. It is underpinned by a shared vision that the most sustainable heritage is the one which is accessible and alive.

Josep Grau-Bove, Associate Professor, Bartlett School of Environment, Energy & Resources says:

"The discoveries of the students have become part of the history of the house. When visitors take a tour of Hellens Manor, they learn not only about its history but also about the science used to study and conserve it. Heritage Science has become, after a decade of research, part of the identity of the building. At the same time, the accumulated knowledge of generations of students who have studied the house contributes to a unique learning experience,

where each cohort can learn from the experience of the previous year. The collaboration has led to some remarkable findings, published in peer-reviewed journals".

"While now it seems effortless to plan the yearly fieldtrip and set out objectives, it does so because we are building on years of conversations. Usually, we meet yearly to identify priorities, selecting research problems where the educational and heritage management objectives align".

"The accumulated knowledge of generations of students who have studied the house contributes to a unique learning experience, where each cohort can learn from the experience of the previous year."

Josep Grau-Bove, Associate Professor, Bartlett School of Environment, Energy & Resources

Partners involved:
Hellens Manor

CHALLENGE

How do you find and engage with the 'right' partners and stakeholders?

One way of thinking about the 'right' partners and stakeholders is thinking about those partners who bring unique expertise, resources, and perspectives that complement or help your own. Effective engagement requires careful planning, strategic outreach, and a collaborative mindset that values shared goals and seeks mutual benefit. Here are two foundational steps to consider:

Identify potential stakeholders
It can be helpful to identify the individuals, organisations, or groups that are directly or indirectly affected by your work, or maybe interested in your work, or those who could contribute valuable insights. You may want to create a stakeholder map that groups and categorizes potential partners based on their influence, interest, and relevance to your work. This step can be helpful to focus your efforts when reaching out and engaging potential partners.

Ask yourself:

How will stakeholders expertise or perspectives align with your own?

What is in it for potential partners and stakeholders?

What are the mutual benefits of a partnership?

Thinking through these questions will ensure that your activities align with stakeholders needs and interests.

Explore existing connections and relationships
Relationships take time to develop. You may wish to tap into your existing networks and relationships: other colleagues within the Bartlett and UCL, and your existing partners may have valuable connections that align with your vision and plans.

RESOURCES

The Partnering Initiative provides a range of resources, with case studies and tools, for developing transdisciplinary partnerships.

The Institute of Development Studies report **'The Power of Partnerships: How to maximise the impact of research for development'** was developed from 20 researchers' reflection on their experiences of partnership for development that spanned research, policy and practice.

Research to Action and **Fast Track Impact** provide reflections on stakeholder analysis for research impact activities.

Systems Thinking can be a useful tool for considering what stakeholders are the most relevant ones for your work, and how you can engage them in a participatory way.

Liberating Structures provides a suite of facilitation techniques that are useful for building partnerships.

STORY OF IMPACT

An example of a partnership with different, complementary expertise and experience: Navigating the System, with Urban Lab and the UCL East Team

UCL Urban Laboratory supported two PhD students to exhibit their research project 'Navigating the System' in the form of a visual exhibition, held in the Urban Room at UCL East. The project and exhibition focused on healthcare access challenges for London's transient boat-dwelling population, such as the difficulties in accessing services whilst having no fixed address, and having to move your boat every fortnight, as thousands of London's 'continuous cruiser' boaters are required to do. The research itself was initially funded by UCL Grand Challenges, with the funding requirement being that the project had to be joint between doctoral students of different faculties.

It is estimated that over 1,200 people interacted with the exhibition in person, either through visiting during opening hours or joining one of the events throughout its duration. This included multiple boat-dwelling GPs, the secretary of the All-Party Parliamentary Group for the Waterways, the Mayor of Newham, and representatives of a wide variety of stakeholder groups, including the Canal and River Trust, Waterways Chaplaincy, Accessible Waterways Association, and National Bargee Travellers Association.

Sophie Mepham, Centre Manager, Urban Lab states:

"The impact of UCL Urban Laboratory on both the exhibition itself, and through this the public, was three-fold. Being able to display the research and project photography in the Urban Room, a public-facing space located adjacent to one of London's waterways provided a great opportunity to attract those affected by the research topics to attend and engage with the outputs. Secondly, having a dedicated Urban Room curator, was vital to help shape the work of researchers into something engaging and of a level to be accessible to wider audiences. Thirdly, UCL Urban Lab, in addition to the UCL East Team, helped promote the work both internally and externally, and organise multiple tour groups of the exhibition".

Support from UCL Urban Room and UCL East also allowed for the creation of an online 'digital twin' of the exhibition – www.navigatingthesystem.co.uk - which has received further engagement, and the collaborators have received emails from boaters in other parts of the UK commenting positively on the work. The exhibition, along with promotion of this 'digital twin' was also positively featured in two print publications read by boat-dwellers across the UK – Towpath Talk newspaper and Waterways World magazine.

"Having a dedicated Urban Room curator, was vital to help shape the work of researchers into something engaging and of a level to be accessible to wider audiences."

Sophie Mepham, Centre Manager, Urban Lab

CHALLENGE

How do you understand and share your values?

Values shape your decisions, attract partnerships and collaborators, and help you stay on track to achieve your vision: all important aspects for making meaningful impacts.

> **➔ Ask yourself:**
>
> Why are you pursuing a particular impact area?
>
> Why do you want to achieve that vision?
>
> What motivates you in your work?

Articulating your values can be helpful to understand your motivations and if they are similar or differ from the motivations of your colleagues and partners. In some cases, clearly stated values can attract partners who share similar beliefs and values. This can lead to more effective collaborations, enhancing the overall impact of your work.

However, if the values of your partners differ this doesn't automatically mean that collaboration will be difficult. 'Value diversity' can be helpful to bring in different perspectives and creativity around a shared goal. Focusing on a shared goal or objective can help create productive partnerships despite differences.

RESOURCES

➔ WeValue, developed by the University of Brighton, is an approach to eliciting values in a group context and connecting those values to concrete and specific actions.

An example of developed and refined values and principles can be found on **➔ Tactile Learning**, which are core principles developed for co-production projects.

➔ Starting from Values was an AHRC-funded research project which looked at how to identify and evaluate the legacies resulting from projects using a values-lens.

STORY OF IMPACT

An experience of working with 'value diversity', when providing evidence to support governments during United Nations negotiations on a new climate deal on international shipping

The International Maritime Organisation (IMO, a United Nations agency) develops the rules for international shipping – a sector responsible for about 1 billion tonnes of CO2 equivalent greenhouse gas (GHG) emissions, but outside of the national government framework of the Paris Agreement. A team from the UCL Energy Institute had formerly been involved in the IMO's adoption of an initial reduction strategy on GHG emissions (2018)

and during 2023 continued to work bilaterally with negotiators across both governmental and non-governmental organisations (NGOs) to maximise their organisations' GHG emission reduction commitments, and commitment to a just and equitable transition.

The highly-skilled negotiators came from both technical and non-technical backgrounds and included governments of

countries on the frontline of climate impact - such as Marshall Islands, Tonga and Kiribati – who held the highest moral authority in the negotiations and were the last to accept any compromise. The UCL team worked with the partners involved through constant dialogue, sharing information on what the issues and positions were of different governments and key stakeholders, to prepare evidence to suit their evolving needs both in the run-up (many interim negotiations over the preceding two years), and during the final negotiations. They sought to simplify and clarify evidence on the climate science associated with temperature thresholds, analysis of the technology and fuel production pathways for the least cost transition of international shipping, and the analysis of different candidate policy options and solutions.

During July 2023, the IMO adopted a new resolution that commits it to several important progressive steps, committing to reducing GHG emissions

from international shipping by 20-30% by 2030 and 70-80% by 2040, reaching net zero around 2050. Achieving these reductions through implementing the first global GHG pricing policy, alongside a global GHG fuel standard, and finalising both into legally binding internationally enforceable mandatory requirements by the end of 2025. To our knowledge, when implemented, this will be the first global GHG pricing regime.

Dr Tristan Smith, Associate Professor, UCL Energy Institute states:

"Policy decisions, including those made by multilateral consensus across governments with very different national circumstances, are naturally a compromise. This means that at some point you will be asked if something that is not consistent with the scientific evidence base is 'ok', or to endorse something that is an increment in climate ambition, albeit insufficient in relation to the IPCC's climate science. Retaining neutrality and impartiality becomes both incredibly difficult,

but also incredibly important, to protect the integrity of evidence and team members involved in the policy process. Our most common method to manage these challenges was to return to a technical and evidence-led discussion wherever possible, and to focus on simply and clearly expressing the analysis associated with the options, to let politicians make the decisions".

Partners involved:
UN Foundation, UK and other high income governments, UMAS international, Pacific Island governments, High Level Climate Champions

POWER AND EQUITY

CHALLENGE

How do you build meaningful relationships and partnerships?

Impact should be planned, designed and delivered with a range of partners and people (e.g. communities, policy makers, researchers). The formation of equitable partnerships is key in any process, and we need to continually work to address imbalances of privilege and power. Here are some points to reflect upon:

Build trust

Meaningful change can only be built on foundations of trust. It is crucial that our partners trust our intentions and processes, and that we can trust theirs.

➔ **Ask yourself:**

What gives your team, your project, or yourself, credibility with your partners?

Do you trust your partners to contribute to the project in the way that is best for them and the collective impact?

Why might a partner be sceptical of your approach, and how can you reassure them?

When we understand that trust is something to be earned, rather than a given, we can ensure that our impact activities are grounded in meaningful relationships.

Taking a collaborative approach

While it can be tempting to assume that we have all the answers, and that we know where a project will lead, doing so undermines the equivalent contribution of partners. Consider if you are genuinely listening to your partners and allowing the project to change as a result of their insights. Ask yourself when you should lead in a project, and when you should follow. Get advice from facilitators and experienced staff and students on how they contribute to and facilitate collaborative discussions.

Be open and transparent

Pretending that a project is going perfectly, or that there are no challenges, undermines the ability for a project team to grow together. Trust can only be built when we understand our respective aims and challenges. Of course, we may not need to share every minutiae within any relationship but ask yourself if you are keeping your partners appropriately informed, and if more honesty could help to encourage stronger partnerships founded on trust.

RESOURCES

➔ **A video series** on practicing partnerships with equivalence across The Bartlett.

➔ **The UK Collaborative on Development Science** share international learning and experiences on equal building partnerships, and the role of funders in these processes.

The Natural Environment Research Council has developed a ➔ **'conversation starter'** detailing a spectrum of partnerships.

STORY OF IMPACT

An experience of building trust, partnerships and practical interventions within PROCOL Lebanon

Since 2017 the Institute for Global Prosperity (IGP) has led on the development of the Prosperity Co-lab for Lebanon (or PROCOL Lebanon) – a transdisciplinary network of partnerships and projects committed to developing methods, concepts, datasets, capacity building programmes, policy proposals, and streams of funding for supporting recovery, improving quality of life, and building pathways to prosperity in Lebanon. A central part of PROCOL Lebanon is a commitment to a participatory methodology that begins with recruiting and training citizen scientists, and subsequently working together on multiple activities over long periods of time.

One example of citizen science-based impact is the PROCOL team's research in Hamra, a neighbourhood in Beirut. This has led to the collaborative data collection, writing up and publication of the Hamra Neighbourhood Profile – a report containing extensive data on the infrastructural, social and economic conditions of the area.

Building on their experience of working on the research, the citizen scientists on the team have subsequently designed and implemented three interventions for local challenges, with tangible and wide-ranging benefits to the community:

1. **An educational community hub (Jouwan Community Centre) offering classes to children who are either out of school or not able to receive good quality schooling.** This helped children with limited access to schooling with learning and exam performance, with the first year of instruction supporting fifteen students between the ages of 13 and 18 to pass the Brevet government exam that is crucial for future opportunities in accessing training and education, as well regular school exams for their respective years of study.

2. **An urban agriculture installation for improved quality of social spaces (the Goods of Our City project).** This created new spaces for leisure and sociality through urban agriculture installations. One major installation has already been constructed and plans for a second installation are currently in progress.

3. **The Wirach project is** an online platform with promotional videos and other materials to raise the profile of small independent businesses in the area, which has mapped 146 workshops in Beirut.

All three interventions were designed to meet pressing needs in the community as identified in the data collected in the earlier phases of the research.

The research and interventions that are part of this project have impacted everyone involved. For Citizen scientists and research staff, the collective journey of working together over several years has enhanced their skills, experience, and personal and professional networks. It has also benefitted members of the community, beyond the tangible benefits, in providing new skillsets through training and capacities, datasets, concepts, and methods.

Dr Nikolay Mintchev, Principal Research Fellow at IGP says:

"The IGP is firmly committed to the ethos of long-term equitable collaboration with members of the communities where we work. This means investing in opportunities for training, employment, professional development, and delivery of outcomes and outputs within the sites where the research takes place over long periods of time, through a sustained programme for research and impact. Long-term collaboration and team-building over multiple activities – from research design and data collection to intervention design and implementation – ensures that the skills and experience that are accumulated in the process are retained within the team and used to enhance the quality of subsequent activities and interventions".

Institute for Global Prosperity

PROCOL
المختبر التشاركي للإزدهار
Lebanon

Partners involved: UN-Habitat, The Neighborhood Initiative at AUB.

STORY OF IMPACT

An example of building strong relationships with community partners on the Lebanese Yawmiyat (Diaries) project

Watch video here

People involved:
Hanadi Samhan, Dina Mneimneh,
Hoda Mekkaoui, Luna Akil Nanor,
Der Boghossian & Camillo Boano

CHALLENGE

How do you respond to changing contexts and improve strategies for creating impact?

Impact is often about being open to opportunity, and you can find useful connections by looking for opportunities and being adaptable. A key skill for impact development is being open to such 'windows of opportunity', prioritising these opportunities, and finding the appropriate way to say 'yes' or 'no' to them. This is also a key challenge, grounded in the uncertain nature of partnership work. Here are some points to consider:

Develop your listening skills

We can only fully understand the context of our partners if we listen to what they tell us. We are often trained as 'experts' and therefore miss the crucial need to listen to others to better understand how we can adapt to changing contexts.

➜ Ask yourself:

Are you truly listening to your stakeholders?

Have you have created opportunities for them to share?

How can you then use that knowledge to better understand the changing contexts?

Allow change to happen

It is understandable to want projects to remain static. When we create project plans, we also create expectations for how activities will proceed. When this changes we can find the uncertainty difficult and may try to fight that change. However, it is key that we understand that living projects will frequently change, and we should ask ourselves how we can make that change positive rather than viewing it as a hindrance.

Be flexible

When delivering your work, you should remain flexible to adjust and adapt. Most of the time we are working with uncertainty – allow some open time where possible to consider other ideas that can enhance your work, or time to take stock and re-evaluate what you are doing and why.

RESOURCES

Beckett et al. 2018 provide an ➜ **opinion paper**, drawing upon case studies, to show how a social model impact model can embrace complexity and uncertainty to create research impact (from health research).

This blog outlines the idea of ➜ **'windows of opportunity'** related to research uptake in policy making.

UCL provides access to LinkedIn Learning, that hosts a number of ➜ **active listening courses**.

An experience of being adaptable and adjusting to change during the Ger Area Transport Trial

The Ger Area Transport Trial was a series of public transportation and delivery services over an eighteen-month period from mid-2021 to early-2023, to understand how access to essential life needs might be improved in the informal 'ger' district settlements of Ulaanbaatar, Mongolia. This trial was based on proposals created from the UCL-GCRF funded Ulaanbaatar Accessibility Appraisal (UNAA) project.

The ger districts are home to approximately 1 million of the capital city's 1.6 million inhabitants and are a particularly

challenging environment in which to provide public transport services, because of the low-density peri-urban qualities of the urban environment and poor condition of access roads and tracks. The poor physical environment is compounded by harsh climatic conditions, with winter temperatures regularly reaching -40 C. Many residents live in collapsible, canvas 'ger' and have traditionally used coal for domestic fuel, contributing to Ulaanbaatar's chronic air pollution problems. Since 2021, coal has been banned and replaced by 'clean fuel' purchased from

licensed depots, but the 25kg sacks pose difficulties for the half of ger district residents that do not own a car.

The trial was organised and led by the local project partner, Gerhub, and split into two main phases.

The first phase took place from March 2021 to January 2022 involved short and subsidised trials to test the technical feasibility and potential demand for the following **three services**:

- on-demand passenger services using a revolving fund to support journeys to peripheral localities;
- home delivery of medicines and other essentials during a period of Covid lockdown;
- home delivery of domestic fuel that many car-less households struggle to obtain;

The second trial phase was an extended trial of domestic smokeless fuel deliveries between January and February 2023, to better gauge the popularity and feasibility of an unsubsidised delivery service.

During the trial, a total of 182 passengers were transported, medical supplies were delivered to 20 households, and a total of 38 tonnes of clean fuel were delivered, representing a saving of around 15 tonnes of CO_2 compared to the widespread illegal burning of conventional coal. 80% of residents using the passenger trial reported that they would continue using a service and valuable financial data was gained on willingness to pay and how a revolving fund may be made financially sustainable in the long term.

Dr Iqbal Hamiduddin, Bartlett School of Planning explains some of the challenges:

"The trials were undertaken as planned, and despite the disruption of Covid. However, the original timeline had to be extended because of lockdown periods that delayed the start of the passenger trial. On top of adapting the timeline, there were two unexpected challenges.

Firstly, we found that areas of the study site were unmapped and/or had not had a new Mongolian address system rolled-out. Our partner Public Lab Mongolia therefore organised a series of 'mapathons' with local students to provide new and accurate maps – something that hadn't been originally programmed. Secondly, the safety of lone females emerged as a potential barrier for the passenger part of the trial.

For this reason, two female taxi drivers were selected for the trial.

An unexpected outcome has been the emergence of 'copycat' delivery fuel services by local entrepreneurs – extending and multiplying the impact of the limited trial".

Partners involved:
Gerhub, Public Lab Mongolia

STORY OF IMPACT

An experience of finding connections and working with partners and stakeholders within the UCL Smart Campus Project

Staff from across the Bartlett have been working closely with internal partners (UCL East team as project sponsor, UCL Estates and ISD) and their subcontractors (Arup, Vinci, Kendra) to 'connect theory and practice' in creating a 'Smart Campus' at UCL East.

Intelligent Buildings have been in operation for decades; however, it is only in recent years that data from these systems has started to surface beyond building management systems. Virtual models of real-life operational builds are being developed to allow the monitoring of operations to head off issues before they arise, or optimise operations based on ever changing use. The work focused on creating a collaboration between academic work and professional services, developing a connected building to prototype how data could be used beyond a building management system by creating a holistic view of the UCL Estate.

A network of researchers across the Bartlett come together monthly to share best practice and to connect theory to practice. Working across the university, the team put in joint funding applications to secure investment for shared IT infrastructure. The new UCL East campus has supported the live implementation of Internet of Things (IoT) infrastructure at scale and is currently being used to support PhD research work, EU funded research projects and teaching activity in the Centre for Advanced Spatial Analysis (CASA).
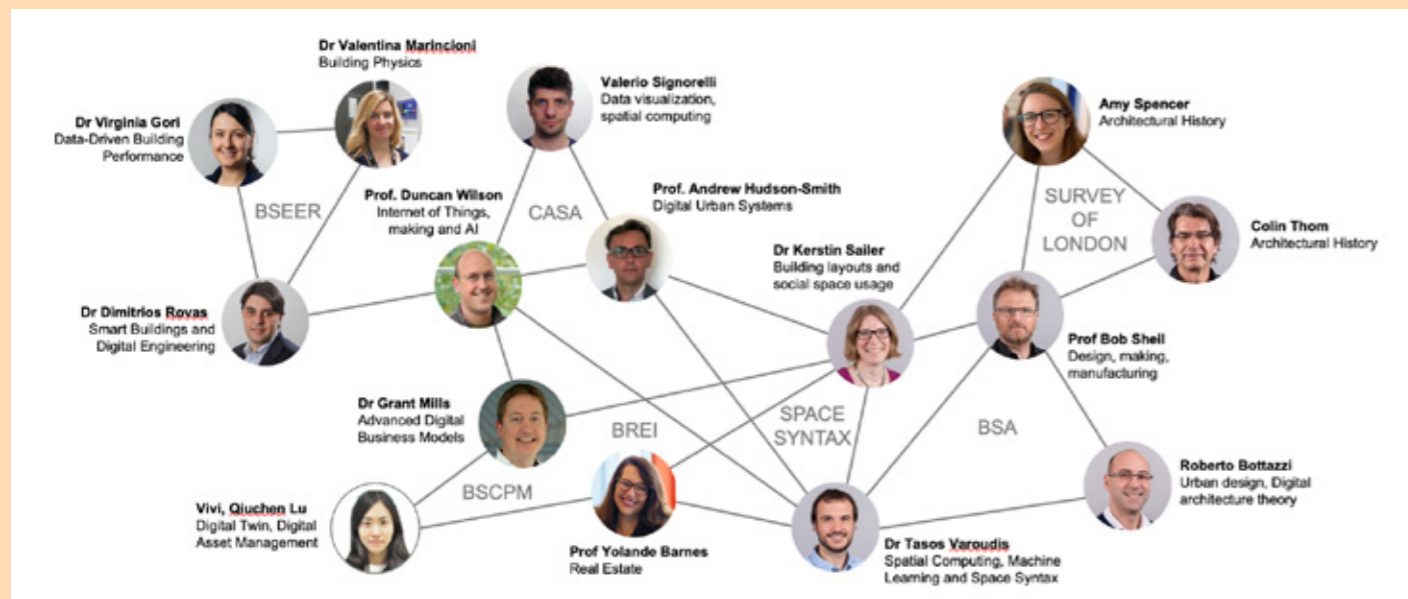
Professor Duncan Wilson, from the Centre for Advanced Spatial Analysis (CASA) reflects:

"Whilst there are technical challenges with this project, the major barriers to development have historically been the social, economic and political challenges of culturally changing how we share resources. From the outset, time has been dedicated to this change process through both maintaining senior level support across the various stakeholders and through building applications of the technical infrastructure (making it work with the systems UCL operates)".

To overcome the challenge, there were different processes put in place to 'socialise ideas' including:

• Monthly Bartlett Digital Campus meetings to discuss shared learnings, challenges of working across divisions and support for creating a project at scale

• Reported into the UCL East IT delivery board monthly to maintain the visibility of smart campus activity and help develop the culture of a data driven facilities management

• Several workshops were held (supported by Arup) to bring together the various stakeholders and build a collective vision and plan.

"The major barriers to development have historically been the socio, economic and political challenges of culturally changing how we share resources."

Prof. Duncan Wilson, Centre for Advanced Spatial Analysis (CASA)

Partners involved:
UCL East, UCL Estates, UCL Information Services Division (ISD), Arup, Vinci, Kendra Energy

CHALLENGE

How can you prepare for unintended consequences of impact initiatives to ensure responsible and ethical practice?

Ethical practice doesn't just apply to research, it is essential to consider an ethical approach to your impact activities – considering integrity, respect and the well-being of those involved.

Within some types of research and teaching, such as engaged or community-based, there can be a blur between the research, the outputs of such research or teaching, and their impacts; this can happen when the boundaries between these stages become less distinct due to iterative nature of the process. In projects like this, ethical issues can emerge, though we also see the importance of consciously considering the well-being of partners and participants across a variety of impact related activities. Here's how you can integrate ethical considerations into your impact initiatives:

Transparency and openness
Be transparent about what you are doing and your processes. Also be clear on what you don't know. Ensure that you keep the channels of communication open in order to allow your partners to share their concerns or vulnerabilities. While you may not want to burden your partners with the full extent of the challenges or issues you may face in a project, finding the appropriate level of transparency to encourage honest sharing is important.

Uphold standards of research integrity in your impact initiatives
Taking an ethical approach will ensure that informed consent, equitable participation, and protection from harm are included in your research and teaching processes. Within your impact activities, have you considered the well-being and interests of any partners or stakeholders involved? You may not be responsible for their well-being, but a consciousness of it will help you understand and develop your partnership.

Power and respect
Partners and stakeholders should not be used as a transactional tool to create impact. To make meaningful change, we need to establish meaningful projects and processes, grounded in respect and an acknowledgement of power.

➡ Ask yourself:

What are the risks your partners are undertaking in participating in this work, what do they stand to gain and stand to lose?

What privileges do your position and organisation afford you in this partnership, and how can you use them in an equitable way?

Consider having an open conversation with your stakeholders about power and use the dialogue to create a stronger understanding and support structure that allows experimentation and risk taking.

RESOURCES

The Co-production Collective have explored how ➡ **research ethics** works in relation to co-production, public involvement and engagement.

The Centre for Social Justice and Community Action, Durham University have produced a ➡ **comprehensive guide** examining ethical issues in community-based participatory research (CBPR), based on a literature search and the deliberations of a co-inquiry action research group.

An experience of embedding diverse perspectives within the 'Re-Energize Governance of Disaster Risk Reduction and Resilience for Sustainable Development' project

The frequency and intensity of weather-related hazards like droughts, floods and heatwaves have increased. The 'Re-Energize Governance of Disaster Risk Reduction and Resilience for Sustainable Development' project addresses the simultaneous interactions between climate-related natural disasters and development for effective disaster risk management. The project emphasized community involvement in disaster risk planning and the role of legal principles and institutions in reducing inequalities. The team at UCL developed an integrated toolbox called 'Re-Energize DR3' to assess practical socio-economic and environmental implications for equitable Disaster Risk Reduction and Resilience (DR3). The toolbox addresses challenges faced by humanitarian response organizations and governments during disasters, facilitating situational awareness, understanding affected populations' needs and assessing technical, socio and financial damage.

The toolbox uses non-traditional data sources including remote sensing and social sensing to gather real-time information from disaster zones, improving response efforts, resource allocation and planning for DR3, considering different objectives (socioeconomic, security, risk, resilience), instruments (planning, investment, regulation, voluntary agreements) and measures (behavioural, efficiency, services availability and failure modes). The toolbox has the potential to sustainably strengthen the capacity to effectively "leave no one behind" by supporting the diagnosis of issues and promotion of activities designed to translate research into sustainable social, economic, environmental benefits.

For validation of the toolbox, the team developed a process for engagement and conducted a series of workshops and surveys with stakeholders in islands (Fiji, Mauritius) and coastal cities (Rio de Janeiro and Maceió, Brazil; and Accra in Ghana) to engage on validation of the toolbox components, including the

Artificial Intelligence for Digital Responses
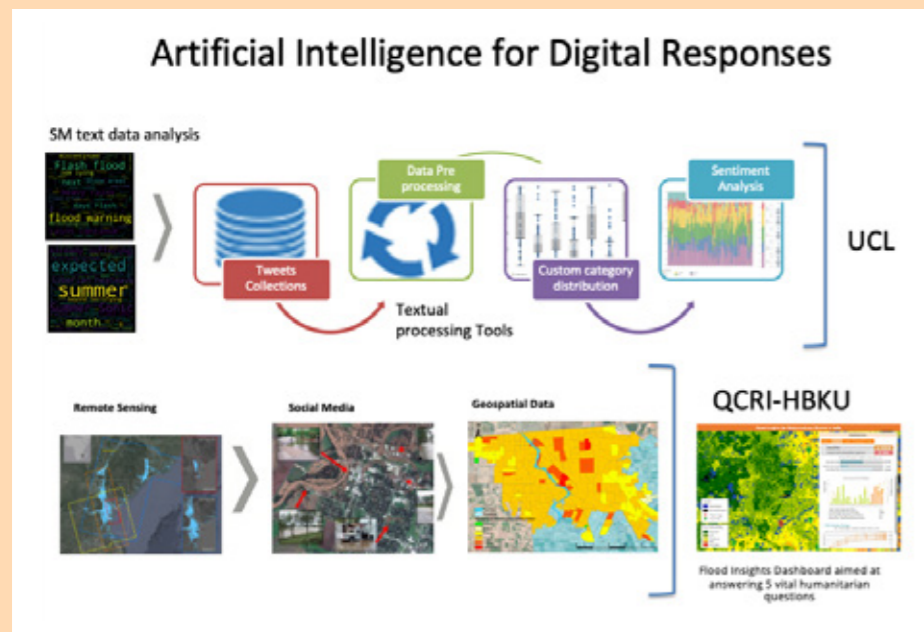
balance scorecard, resources and sectors input data collection to support the assessment model, governance of the three agendas, vulnerability, risk assessment, prevention and preparedness and use of data. In the pursuit of effective governance the team also engaged vulnerable groups in islands and coastal communities, as these communities are often at the forefront of the adverse impacts and face unique vulnerabilities.

At UCL the Islands and Coastal research Lab part of this project worked with 31 islands part of the of DAC list ODA countries: Antigua Barbuda, Belize, Cuba, Dominica Republic, Fiji, Grenada, Guyana, Jamaica, Maldives, Marshall Islands, Mauritius, Nauru, Palau, St Helena, St Lucia, St Vincent and the Grenadines, Samoa, Tonga, Wallis and Fortuna, Vanuatu, Philippines, Papua New Guinea, Sri Lanka, Micronesia, Indonesia, Cape Verde, Tuvalu, Haiti, Kiribati, Madagascar, Solomon Islands, engaging with a total of 210 participants.

Professor Catalina Spataru, the Head of Islands and Coastal Research Lab and Energy Institute Director states:

"Diverse perspectives help in considering various ethical aspects and potential risk. The strategy I had was to build a multidisciplinary team with expertise in ethics, law, sociology, machine learning, health systems, engineering and other relevant fields for a more comprehensive understanding of the potential implications in governance change.

Engaging with the public, stakeholders, and affected communities to understand their concerns and values is crucial. Transparently documenting the development process and communicating it to relevant stakeholders helps in establishing trust and accountability. Ethical considerations often involve the responsible collection, use and storage of data. Implementing data protection measures and ensuring data privacy are essential aspects of responsible practice".

"Transparently documenting the development process and communicating it to relevant stakeholders helps in establishing trust and accountability."

Professor Catalina Spataru, the Head of Islands and Coastal Research Lab and Energy Institute Director

Partners involved:
University of Mauritius, University of Ghana, Waseda University, Hamad bin Khalifa University, Qatar Computing Research Institute, University of North Carolina at Chapel Hill, Tokyo University, Niigata University, Tokyo City University, University of Salerno

CHALLENGE

How can impact activity avoid perpetuating inequalities?

Traditional definitions of impact imply a process wherein an identified group has a change enacted upon them. These definitions have been criticised as sitting at odds with contemporary views of knowledge co-production and 'development knowledge', which are crucial for establishing equitable relationships[4]. The 'impact agenda' has the potential to breakdown traditional knowledge silos and the idea that academia sits in an 'ivory tower'. It also has the potential to re-entrench this inequality, as well-meaning staff and students use their training and knowledge to 'solve' problems.

To navigate this important challenge, you could consider:

Reflecting on any conscious or unconscious biases
Acknowledging the existence of biases in our work and thinking is crucial to understanding how our work may be replicating or perpetuating inequalities. It is not enough to have good intentions with our impact activity, we must be more conscious of the positioning of that work, and any unintended consequences that may come from it.

Understanding how language can entrench inequality
The language we use has hidden biases and power, and this is no different for the language used in impact and evaluation.

➔ **Ask yourself:**

Should you consider your partners 'users', 'beneficiaries' or 'recipients' of our knowledge, or as equal partners?

How do your partners talk about 'impact'?

What terms and words can you avoid or adjust to better relate to those partners?

Thinking carefully about your positionality
As a 'prestigious' university we are afforded plenty of space and gravitas to share our opinions. Any view we express is amplified by this privileged position. Projects sometimes benefit greatly from this position, and sometimes need us to turn down the volume of that privilege.

➔ **Ask yourself:**

Who needs to be heard in this project?

Who needs to speak?

How can our position amplify lesser heard voices?

When should you lead, and when should you follow?

[4] Glyn Williams. Researching with impact in the Global South? Impact-evaluation practices and the reproduction of 'development knowledge.

RESOURCES

UCL offers training on ➔ **Unconscious Bias**, and the Bartlett runs frequent tailored sessions.

➔ **We All Count** is a project to increase equity in data science. The tenets of demystifying, demonstrating, and democratising may resonate with your own work.

For an example of negative impacts grounded in inequalities, reflect on UCL's relationship with ➔ **Carpenters Estate and power imbalance between the university and residents.**

STORY OF IMPACT

An experience of teaching the dynamics of inequality, through the lens of empathy

Development Planning Unit's (DPU) Windsor Workshop is a residential workshop held in Cumberland Lodge, located in Windsor Great Park. The workshop is an important part of the introductory activities organised for the MSc Practice Modules. The workshop takes a pedagogical approach designed to support postgraduate students in their reflections on the challenges of planning in the Global South.

Using a collective research-based and participatory approach – involving role- play simulations and inputs from local stakeholders – students across different programmes engage in the complexity of multiple actor negotiations over development strategies, their repercussions in space, and the agency of space and infrastructures over such processes.

Case studies have included Dar es Salaam, Chennai, Medellin and Hargeysa. The workshop has focused on several urban realities in Somaliland and the neighbouring Somali State's city of Jigjiga, all along the so-called Berbera Corridor – a highway infrastructure connecting Addis Ababa, capital of the otherwise landlocked Ethiopia, to the coastal city of Berbera and its port, in Somaliland.

The workshop's aim is therefore neither to turn participants into experts in a specific case study, nor to delve into the actual interests of a particular group of stakeholders. Rather, it is designed to encourage empathy with different actors and to discuss the complexities of decision-making processes.

Having partners, such as the Redsea Cultural Foundation, present also helps in cultivating conversations about the challenges of planning as well as the dynamics of inequality and how they vary in different contexts.

Dr Amina-Bahja Ekman from the Development Planning Unit states:

"The entire premise of the workshop is to avoid perpetuating inequalities by placing real life challenges of marginalised communities in the forefront and for students to actively engage with these challenges, through critical reflection. In using role play we wish to not only challenge the stereotypes that our own positions invoke or trigger in relation to issues of power and inequality by invoking empathy and a deeper understanding of the complexities of 'doing development".
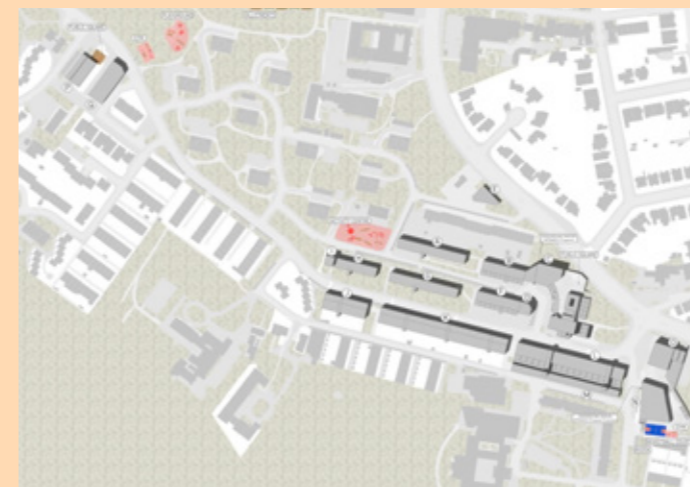

Watch video here

Partners involved:
The Redsea Cultural Foundation, Somalialnd

An experience of co-designing Alton Estate's People's Plan

Watch video here

People involved:
Dr Pablo Sendra

REFLECTION AND LEARNING

How can you embed the effective monitoring and evaluation of impact?

Within any impact activity there should be clarity on what you want to do and how to evaluate and assess that you have done it, this will help you understand whether you've achieved your aims and objectives, alongside what could be improved in the future.

Evaluation and learning are key activities that need to be embedded within your impact work. Before you think about 'How do I evaluate?' it is important to think about the 'What? Who? Why? When?' aspects of evaluation. A set of questions should guide your evaluation plans:

➔ **Ask yourself:**

What are you trying to measure?

Who needs to be involved in any evaluation activities?

Who or what is the evaluation for?

Why are you evaluating?

How will you capture the relevant information?

Of course, your answers to these questions will vary depending upon your project or programme. There is no off the shelf approach to impact evaluation, but some steps to help you decide an appropriate and useful approach:

Consider your motivations
There are lots of good reasons to evaluate – to improve practice, for learning, to provide evidence of impact, accountability to funders, develop new ideas, etc. – but focusing on the specific purpose(s) of your evaluation enables you to refine your approach for maximum benefit.

Ask 'So what?'
Evaluating the impacts is about capturing whether the activity led to any change for your participants or partners (and potentially for those delivering the activity). For example, if you ran an exhibition showcasing some of your research, most exhibitions aim to have an impact on visitors' awareness and understanding of a particular topic. To measure this, it is helpful to identify indicators which will show whether this has taken place, e.g. changes in knowledge, clarity of key messages communicated.

Track what you do and achieve
Impact often involves long-term changes, and whilst you are delivering your projects it may feel incredibly hard to capture something that is in the future and may or may not happen! Think about the short-term changes you want and are achieving, and think about how to track them. Monitoring, collecting data and information on things like downloads of papers or materials, number of listens to podcasts, audience and visitor numbers and demographics, can be helpful to understand the reach of your work, in the first instance. This is a crucial step in achieving and understanding the longer-term changes.

Reflect
Embed evaluation and reflective processes within your activities. If evaluation is integrated within the structures of your work, it will inform and influence decision-making on what you do. Developmental evaluation supports innovation, providing rapid, real-time, focused feedback. It can involve structured and formal methods for self-reflection and co-learning (e.g. workshops, action-learning sets), but also informal mechanisms too (e.g. logs diaries, check ins).

Photo by Nick Rawle Photography

Morton (2015) urges researchers to consider taking a contribution approach to thinking about research impact using the 'Research Contribution Framework', outlined here in the paper: ➔ **Progressing research impact assessment: A 'contributions' approach**.

This blog stresses the role of ➔ **learning to improve**, in 'evaluating policy engagement is an opportunity for researchers and institutions to learn as well as demonstrate impact'.

➔ **'F**k Ups in Social Research: Learning from what goes 'wrong'** reminds us to not just focus on the success stories!

Celebrate imperfection – in 2023 the Barlett hosted an event called ➔ **'Imperfect by Design'** to showcase the imperfect nature of engagement.

An experience of dedicated time for enabling and tracking impacts in the Transforming Construction Network Plus (TCN+) project

The aim of the Transforming Construction Network Plus (TCN+) project was to bring academic researchers together with industry and policy representatives through networking and skills-building events – and distribute research funding to stimulate and support new ideas and collaborations across the UK built environment research community. The purpose of the TCN+ was to create a new community and body of knowledge to inform future construction policy and practice.

The priority for TCN+ was to ensure that researchers from relevant disciplines came together and were motivated to engage with industry change and transformation. Notably the team wanted to stimulate new thinking, cross-disciplinary thinking and encourage new collaborations,

From early 2019 to summer 2021, the team organised 19 open and free-to-attend events, oversaw two open calls for research projects, produced four industry-facing digests, and wrote numerous academic publications.

methods, and projects. During the project period, the Network Manager was in regular contact with the 13 project teams – alerting them to opportunities, asking for updates on a quarterly basis, and they also held two one-day forum events where representatives from all the projects came together to share their progress and ideas, and the funder was present and engaged – which attracted the academics and provided useful feedback too.

The team are annually checking in with the 13 project teams who were funded to see how their work has continued, whether new activity has emerged, and what impact this is having. Where evidence is available, this is reported through Research Fish. The challenge is that it can be difficult to keep track of 13 different projects/teams, particularly after the funding has concluded, so Research Fish is helpful as an annual check in format which everyone understands and values.

Professor Jacqui Glass, The Bartlett School of Sustainable Construction, states:

"Impact is rather difficult to track because the 13 projects are very different in nature. Some were more theory-based than others, so their main impacts have been academic reach and recognition. Whereas others created toolkits which have been used in subsequent research projects and by industry organisations. Importantly, the N+ team had to respect there were strong differences in ambition, direction and motivation – the 13 teams were composed of an extraordinary breadth of academics in terms of disciplines, whose projects brought different theories, priorities, stakeholders and ideas to the fore. This diversity was welcomed by the funder and industry and government stakeholders, and we did our best to maintain an empathetic but clear and fair oversight of them all.

Watch video here

Without a doubt, we would have struggled to engage, let alone create impact, without the dedicated Project Communications Officer who was costed in on the grant. Their expertise and skills were vital to creating a strong brand and outward-facing identity

for the TCN+ and all related activities. Their work meant that industry saw our activities and publications as professional and credible. It also meant we had a clear and appropriately skilled point of contact with the many bodies which were involved in the wider programme".

Partners involved:
Imperial College, University of Warwick

STORY OF IMPACT

Tips to support effective monitoring and evaluation of impact

STORY OF IMPACT

An experience of building and sharing evaluation expertise: the Evaluation Exchange

Watch video here

Watch video here

People involved:
Ruth Unstead-Joss

CHALLENGE

Is it possible to communicate your impacts to different and multiple audiences?

Carrying out an evaluation isn't the final stage – you need to think about how you analyse, interpret your data, and communicate your impacts. It can be frustrating when you have undertaken an evaluation, and the findings sit in a cupboard or are written up into a report that nobody reads.

Ask yourself:

What information do you have? Could it be used for other aspects of your work?

Who needs to be informed about the evaluation findings and your impacts e.g. funders? The partners?

Who else would benefit from the learning, e.g. colleagues planning similar activities?

How can you share your findings? A formal report may be necessary in some cases, but a lunchtime session with colleagues or blog can be just as valuable. You may also want to work with others to share your work (e.g. partner organisations, creative producers, communication specialists).

Working through these questions can help you look at what information and insights you have, develop tailored messages to effectively communicate the value and significance of impact to different and multiple audiences.

Don't forget that your evaluation may be of paramount importance to yourself, and less important to others. We should respect the time of our partners by sharing the most appropriate information with them. Also, don't just presume that you are the only one that wants to communicate. The outputs and impacts of the work might meaningfully be shared in different formats by the people you are partnering with. For example, you may be keen to write papers, but your partners might be interested in developing training or making videos or something else. Each partner will want to communicate the outputs and impacts of the project in the way that best effects change for them.

RESOURCES

The Times Higher Education provides ➲ **some tips** for sharing your research to different audiences.

➲ **The Health Foundation** provide an accessible guide for disseminating and communicating with different audiences, including influencing policy-makers.

An example of working with and communicating with a local authority: The Camden Renewal Commission

The Camden Renewal Commission was launched in 2020 by Camden Council and UCL's Institute for Innovation and Public Purpose (IIPP), co-chaired by Professor Mariana Mazzucato, Institute for Innovation and Public Purpose (IIPP) and Councillor Georgia Gould, London Borough of Camden.

The goal was to find new ways forward for the borough, to achieve a fair, sustainable economy and address inequalities that pre-dated but were highlighted by the COVID-19 pandemic. IIPP supported Camden through a series of structured workshops to enable the commissioners to identify four missions for the borough:

1. By 2030, Camden's estates and their neighbourhoods are healthy and sustainable.
2. By 2030, everyone eats well every day with nutritious, affordable, sustainable food.
3. By 2030, those holding positions of power in Camden are as diverse as our community - and the next generation is ready to follow.
4. By 2025, every young person has access to economic opportunity that enables them to be safe and secure.

These four missions were adopted by the Council, and fed directly in to the We Make Camden vision statement, which sets out the Council's 5-year plan. The Council is in the process of making internal changes in order to work in a mission aligned way – including appointing mission leads.

IIPP, under the leadership of Professor Mazzucato, has continued work with Camden to support the design of the tools, institutions and capabilities needed to implement this ambitious mission-oriented strategy.

This has included work to support the design of a mission-oriented community wealth fund. This work recognises the unique set of assets within Camden, where some of the country's largest and most profitable businesses are headquartered, side by side with highly deprived neighbourhoods. IIPP's report, A mission-oriented community wealth fund for Camden: Governing finance with public purpose, released in November 2022, looks at possible options for governance, capitalisation, engagement, and evaluation of the fund, and argues that it needs to be given a market shaping mandate to direct the growth of the local economy rather than just to fix the failures of the local financial ecosystem. The community wealth fund is now moving forward into implementation.

IIPP is also working with Camden on the redesign of its procurement policy. This project is taking an action-oriented co-creation approach, with a mixed team from IIPP and Camden. It has focused on workshopping a new approach to strategic procurement within the area of home care services, working closely with Camden's homecare service, procurement and missions teams to explore opportunities for changing procurement rules and processes to be more mission-oriented, focused on shaping markets and fostering suppliers that are mission- and principles-aligned, and place-based.

The final report detailing the findings from this work is forthcoming. An interim report, Mission-led procurement: Early insights from exploratory work in Camden, was released in April 2023.

This project is expected to both inform concrete changes to procurement policy in Camden, and act as a globally relevant demonstration of what it looks like to take a strategic, mission-oriented approach to procurement.

Partners involved:
London Borough of Camden

CHALLENGE

How can you scale and grow your impact work?

Strategies and approaches to continue or scale up impact initiatives, possibly deepening or expanding their reach - can lead to to meaningful change. Discretion is important in this space, as growing an impact initiative may not be appropriate for your work, or your partners. It is important to value and acknowledge the wishes and contributions of partners when it comes to scaling.

Ask yourself:

Who else can you work with to expand the benefits of this work? How can you leverage the progress in your project to get more money or time to expand?

What is the current size of your project, and what is the ideal size?

You could:

Undertake an analysis of your project's potential
For example, using a 'SWOT' analysis can allow you to see where the opportunities for growth might be, and where the threats to that growth lie.

Assess the key resources needed to scale up
All impact activity requires, in some format, time and money. Carve your time to think through a number of questions focused on resources.

Ask yourself:

What funding opportunities can you find to help you grow your work?

Are there synergies between your projects that could allow you to more efficiently bring together and expand your focus?

Who could you reach out to who may be working in similar areas, and therefore able to share capacity with?

Experiment
Experimenting with different methods of growing involves understanding what might be possible and learning from others. This could include: reviewing opportunities through Knowledge Transfer Partnerships; exploring links with policy-makers and professionals; growing activities with community or charity groups (e.g. through Community Interest Companies). A combination of methods may help you to identify ways of growing and potential scale of the opportunities.

RESOURCES

➡ **Spring Impact** have created a tool for understanding how you might expand a project at scale.

➡ **Mind Tools** has a helpful summary of a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.

Resources to grow impact in the policy sphere from ➡ **Capabilities in Academic Policy Engagement**.

STORY OF IMPACT

An experience of working with industry to develop an indoor mould growth diagnostic tool

The Property Care Association (PCA) is a trade association representing specialists across the UK investigating and resolving property defects involving, but not limited to: forms of damp, condensation, air quality and ventilation, woodworm and flood restoration

The PCA were involved in a Knowledge Transfer Project with staff in the Centre for Moisture in Buildings (UKCMB) to simplify and make accessible reliable, independent, and clear diagnostic evaluations of

atmospheric moisture excesses in occupied buildings. The primary goal was to develop a tool that not only generated data analysis reports but also offered guidance on necessary measures to achieve moisture balance in occupied buildings. The idea was to reduce or eliminate moisture-related mould growth and enhance occupants' quality of life. The product's target audience included general practice surveyors and property professionals who might lack expertise in collecting and evaluating raw property data.

The generated reports were designed to be easily understandable for users and building occupants.

The Knowledge Transfer Partnership not only increased their visibility but also imparted invaluable technical expertise and a stronger foothold in the market. This was pivotal in shaping their membership schemes and in the development of educational resources tailored for their members and clients.

The project helped expand UCL academics' understanding of moisture in real-life case studies, since theoretical modelling has previously dominated research in the built environment domain. In this way, the project has contributed to various research projects and postgraduate research initiatives within the UCL Institute for Environmental Design and Engineering. The project also enhanced the international activities of UCL academics and the UKCMB.

Dr Hector Altamirano, Associate Professor, Bartlett School Environment, Energy & Resources states:

"The company discovered the transformative potential of collaborating with a university, recognizing how the creation of best practices supported by rigorously reviewed scientific research could transform the industry, enhance consumer experiences, and contribute positively to the environment. As a result, they have partnered with other research institutions to explore various moisture-related areas".

"The creation of best practices could transform the industry, enhance consumer experiences, and contribute positively to the environment."

Dr Hector Altamirano, Associate Professor, Bartlett School Environment, Energy & Resources

Partners involved:
The Property Care Association

An experience of combining expertise to maximise impact: developing the Healthy Street Index

The Healthy Streets framework is a human-centred framework for embedding public health in transport, public realm, and planning. The 10 Healthy Streets Indicators focus on the human experience needed on all streets, everywhere, for everyone. It is used extensively across the UK and internationally.

Tranquil City is a collective of environmental, built-environment, psychological and data-science practitioners, and researchers with the common aim of using their knowledge for human and environmental benefit. Its mission is to drive the positive behaviour change that enables people to lead healthier and more balanced lives in cities.

Working together partners used combined data and policy expertise and experience to develop a data-driven street scoring system that captured to the fullest extent possible the healthiness of individual streets based on the 10 Healthy Streets indicators. This allowed the creation of an index of how healthy every street in London was. It has also raised awareness of the complexities of what makes an environment healthy and how planning, transport and environmental policies directly impact the healthiness of cities with significant variation at a highly local scale. Being published online alongside press releases that generated significant press coverage of the work online, in print and on television, has led to significant public and commercial interest in the work. The same methodology has now been applied to create the Healthy Streets Index for other cities and regions, such as in Barcelona where it has been developed in partnership with Barcelona city authority.

Dr Ashley Dhanani, Honorary Senior Research Fellow, The Bartlett School of Architecture states that:

"The work developed out of long-term partnerships between all those involved, who had collaborated separately over a period of several years. The group came together around developing the Healthy Streets Index when our individual areas of work matured enough so that they could be combined to create the Healthy Streets Index. This involved close collaboration over a period of a year to enable us to develop the Healthy Streets Index.

Our combined experience of policy, urban data analysis and applying our work in commercial settings allowed us to successfully bring all our work together to develop the Healthy Streets Index knowing that it would be of interest and useful to the public, those working in policy, and the private sector".

Partners involved:
Lucy Saunders from Healthy Streets Ltd and Grant Waters from Tranquil City Ltd

WHAT TO DO NEXT

We hope the Manual has given you ideas to start, continue, or grow your impact journey. The Bartlett Faculty Office can continue to support you in this journey through:

Support and advice
Providing support and advice on all things impact related including engagement, evaluation, partnerships and REF.

Networking and brokerage
Access to, internal and external, networks and contacts to make connections and share practice.

Opportunities for impacts
Organising events, activities and opportunities.

Funding
Provide support and access to funding opportunities.

Training and mentoring
Providing training and support on impact.

Influencing and championing impact
Contributing to debates and discussion.

The Manual is an evolving resource we are keen to update it with new insights and experiences. We will continue to refine the Manual as we learn, and welcome further contributions to help us make the Manual even more useful. We want your contributions to the manual, so please do get in touch.
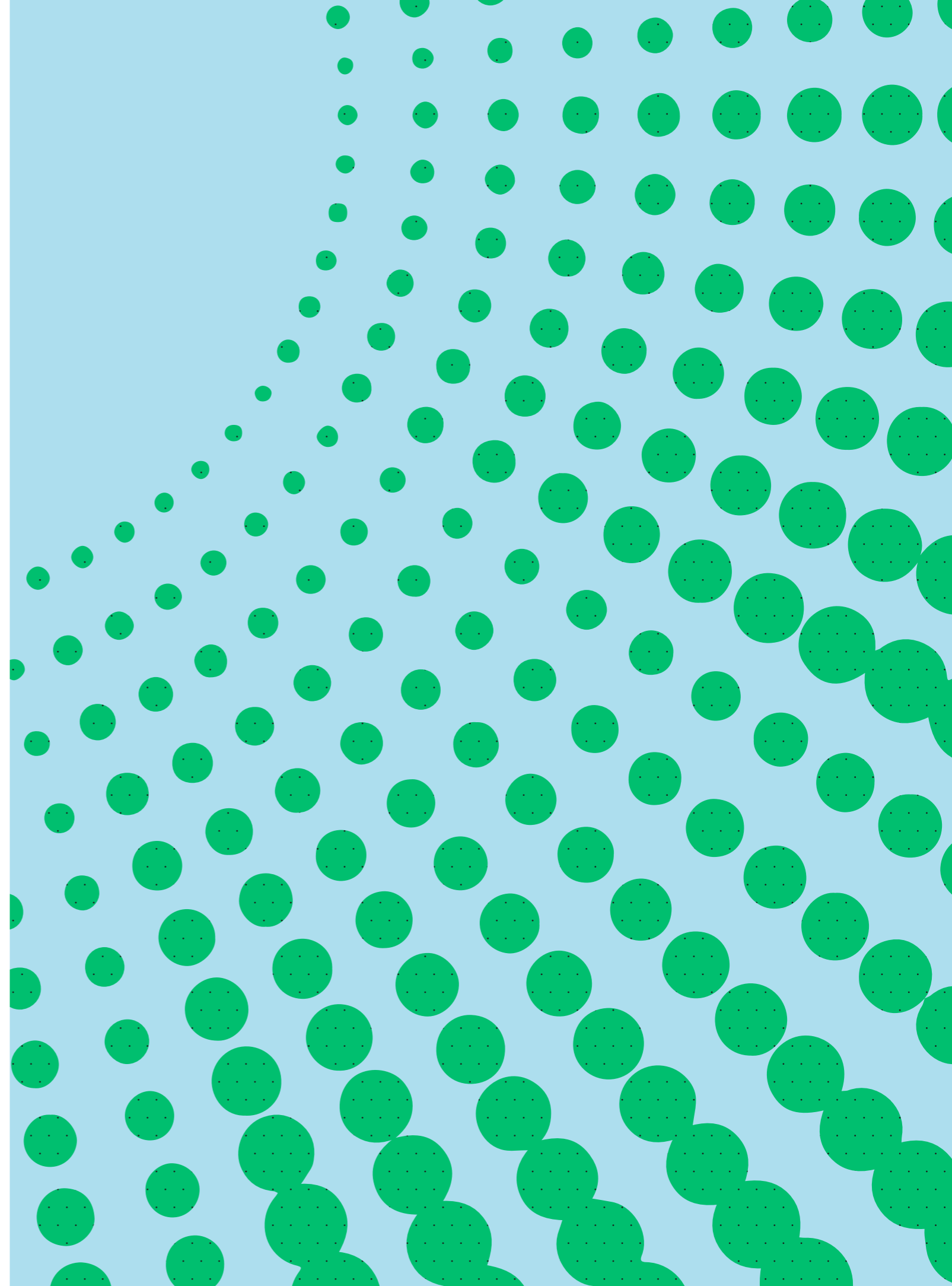
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