



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



*National Institute for
Health Research*

School for Social Care Research

What research impact is, why it is important and challenges to achieving it: a view from the NIHR School for Social Care

Presentation to the Staffordshire and Stoke on Trent Partnership Trust
conference on Research Impact
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Staffordshire and
Stoke on Trent Partnership
NHS Trust



What is adult social care? (1)

Diverse Settings, e.g.
Communities,
Community settings,
People's homes,
Institutional care settings.

Diverse client groups, e.g.
Older people
People with physical
disabilities, mental health
problems, learning
disabilities, end of life care,
Equalities agenda e.g.
ethnic minorities,
sexualities



Workforce

- 1.8m people employed
- Over 20,000 Social workers
- Nurses and Occupational Therapists
- Large non-professionalised workforce
- Commissioners & managers
- Employers - statutory, third & private sector
- Skills for Care works with more than 24,000 privately run social care services, as well as services run by the 152 local authorities
- New workers emerging – Personal Assistants

What is adult social care? (2)

There are:

- around 380,000 people in residential care, 65% of whom are state-supported
- around 1.1 million people receiving care at home, 80 % of whom are state supported
- 76 per cent of older people will need care and support at some point in later life
- around 5 million people caring for a friend or family member

And it is a rapidly changing environment:

- Ageing population;
- Complex and chronic needs;
- More people living longer with needs;
- Budgetary challenges;
- Changing expectations;
- Changing organisational context;
- Evolving policy context – mixed economy of provision, personalisation . . .
- Self-funders Etc.



School for Social Care Research

Mission: to develop the evidence base for adult social care practice in England by commissioning and conducting world-class research

- **LSE, KCL, Universities of Kent, Manchester, York (6 academic units)**
- **£15 million funding over 5 years**
- **Both 'internal' and 'external' commissioned research**

Goals:

- **Conduct and commission** high-quality research
- To be a **focus** for social care research within NIHR
- Develop **methods** in social care research
- **Consult** widely on research priorities
- Help to build social care research **capacity & awareness**
- Support **knowledge transfer** and **impact**

School for Social Care Research

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User, Carer, Practitioner Reference Group

Advisory Board chaired by
Department of Health Director General

7 SSCR Senior Fellows

- Academic leaders in the field to provide additional advice to SSCR

And c142 Fellows

- Working on SSCR commissioned projects, promoting the School and building capacity

School for Social Care Research

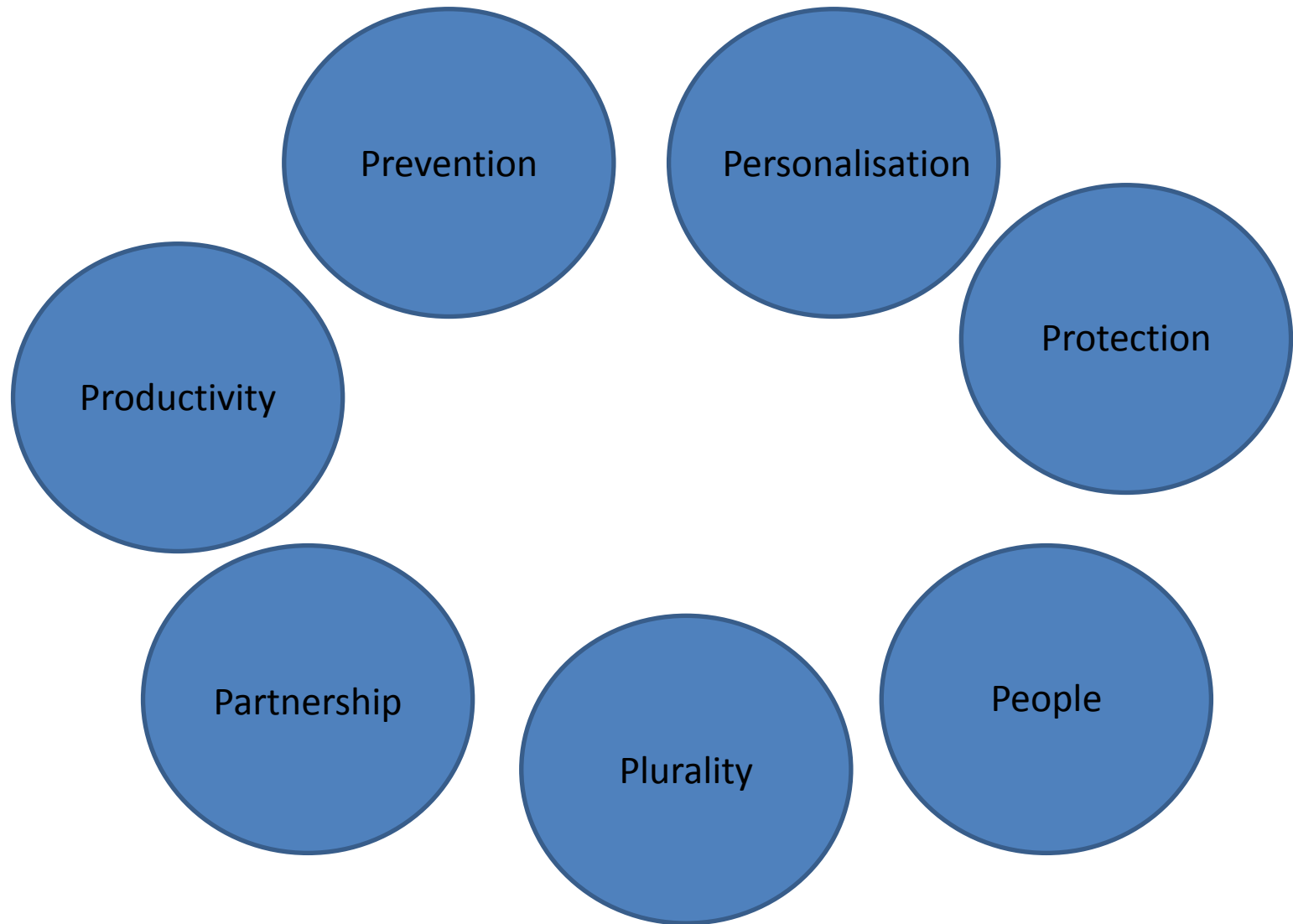
- 55 intra- and extra-mural research projects commissioned
- Active programme of internal and external workshops – impact, safeguarding, carers, research ethics, ethnicity
- Active management of projects and programme linkage e.g. Executive Mentors
- Developing our *impact* work – including multi-media, internet and social networks, meetings and presentations, publicity material, partnerships

School for Social Care Research

- Qualitative methods overview
- Research in care homes
- Observational methods (focus on LD)
- LGBT sexualities in social care research
- Outcome measurement overview
- Research governance and ethics
- Modelling
- Systematic reviews
- Large-scale datasets
- Research with BME populations
- End-of-life care & research methods
- Research & visual impairment
- Research & hearing impairment

- Prevention and Social Care for Adults with Learning Disabilities
- The third sector and social care
- Employment supports
- Value of community capacity building
- User-controlled research

One framework for us is the 7 P's of social care



What research impact is

*a **research impact** - a recorded or otherwise auditable occasion of influence from academic research on another actor or organization*

(LSE Public Policy Group, Maximising the impacts of your research: a handbook for social scientists, p. 11)

Research Councils UK

Impact – a demonstrable contribution

What research impact is

RCUK

Academic impact
Economic & societal impacts

ESRC

Conceptual impact
Instrumental impact
Capacity building impact

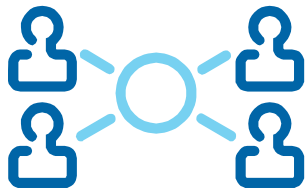
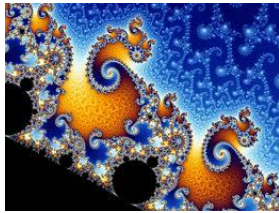
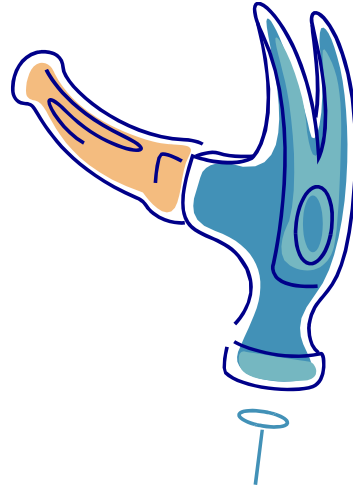
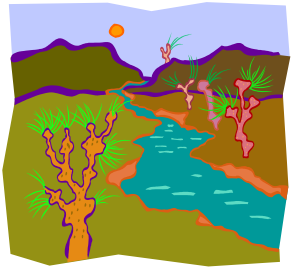
Nutley, S., Walter, I., Davis, H. (2007) *Using Evidence. How Research can Inform Public Services*. Bristol: Policy Press

Payback model – Hanney et al.

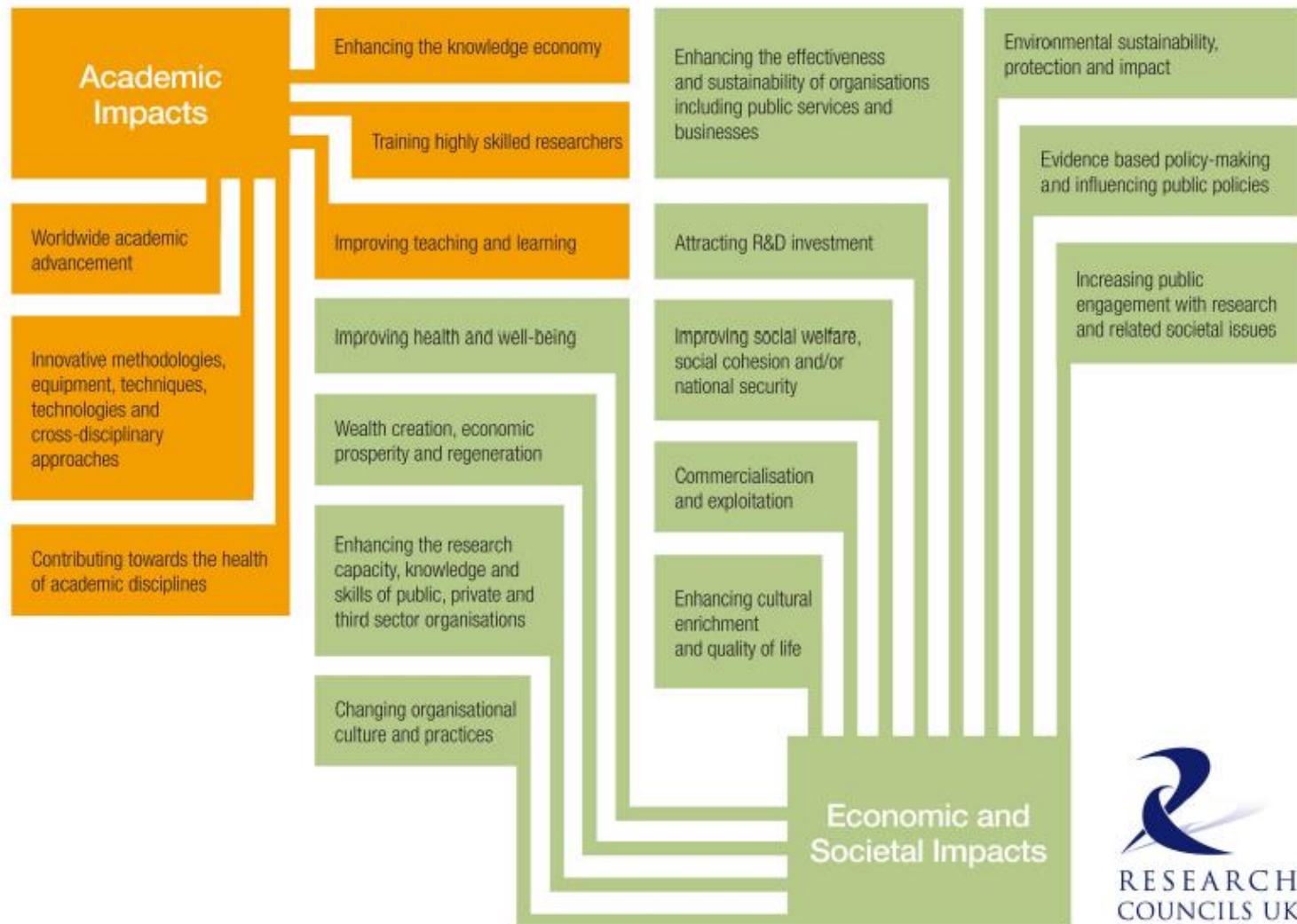
- a) Knowledge production
- b) Research targeting, capacity building and absorption
- c) Informing policy and product development
- d) Health benefits
- e) Broader economic benefits.

Hanney et al. (2004) Proposed methods for reviewing the outcomes of health research: the impact of funding by the UK's 'Arthritis Research Campaign'. *Health Research Policy and Systems*, 2:4

What research impact is



RCUK pathways to impact



Why research impact is important. . . .

Why are people concerned with impact?

- Curiosity
- Accountability, especially for £
- Political pressures
- Attract support to further develop an area
- Values – influencing improvements
- Inform future work
- Career and institutional development e.g. the Research Excellence Framework

Challenges to achieving research impact. . . .

Some general ones:

- Complex processes e.g. knowledge translation and transfer
- Timescales – to develop the evidence – then to transfer to impact
- Funding and impact work
- Attribution

In social care:

- Different cultures – expectations , skills , experience and understandings
- Access to evidence
- Time and resources
- Different priorities
- Political priorities, including locally
- Diversity of the sector
- Targeting at different audiences

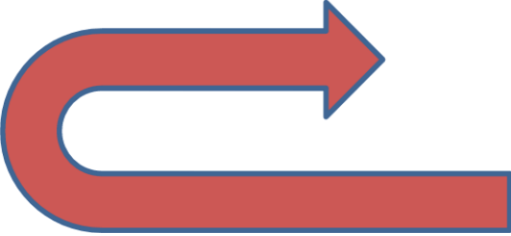
Dissemination to Impact

Researchers

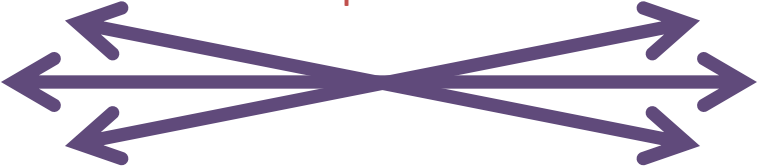


Users of research

Supply perspective
push/dissemination

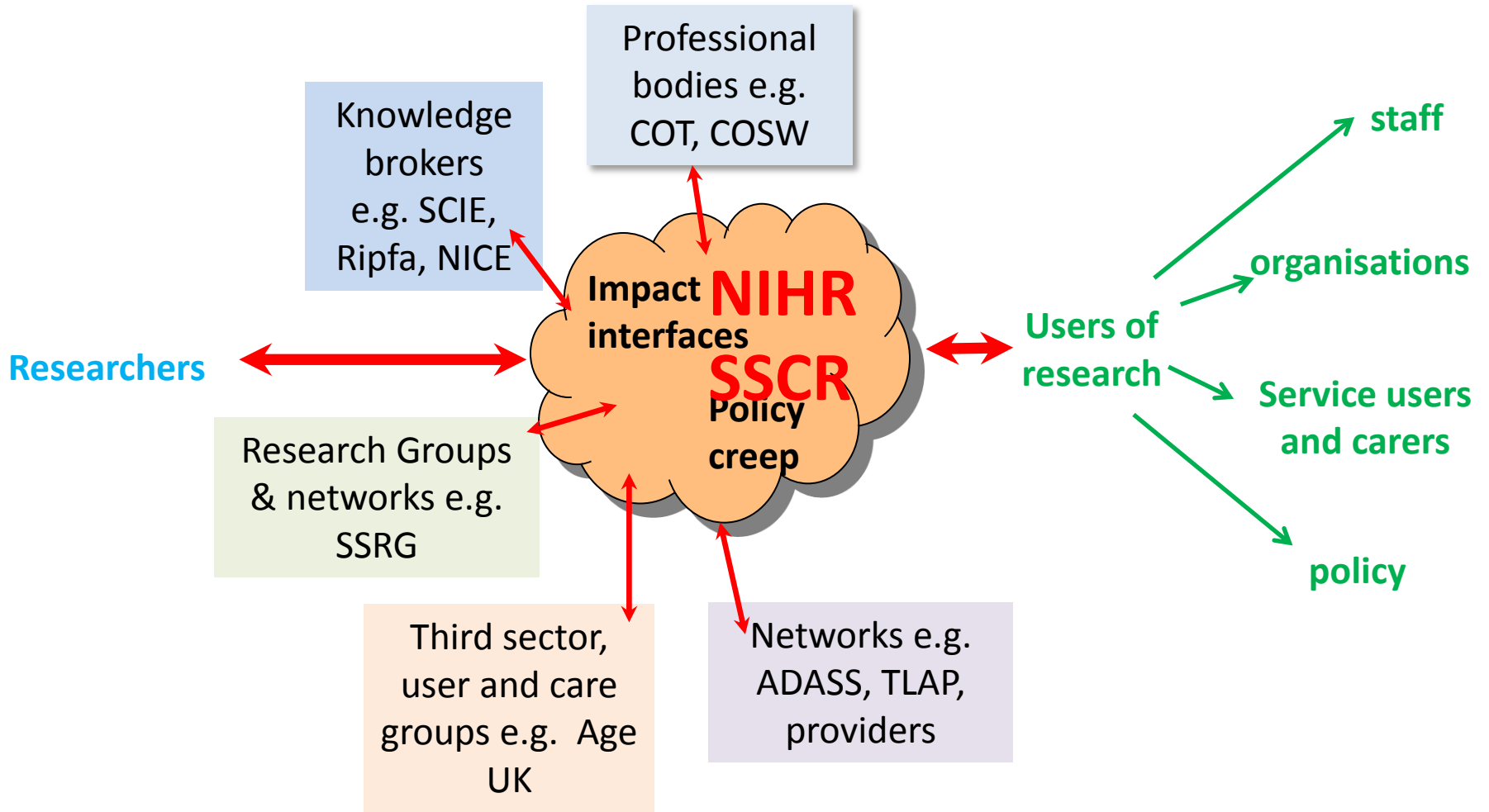


Demand perspective
pull



Interactive
perspective

Impact and SSCR



Individuals matter in achieving impact

‘when translation occurs, in both non-commercial and commercial settings, it is largely due to the conviction, effort and personal networks of the PI. Our cross-case comparisons lead us to the conclusion that translation is not associated with the type of research, mode of funding or the bibliometric impact of the PI. Examining the case study narratives leads us to the conclusion that it is the PI that is the key factor in translation.’ (p. 64)

But we are aiming to add value by helping them to be well connected and maximise the value of their time

‘partnership between researchers, practitioners, policymakers and industrialists is often a precondition to successful translation’ (p.66)

Wooding et al (2004) The returns from arthritis research. Volume 1: Approach, analysis and recommendations. RAND Europe.

Bibliography

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