EMPOWER
Dementia Network+

Impact and Evaluation Workshop

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UKRI Economic and Social Research Council

King's College London

University of West London
The Career University

Today we will

- Have a whistle stop tour around impact and how we evaluate project planning and delivery
- Explore proportionate evaluation methods
- Use a case study to contextualise for your projects
- Build confidence in evidencing impact

What is impact?

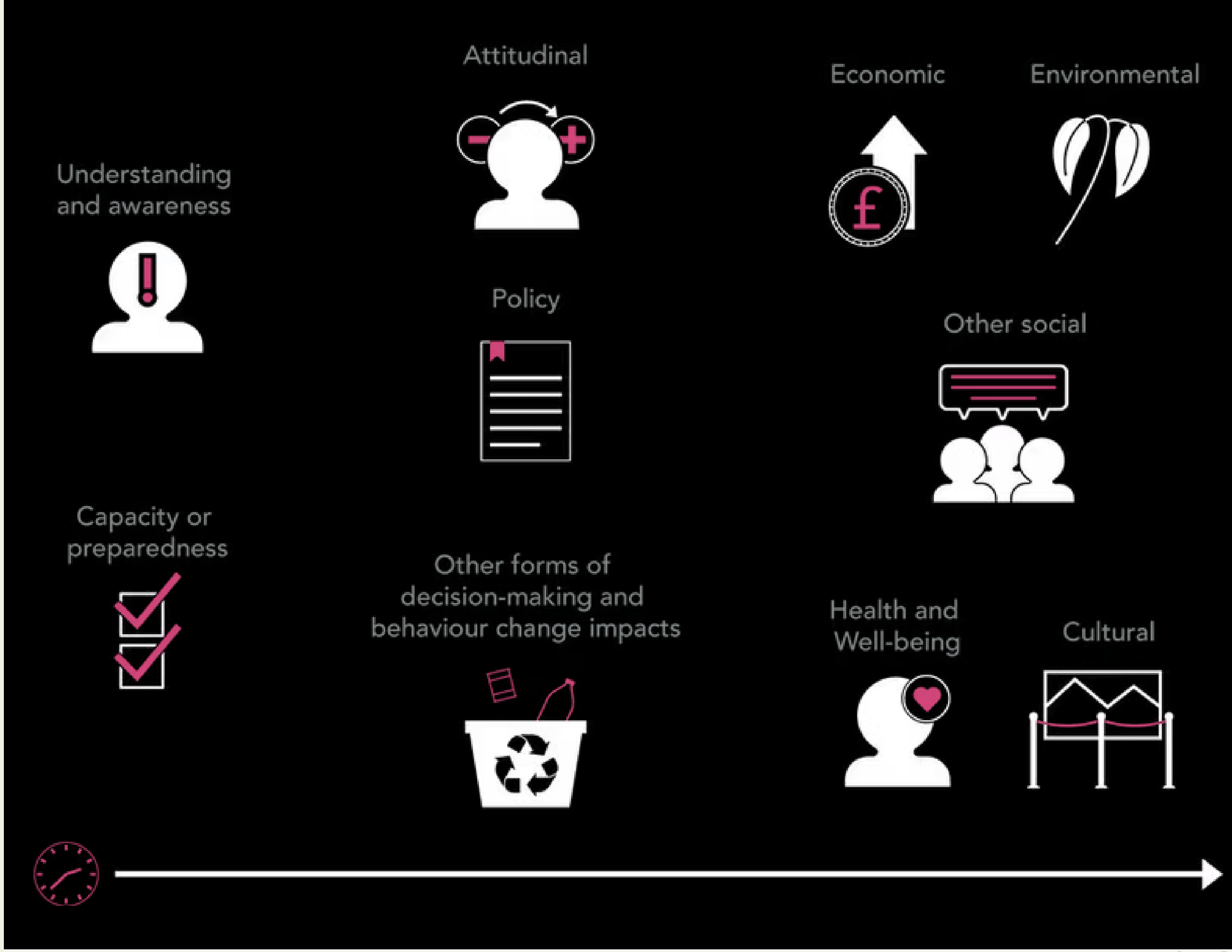
What do we mean by impact?

Our funders, the Economic and Social Research Council defines impact as the demonstrable contribution that excellent research makes to society and the economy.

This can include both:

- **Economic and societal impact:** The demonstrable contribution that excellent social and economic research has on society and the economy, and its benefits to individuals, organisations or nations.
- **Academic impact:** The demonstrable contribution that excellent social and economic research makes in shifting understanding and advancing scientific method, theory and application across and within disciplines.

10 types of impact



https://www.fasttrackimpact.com/what-types-of-impact-are-there-subp

1.Understanding and awareness impacts

People understand an issue better than they did before, based on your project/intervention.

e.g. people understand more about the importance of eating healthily to maintain good brain health

2.Attitudinal impacts

A change in attitudes, typically of a group of people who share similar views, towards a new attitude that brings them or others benefits.

e.g. a reduction in stigmatising views held by a group of people

3.Economic impacts

Monetary benefits arising from projects, either in terms of money saved, costs avoided or increases in turnover, profit, funding or benefits to groups of people or the environment measured in monetary terms.

e.g. less money being spent on hospital admissions due to better support in the community

4.Environmental impacts

Benefits from projects to genetic diversity, species or habitat conservation, and ecosystems, including the benefits that humans derive from a healthy environment.

e.g. dementia gardening group improves local biodiversity

5.Health and well-being impacts

Projects that lead to better outcomes for the health of individuals, social groups or public health, including saving lives and improving people's quality of life, and wider benefits for the well-being of individuals or social groups, including both physical and social aspects such as emotional, psychological, economic well-being and measures of life satisfaction.

e.g. Dementia cafe improves well-being of attendees and attendees report to feel better after attending.

6.Policy impacts

The contribution that the project makes to new or amended laws, regulations or other policy mechanisms that enable them to meet a defined need or objective that delivers public benefit.

You are assessing the extent to which your project made a contribution, recognising that it is likely to be one of many factors influencing policy.

Arguing for the significance of your contribution is therefore an essential part of demonstrating that your research achieved policy impacts.

e.g. A local authority prioritises dementia-friendly outdoor spaces

7.Other forms of decision-making and behaviour change impacts

Whether directly or indirectly (via changes in understanding/awareness and attitudes), projects can inform a wide range of individual, group and organisational behaviours and decisions, leading to impacts that go beyond the economy, environment, health and well-being or policy.

This is about how one impact creates a snowball effect into another impact.

e.g. Anti-stigma campaign reduces stigma in community which leads to more people accessing primary care and diagnoses and follow-up support.

8.Cultural impacts

Changes in the prevailing values, attitudes, beliefs, discourse and patterns of behaviour, whether explicit (e.g. rules or law) or implicit (e.g. rules of thumb or accepted practices) in organisations, social groups or society that deliver benefits to the members of those groups or those they interact with.

e.g. change in culutral belief that dementia is a “curse” or something given to you by a higher power.

9.Other social impacts

Benefits to specific social groups or society not covered by other types of impact.

e.g. change in cultural belief that dementia is a “curse”

10.Capacity or preparedness

Projects that lead to new or enhanced capacity (physical, financial, natural, human resources or social capital and connectivity) that is likely to lead to future benefits, or that makes individuals, groups or organisations more prepared and better able to cope with changes that might otherwise impact negatively on them.

e.g. exchange between projects sparks collaborations able to apply for future funding

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Recommended addition…

11.Methodological impacts

Projects that curate new methods of co-production across community groups, organisations, people living with dementia and family carers.
Projects that improve how we work together and contribute to understanding of what good co-production looks like with diverse communities.

e.g. understanding of how to include a community who previously were underrepresented in dementia research

Impact isn’t always positive or intended

Impact can be positive and negative, intended and unintended.

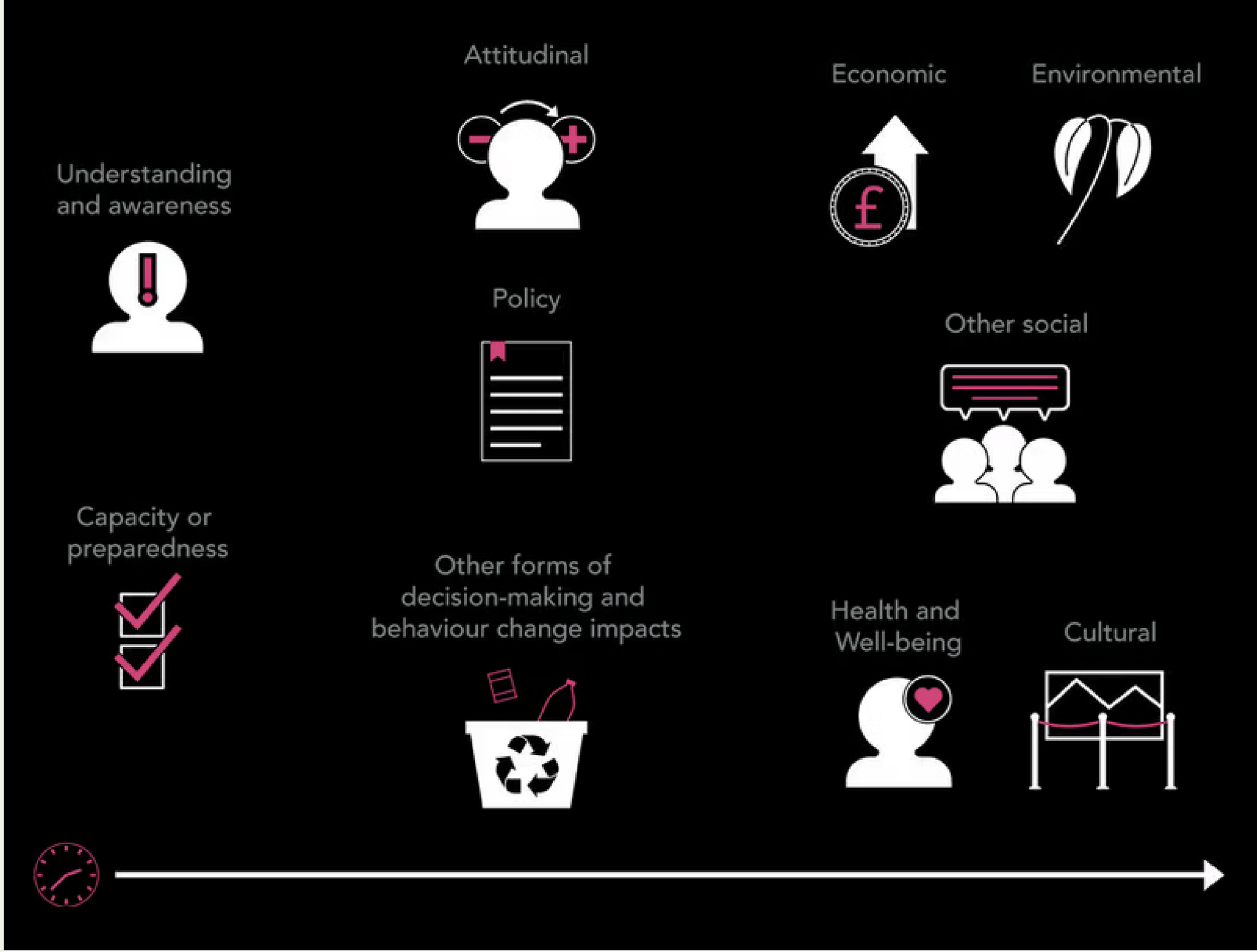
It’s important you make space to explore all of this during your planning and mitigate risks of causing harm.

e.g. psychological security for participants and project teams, physical environment of activities etc

What impact will my project have?

Activity 1:

Which impacts do you think your project will have?



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Creating a roadmap to change

Question to ask yourself: What change do we want to make by undertaking our project?

- This might look different for different members of your group - that's okay!
- Once you know what you want to change, you can begin to figure out how to achieve the change.

Question to ask yourself: How will we achieve the change?

- A roadmap to change is the steps you need to take to achieve the change.

Fast Track Impact planning template

Impact goal	Relevant parties	Activities	Impact indicators	Impact risks	Risk mitigation	Organisational comments
Describe the benefit that will be delivered	**Name of organisation(s), group(s) or individual(s) who will benefit from these impacts, who may be able to help us to deliver impacts or who are interested in these impacts for other reasons (see your 3i analysis)**	**Identify activities that could enable these parties to get the benefits described in the impact goal, or enable them to deliver these benefits for others**	**What would success look like, and how would you capture this for communication to others? Identify indicators that you could measure (either qualitatively or quantitatively) to demonstrate that your impact goal(s) have been achieved**	**Identify risks that could prevent impacts from being achieved and/or that could lead to negative unintentional consequences**	**Explain how the identified risks can be mitigated**	**Who will be responsible for delivering the impact goal? Identify any other organisational needs e.g. funding, training or other resources that may needed, and proposed initial actions and timings**
Articulate your goal as specifically as possible. This can include goals of other organisations whose impacts we want to help achieve	Write the name(s) here	Write the activities here	List relevant indicators and means of measurement here	List risks, explaining the nature and magnitude of each risk	Provide risk mitigation narrative here	List anything else necessary to achieve the impact here

https://www.fasttrackimpact.com/post/2019/03/18/research-impact-planning

Case Study: Bridging the Gap

“Bridging Gaps in Dementia Care: Co-Producing Culturally Appropriate Solutions with South Asian Communities”
- Project website

Aim of the project:
To build trust and co-create culturally appropriate resources that meaningfully engage South Asian communities in shaping dementia care, research, and services.

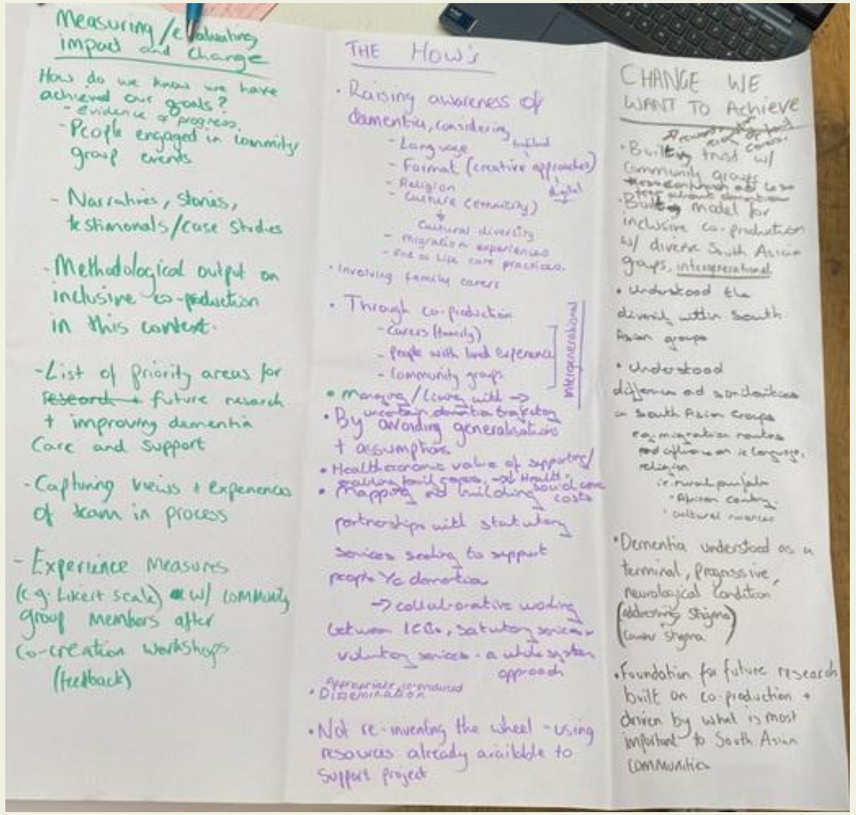
Case Study: Bridging the Gap

Guided by co-production, we will:

1. Build trust with South Asian community groups across London and the West Midlands.
2. Establish a Community Advisory Board (CAB) and identify community-peer researchers to provide ongoing guidance and act as bridges between the project team and community groups
3. Co-produce culturally appropriate engagement resources by tailoring and refining existing Network materials
4. Train community-peer researchers to deliver these resources in understanding priorities for inclusive dementia care from the perspectives of South Asian communities
5. Pilot and refine resources through co-creation workshops to develop a shared vision for excellent and inclusive dementia care.

Case Study: Bridging the Gap

Community Advisory Board meeting 1 - understanding



Case Study: Bridging the Gap

The changes we want to achieve:

- Build trust with South Asian community organisations
- Less confusion and fear about dementia
- Build model for inclusive co-production with diverse, intergenerational South Asian groups
- Understand the diversity of South Asian groups including
- Understand differences and similarities in South Asian groups (e.g., migration routes, influence on language, religion)
- Dementia understood as a terminal, progressive, neurological condition
- Addressing and countering stigma
- Foundation for future research built on co-production and driven by what is most important to South Asian communities
- Understand best ways to engage in inclusive coproduction with diverse South Asian community groups

Case Study: Bridging the Gap

Community Advisory Board meeting 2 - prioritising

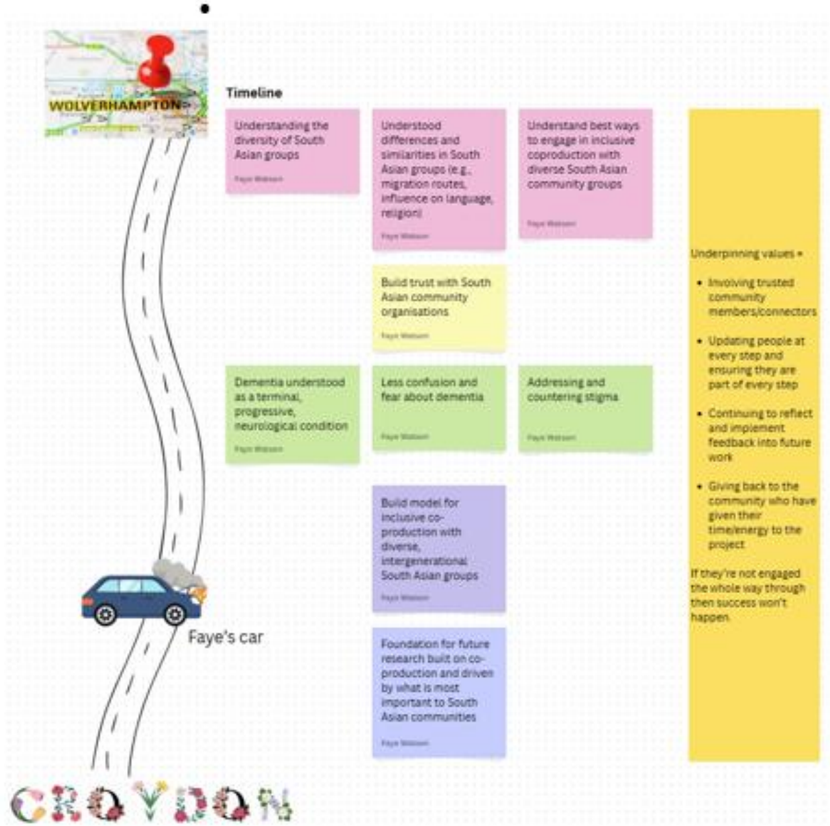


Figure 6: A roadmap timeline of changes we want to achieve from the online group

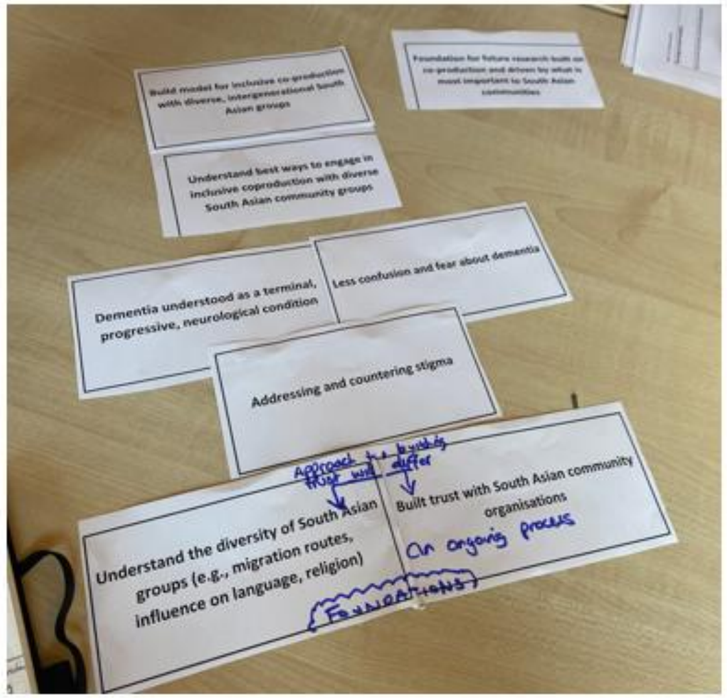


Figure 5: The foundations needed to achieve change on this project

Case Study: Bridging the Gap

Community Advisory Board meeting 3 - contextualising

How do we know we're achieving change?

EVALUATION!

What is evaluation?

Evaluation is a structured way of understanding the value, quality, and impact of your project by gathering evidence about:

- What you did
- Who was involved
- What changed for them
- How you know
- What you learned
- What you would do differently next time

Proportionate evaluation

Proportionate evaluation means collecting just enough meaningful evidence to understand what changed, for whom, and why it matters without creating unnecessary burden for participants or project teams.

Why proportionate?

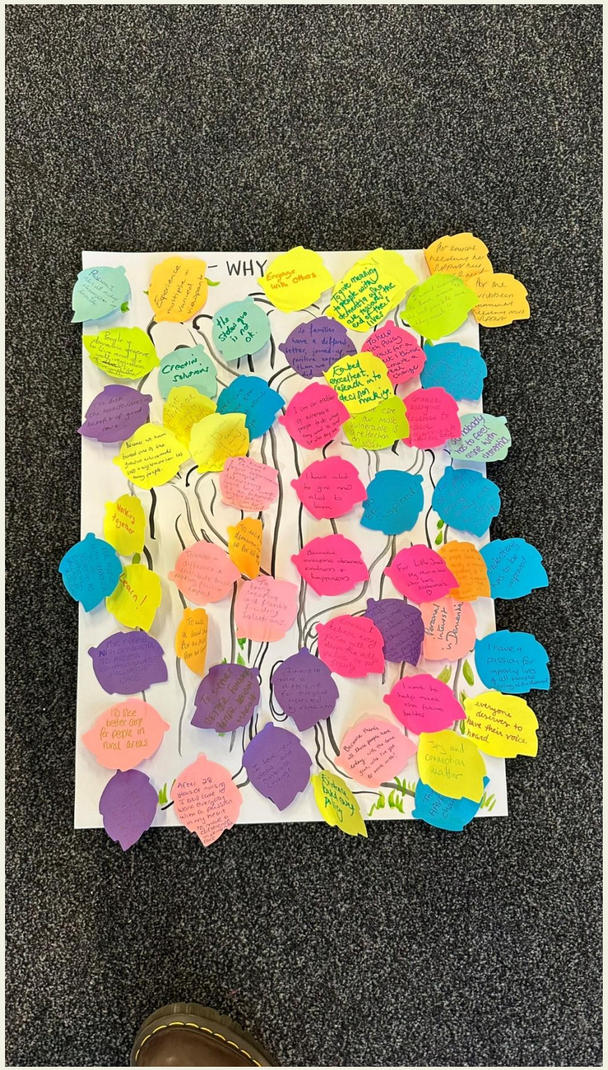
- Small projects don’t need heavy, resource-intensive evaluation
- Focus on useful, light-touch, meaningful evidence
- Prioritise what helps you understand what changed and why it matters

Evaluation methods

Once you know what you want to know, you can plan an appropriate method of evaluation.

Why use different evaluation methods?

- Different people express themselves in different ways
- Dementia-inclusive projects need flexible, accessible approaches
- No single method captures the full picture of change
- Combining methods strengthens your evidence and your story



Evalaution methods: Impact Logs

- A simple, running record that captures everything that happens during your project that helps you track impact as it emerges, rather than trying to remember it all at the end.
- Activities, interactions, feedback, decisions, unexpected outcomes, and early signs of change.

What to record:

- Dates of activities or interactions
- Who was involved
- What happened
- Quotes or observations
- Unexpected outcomes (positive or negative)
- Early signs of change or impact
- Follow-up actions or decisions

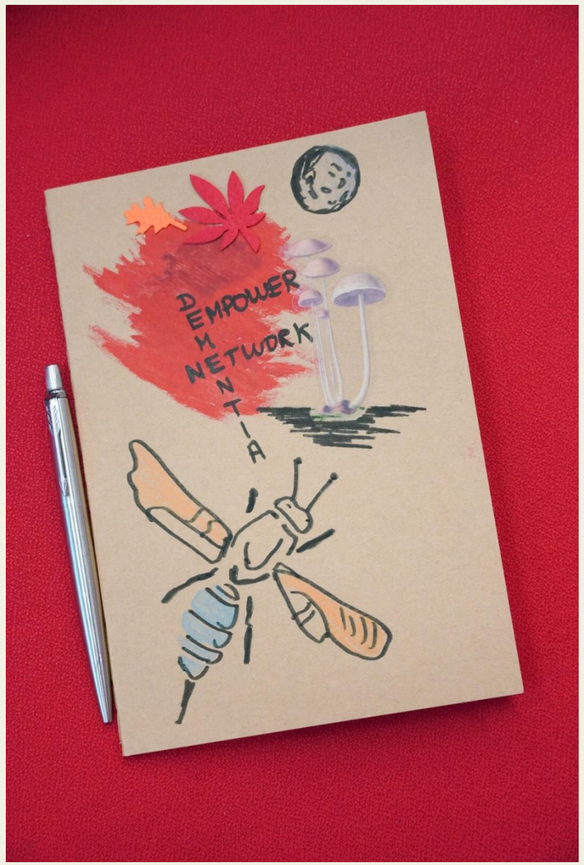
Evalaution methods: Impact Logs

Helpful template:

Date	Activity / Interaction	Who Was Involved	What Happened	Evidence / Quotes	Early Signs of Change or Impact	Follow-Up Actions
DD/MM	e.g., Workshop, call, session, meeting	Participants, carers, staff, partners	Brief factual description	Quotes, observations, feedback	What shifted? What's emerging?	Next steps, decisions

Evalaution methods: Reflective diaries

- Description of the experience
- Feelings and thoughts about the experience
- Evaluation of the experience, both good and bad
- Analysis to make sense of the situation
- Conclusion about what you learned and what you could have done differently
- Action plan for how you would deal with similar situations in the future, or general changes you might find appropriate



Gibbs' Reflective Cycle: A model of reflection

Evalaution methods: Surveys

- Quick, accessible way to gather feedback
- Useful for capturing changes in understanding, confidence, or experience
- Easy to analyse and compare over time
- Works well alongside qualitative methods

What good surveys include:

- Short and focused (5–8 questions max)
- Clear, simple language
- A mix of scaled questions (e.g., confidence, understanding) and open questions (e.g., “What changed for you?”)
- Space for participants to share anything unexpected

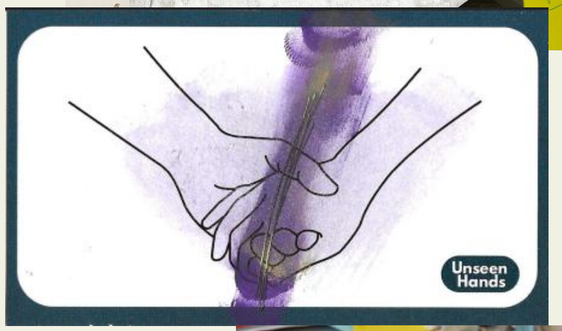
Evalaution methods: Surveys

A personal favourite:

“In one word, how would describe your experience today”

Evalaution methods: Creative or arts-based methods

Approaches that use art, movement, sound, or imagery to help participants express experiences, emotions, and changes in ways that may be more accessible, enjoyable, or meaningful.



- Inclusive for people who may find verbal or written feedback difficult
- Capture emotional, sensory, and relational dimensions of change
- Support expression beyond words
- Create a relaxed, engaging evaluation environment

Evalaution methods: Creative or arts-based methods

Examples of creative methods:

- **Painting or drawing:** Participants express feelings or experiences visually
- **Photography:** “take a photo of something that represents how you felt today”
- **Poetry or short phrases:** Co-creating a group poem from single-word reflections
- **Dance or movement:** Noticing changes in confidence, engagement, or connection
- **Music or sound:** Using rhythm or soundscapes to reflect mood or energy

Evalaution methods: Semi-structured interviews

A flexible, conversational way of gathering rich insights. You use a set of guiding questions, but allow participants to shape the direction of the conversation.

What to ask:

- Open questions (“Tell me about…”)
- Prompts about change, confidence, connection, or challenges
- Reflections on what was helpful or meaningful
- Suggestions for improvement

Proportionate approach:

- Keep interviews short (15–30 minutes)
- Use accessible language
- Offer options: in-person, phone, video, or supported conversation
- Record notes or audio (with consent)

Evalaution methods: Semi-structured debriefs

Short, structured group conversations held after an activity, session, or milestone to reflect on what happened, what was learned, and what changes are emerging.

What to discuss:

- What went well today?
- What challenges did we notice?
- What surprised us?
- What changed for participants?
- What should we adapt for next time?

Proportionate approach:

- Keep it short (10–15 minutes)
- Use the same 4–5 prompts each time
- Capture notes in your impact log
- Make space for all voices, including volunteers and partners

Evalaution methods: Other methods

- **Rapid feedback** e.g. writing one word/phrase onto Postit note
  - Good to do at start and end with same prompts to measure change
  - Can be made more accessible by providing cards with words/pictures/emotions on them
- **Feedback walls** with prompts
- **Partner reflections** with prompts
- **“Exit tokens”** - people choose a codified token to represent their experience

	Design	Delivery/outputs	Impact
Face to face and interactive tools			
Semi- structured interviews	✓	✓	✓✓✓
Workshops or focus groups	✓✓✓	✓✓✓	✓✓✓
Drop-in meetings and pop-up shops	✓✓✓		
Video diaries		✓✓	✓✓
Vox pops		✓✓✓	
Participant respond on their own			
Structured questionnaires	✓✓	✓✓✓	✓✓
Public lecture multiple-choice questions		✓✓	
Event feedback forms		✓✓	
Rich pictures		✓✓	
Entry/exit quizzes		✓✓	
Reward cards		✓✓	
A postcard to your future self		✓	✓✓✓
Graffiti wall		✓✓✓	
3D post-it feedback		✓✓✓	
Buckets evaluation		✓✓	
Sign in sheets		✓	✓
Other			
Advance tally counting		✓✓	
Media analysis		✓✓	
Event app		✓✓	✓
Aerial or fixed point photography		✓✓	
Photo survey			✓✓✓

“A common standard for the evaluation of public engagement with research” - Mark Reed *et al.*

Case Study: Bridging the Gap

What do we need to measure?
Community Advisory Board:

What do we want to know?	How will we find out?
Does the Community Advisory Board (CAB) have a greater understanding of the diversity and differences within South Asian groups?	CAB workshops 1-4 and summary documentation of discussion and outputs. Short questionnaire delivered as part of interim (6-month) evaluation for funder.
Does the CAB have a greater understanding of how to undertake inclusive co-production with diverse South Asian communities?	
Has the CAB identified any gaps in knowledge/access within South Asian groups?	
Do the community organisations involved in the CAB feel better connected to other members of the CAB?	
Are there any barriers we need to overcome to improve trust and connectedness between CAB members?	

Case Study: Bridging the Gap

Our communities:

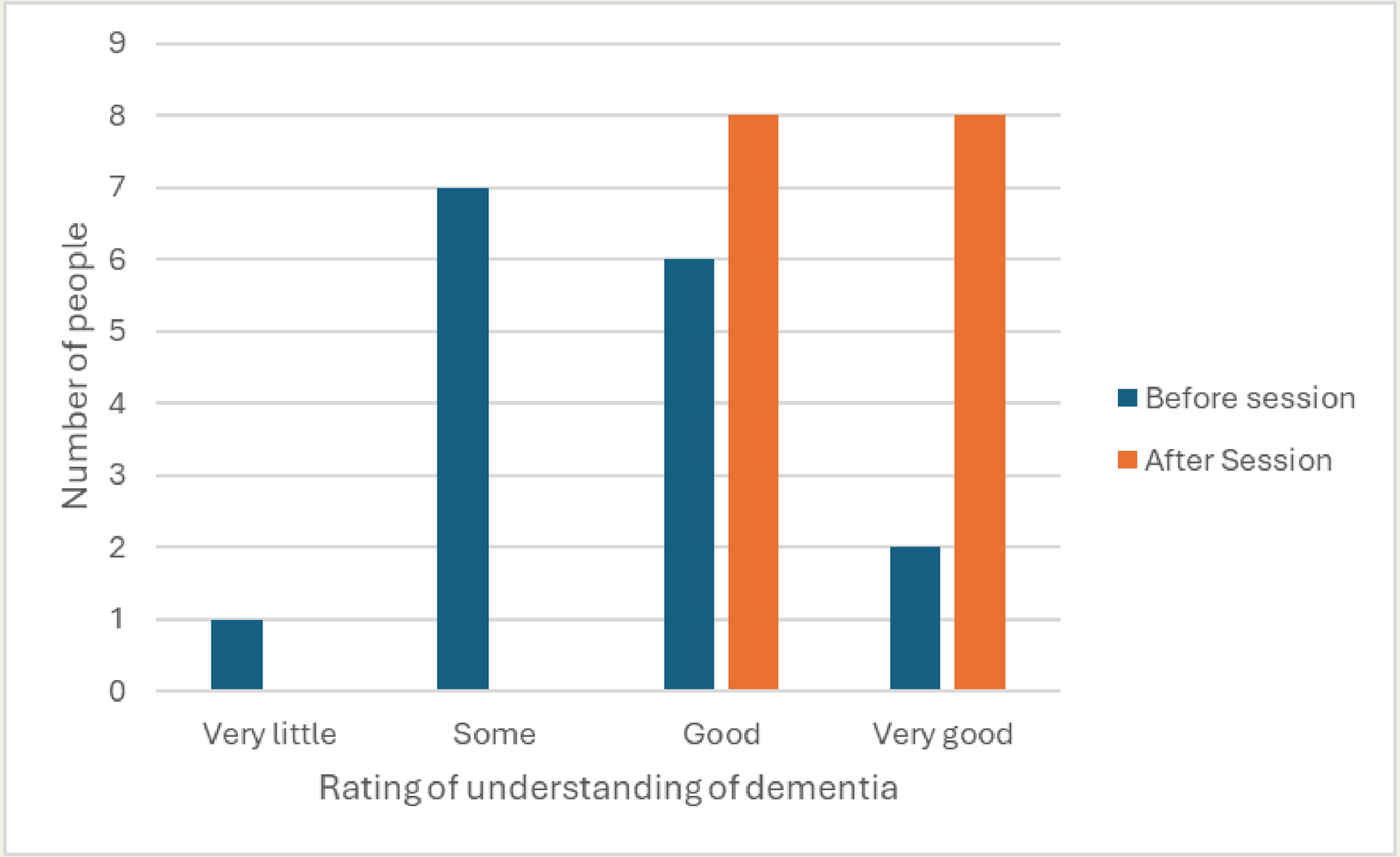
What do we want to know?	How will we find out?
Is there a greater understanding of what dementia is within the South Asian groups we are working with on the project?	Short written survey and qualitative evidence collected during events/workshops Capturing of qualitative data about events e.g. no. attendees, gender, age
Is there less confusion and fear around dementia within the South Asian groups we are working with on the project?	
Do the South Asian groups we are working with feel less stigma associated with dementia?	

Case Study: Bridging the Gap

CAB and communities:

What do we want to know?	How will we find out?
Have we created a model that is easily reproducible within other South Asian communities?	Testing within another community group elsewhere in the UK
Are there plans for future working, collaborations or funding between CAB members?	Semi-structured interviews conducted towards the end of the project Longer-term follow up with CAB members after the project has ended.

Case Study: Bridging the Gap



Case Study: Bridging the Gap

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	Strongly disagree	Slightly disagree	Neither agree or disagree	Slightly agree	Strongly agree
My understanding of the diversity of South Asian groups has increased since starting the project.	0	0	1	3	6
My understanding of the similarities and differences between South Asian groups has increased since starting the project (e.g. migration routes, language, religion)	0	0	2	2	6
My understanding of the best ways to engage South Asian groups in co-production has increased since starting the project.	0	0	1	4	5

Case Study: Bridging the Gap

	Strongly disagree	Slightly disagree	Neither agree or disagree	Slightly agree	Strongly agree
This project has allowed me to share my expertise and knowledge	0	0	0	6	4
This project has allowed me to learn from others expertise and knowledge	0	0	0	2	8
This project provides a space where I feel I can share openly	0	0	0	3	7
This project provides a space where I feel I can share openly	0	0	0	3	7
This project provides a place I feel respected	0	0	0	2	8
I feel I have been able to contribute to decision-making within this project	0	0	1	1	8
I feel that this project has produced partnerships that will sustain beyond the end of this project.	0	0	0	2	8

Evalaution methods: Top tips

- Capture everything as you go
- Don’t underestimate the number of facilitators/volunteers needed to capture evidence - you need “listeners”
- Make sure your methods are culturally appropriate e.g. language
- Leave space for the unknown
- Catch people before they leave

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Thank you! Any questions?

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UKRI Economic and Social Research Council

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The Career University

Resources & references

- EMPOWER Small Research Project fund impact report template
- Research impact planning template – Fast Track Impact
- Types of impact – Fast Track Impact
- Gibbs' Reflective Cycle – Uni of Edinburgh pages
- Public Involvement in Research Impact Toolkit (PIRIT) – Cardiff University
- Learning Together: An evaluation framework for patient and public engagement in research – Centre of Excellence on Partnership with Patients and the Public
- "A common standard for the evaluation of public engagement with research" - Mark Reed *et al.*