

Making an Impact 2023 Report



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Executive Summary

Planning, Design & Delivery:

- Making an Impact 2023 was meticulously planned and designed in consultation with a diverse Steering Committee representing various departments, special interest groups, and career stages.
- The Steering Committee played a crucial role in shaping the program's condensed, one-week format while ensuring inclusivity and accessibility throughout the design process.

Enabling Accessibility and Inclusivity:

- Robust measures were taken to ensure accessibility, including pre-session communication with facilitators about accessibility adjustments, live captions for all sessions, and sharing the Academy's Code of Conduct.

Session Delivery:

- Making an Impact 2023 featured a total of 85 sessions, including online, in-person, 1-to-1 sessions, and facility tours.
- The program's new elements included a Virtual Delegate Pack, which collated asynchronous resources for easy navigation, recorded sessions, podcasts, blogs, and Top Tips booklets.
- Notably, Making an Impact 2023 witnessed an increase in registrations across various career stages.

Feedback:

- The long-term impact of Making an Impact on participants' professional practice was evaluated, revealing themes such as improved networking skills, better understanding of university processes, and enhanced leadership skills.
- Participant feedback for Making an Impact 2023 was overwhelmingly positive, with participants noting the practicality, usefulness, and insights gained from various sessions.

Facilitator/ Speaker Feedback:

- Facilitators and speakers provided positive feedback regarding session support and organization.
- Areas for improvement from facilitators and speakers included clearer session advertising and more spaced-out sessions in the program.

Overall Reflections:

- The program's success included targeting researchers at earlier career stages, offering a wide variety of sessions, both in-person and online, and the virtual delegate pack that facilitated engagement.
- Areas for improvement included the need for more time between sessions, improved networking opportunities, and a streamlined programme.

Plans for Making an Impact 2024:

- Making an Impact 2024 plans to return to a 5-week program, with a focus on networking opportunities and equal representation of SHAPE and STEM themes.
- The program will expand to address global partnerships, enterprise & commercialization, and consultancy, while enhancing accessibility and real-life case studies in the Making an Impact Framework.

Final Thoughts:

- Making an Impact remains a flagship series at the University of Liverpool, aligning with the university's values of ambition, collaboration, inclusivity, innovation, and responsibility.
- The program continues to evolve to meet the development needs of its participants while staying true to the university's strategic vision.

Making an Impact 2023 has demonstrated the effectiveness of its planning, delivery, and commitment to inclusivity, with a strong foundation for future growth and impact.

Aims and Objectives of Making an Impact 2023

Making an Impact 2023 was developed using ideas generated through engagement with the steering committee, feedback from participants from previous years and the Making an Impact Framework.

The Series aimed to deliver high quality innovative events for all researchers and research related staff irrespective of career stage or discipline. The programme sought to build on resources and activities from previous Series, and enable participants to boost research impact productivity, develop their personal and professional research impact attributes, and strengthen the cohesion, resilience and sustainability of our university's knowledge exchange potential.

The compact design of Making an Impact 2023, which ran over 5 days in week (compared with 5 weeks in 2022) was created to provide an intensive boost of learning and development that was supplemented with pre- and post-session resources that were available to access at any time depending on the needs and ambitions of the participants. PGRs and staff were encouraged to access supporting resources as part the searchable programme, which launched 6 weeks before live sessions were delivered. These resources continue to be promoted via staff and student news articles to encourage engagement with research impact throughout the academic year.

Delivering the University's Strategic Objectives

The [Knowledge Exchange Framework \(KEF\)](#) led by [Research England](#) is a metrics-driven assessment framework providing a range of information on the knowledge exchange activities of universities in England, and how they work with external partners for the benefit of the economy and society. KEF results allow universities to better understand and improve their own performance in knowledge exchange.

The seven KEF perspectives, Research partnerships, Working with business, Working with the public and third sector, Skills, enterprise and entrepreneurship, Local growth and regeneration, IP and commercialisation, and Public and community engagement, are incorporated into the [Making an Impact Framework](#), which is embedded in the design of the Making an Impact programme.

The latest results of the [KEF \(KEF3\)](#) place the University of Liverpool in the top 20% in the sector for Research Partnerships, Working with Business, and Working with the Public and Third Sector. The results also recognise our high engagement in IP and Commercialisation, and Public and Community Engagement.

The [Knowledge Exchange Concordat](#) includes contains eight guiding principles, including Principles 5: Capacity building. Making an Impact offers a clear programme of activities that enables researchers to boost research impact productivity, develop their personal and professional research impact attributes, and strengthen the cohesion, resilience and sustainability of the University's knowledge exchange potential. Furthermore, it promotes the accessible support for staff at all levels and PGRs wanting to establish and grow new enterprises or activities.

The University of Liverpool is committed to developing researchers for future roles in careers both within and outside of academia. This is a key area of focus in our [Researcher Development Concordat Action Plan](#), of which Making an Impact plays a part by delivering a

variety of activities that support the development of skills and knowledge in working with different sectors, networking, and IP and commercialisation. Moreover, the Making an Impact Framework is designed as a guide to enable researchers to create a bespoke development plan for their learning needs over the Series.

The objectives of Making an Impact 2023 were:

- Develop Liverpool researchers for future roles in careers both within and outside academia.
- Stimulate conversations and encourage engagement with employers and leading industry professionals across different sectors.
- Develop an enhanced awareness of research impact and knowledge exchange and the relevant services and departments that can be accessed through the University to support engagement with different sectors.
- Deliver an Inclusive and accessible programme as well and build on the [resources and materials](#) generated during previous Making an Impact Series which will continue to remain available beyond the Series.
- Understand and promote the importance of an inclusive, positive research culture and improved wellbeing
- Utilise short term investment from HEIF Industrial Strategy funds for maximum return.

Planning, Design & Delivery

Planning and designing a condensed series

Making an Impact 2023 was planned and designed in consultation with the Making an Impact Steering Committee, members of whom were invited onto the committee to ensure diverse representation of relevant departments, special interest groups, and career stages. These included:

- Research Impact Officers from each Faculty
- Representative from IP Commercialisation
- Head of Consultancy & Industrial Strategy
- Portfolio Lead for Partnerships
- Head of International Partnership Development
- Partnerships and Innovation Manager
- Organisational developer
- Media Relations Manager
- Development and Alumni Relations
- Knowledge Exchange Evaluation Officer
- Entrepreneur in Residence
- Race Equality Officer
- Research Staff Association Co-Chairs

The Steering Committee provided feedback and insights into creating the condensed programme, which was planned to run over one week (in comparison to 2022, which ran for five weeks), in addition to contributing to initial programme design to ensure that the overall aims of the Series were met and that inclusivity and accessibility were considered in all parts of the design process.

Enabling accessibility and inclusivity

As per policy in the Researcher Development team of The Academy, facilitators and/or speakers were informed of any accessibility adjustment requests one week before the session was to take place to ensure they could respond positively to any requests. Instructions were also provided at the beginning of any online sessions that ensured that all spoken guidance was added to chat and encouraged participants to contribute by unmuting or using the chat, whatever they felt more comfortable with.

The Academy's Code of Conduct:

<https://www.liverpool.ac.uk/researcher/development/conduct-events/> was also shared at the beginning of all sessions. Additionally, live captions were available for all sessions and all recordings included captions.

Session delivery

All Making an Impact 2023 sessions were delivered from 5 – 9th June. These included 88 sessions (length varying from 15-min drop-ins to 3-hour workshops):

- **13 online sessions**
 - 6 workshops, 3 masterclasses, 1 bootcamp, 2 'in-conversation' interviews,
- **22 in-person sessions**
 - 15 workshops, 3 masterclasses, 1 'in-conversation' interviews, 3 introductory sessions
- **46 1-to-1 sessions**
 - 26 individual CV and career coaching 1:1 surgeries
 - 5 in-person, 21 online
 - 20 in-person drop-in impact surgeries
- **4 facilities tours**
 - 2 Materials Innovation Factory tours
 - 2 Digital Innovation Facility tours

New elements of Making an Impact 2023

Virtual Delegate Pack

In recognition of the condensed delivery of Making an Impact 2023, the asynchronous offering was enhanced in a [Virtual Delegate Pack](#).

This online space brought together all the asynchronous elements of Making an Impact into one place, enabling participants to easily navigate the resources available to them an accessible format and in line with their own learning needs.

These included a [Pocket Book of Top Tips](#) was created by the speakers and facilitators who contributed to Making an Impact 2023. These have themes that link to different aspects of ensuring that impact is embedded within your research and professional practice. The themes included 'Career development', 'Collaborating', 'Knowledge exchange', 'Open research', 'Personal effectiveness', and 'Public engagement'.

[Resources](#) from all previous Making an Impact series are curated by theme in this area of the virtual delegate pack. The themes are designed to further support delegates to enhance their learning.

[Seventeen sessions](#) were recorded and published from Making an Impact 2023 within 48 hours of the session ending. These have been viewed 266 times since being published in June 2023.

Three [podcasts](#) were recorded for a special Making an Impact series as part of The Academy's [Developing Practice](#) podcast.

These included 'Communicating with Business and Industry', 'Designing and evidencing impactful research', and 'Evaluating impact: beyond the evaluation form'. To date, these have 147 listens since publication.

Three [blogs](#) were written by facilitators of sessions in Making an Impact 2023. These included ‘Learning from researchers to develop Narrative CV resources’, ‘Dealing with nervousness over media interviews’, and ‘The benefits of policy briefings’. These have been viewed 64 times since publication.

Enhanced facilitator/ speaker support

To support the contributions of the external and internal facilitators and speakers, they were provided with a comprehensive booklet of information one week before their Making an Impact began. This included an overview of the Making an Impact Series, guidance on posting to social media, confirmation of their session details and the registration details of all their sessions. Further, each facilitator/ speaker had a dedicated member of the Researcher Development team to support them in delivering their sessions, either online or in-person.

Key numbers

Table 1 highlights the key figures from the Making an Impact 2023 Series. This programme was open to all staff who research, PGRs and research-related staff at all career stages across all faculties. Making an Impact 2023 had a total of registrations (876); over the five-day Series, there was an increase in registrations from postgraduate researchers (30% from 24% in 2022), Academic, Teaching and Research staff (30% from 18% in 2022), Mid-Career Researchers (4% from 2% in 2022), and Principle Investigators (5% from 3% in 2022) when compared with Making an Impact 2022. Further, there was an increase in participants from HSS (30%) when compared with 2002 (27%). The breakdown of participation by Faculty and role for each session can be found in Appendix 1.

The Series included 85 sessions (13 online, 22 in-person, 46 1-to-1s, 4 facility tours); 44 facilitators (22 internal and 22 external); 5 sessions open to university partners; 18 recorded sessions with 266 views; a Virtual Delegate Pack with 396-page visits, including 3 podcasts with 147 listens, 3 blogs with 64 views, Top Tips booklet with 102 views, and an Inspirational playlist with 51 views.

Table 1. Key numbers for Making an Impact 2023

Item	Figures	Change from 2022
Registrations	876	↓
UoL	769	↓
non-UoL	107	↓
Faculty participation		
HLS	17%	↓
HSS	30%	↑
SE	22%	↓
Central services	4%	↓
Job Role participation		
PGRs	30%	↑
PDRAs	22%	-
ECRs	1%	↓
A, T, RS	31%	↑
MCRs	4%	↑
PI/ MoRs	5%	↑
PSS	13%	-
CRS	1%	-
Programme	85	↑

Online	13	↓
In-person	22	↑
1-to-1s	46	↑
Facility tours	4	↑
Recorded sessions	18	↓
Views	266	↓
Podcasts	3	-
Plays	147	↓
Virtual Delegate Pack views	396	-
Top Tips booklet	102	-
Inspirational playlist	51	-

This table highlights the changes in participation and programme from Making an Impact 2022 and 2023. For context, Making an Impact 2022 ran over 5 weeks when compared with Making an Impact 2023 which ran for 5 days in one week. Abbreviations: UoL: University of Liverpool; HLS: Health and Life Sciences; HSS: Humanities and Social Sciences; SE: Science & Engineering; PGRs: Postgraduate researchers; PDRAs: Postdoctoral research associates; ECRs: Early career researchers; A, T, RS: Academic, teaching and research staff; MCR: Mid-career researchers; PI: Principle Investigators; MoRs: Managers of researchers; PSS: Professional service staff; CRS: Clinical research staff.

Feedback

Overall evaluation of Making an Impact

Making an Impact 2022 post-event evaluation

The 6-month-post-Making an Impact 2022 survey also asked participants how much impact the Series had on individuals in relation to different aspects of their professional practice. Figure 2 shows the results of these responses (n = 12).

Selected comments from the surveys are shown below:

“Taking part in tours of the MIF and Formula Student in 2019 and the DIF in 2023 has given me greater understanding the university's research interests and how the Library can support researchers.”

“It has given we a wider outlook on how research can be applied and valued (beyond papers and grants)”

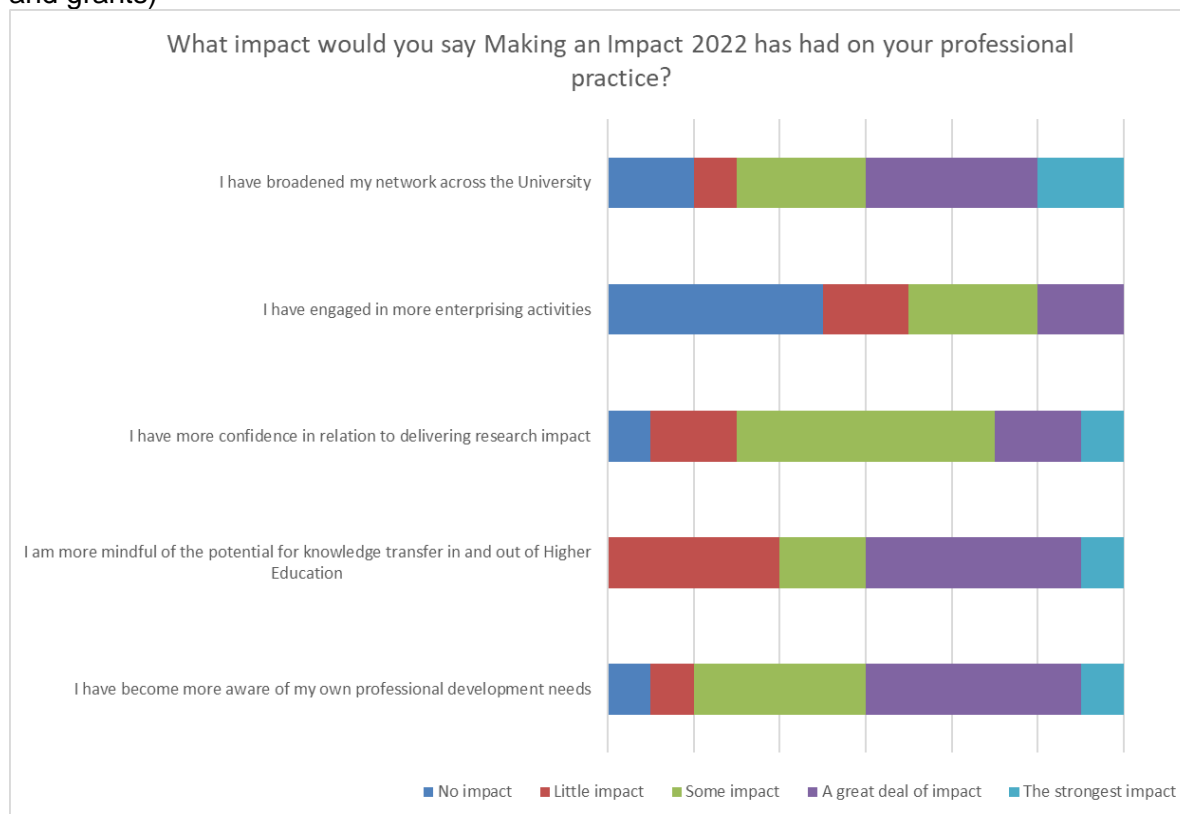


Figure 1. Reported impact of Making an Impact 2022 6 months' after the programme

Long-term impact of engaging with Making an Impact

Of the 180 feedback responses received, 88 were completed online and included the questions:

“Have you participated in previous Making an Impact Series?”

“How has it changed your practice?”

Furthermore, 12 individuals responded to the 6-month post-Making an Impact 2022 survey, which asked the question:

“Thinking back to 2022 and also any previous Making an Impact sessions that you may have attended since 2018, how would you say the Series has changed your practice? Please give any details about how you applied the knowledge, skills and expertise gained.”

This has enabled further analysis of the long-term impact of Making an Impact from participants. Table 2 shows a summary of the long-term impact themes from this feedback.

Table 2. Summary of the long-term impact of Making an Impact from 2018-2023

Theme	Years of Making an Impact attendance
Improved networking and collaboration skills	2021 - 2023
Better understanding University of Liverpool processes (including their role, context within the University, how departments support researcher, and the University's research interests)	2018 - 2023
Better at reflecting on and approach to development needs	2021 - 2023
Gained new skills or knowledge (general)	2022 - 2023
Wider outlook of how research can be applied and valued beyond grants/papers and evidencing this impact	2021 - 2023
Enhanced leadership and coaching skills	2022 - 2023

Participant Feedback for Making an Impact 2023

Participants were invited to provide feedback for each session they attended. This feedback could be completed online (all participants were emailed 2 hours after the session finished) or in-person (if the session was delivered on campus).

In total, 161 responses were recorded (88 online, 73 in-person), with 144 responses from University of Liverpool participants.

First, we focused on assessing the relevance of the sessions for participants and their perceived change in knowledge or understanding of the topics after attendance. Figure 2 shows that the majority of participants found that the sessions were relevant to their current learning needs and future careers plans. Figure 3 shows that over 50% participants indicated that they learnt a great deal about the session topic after attending.

Participants were also invited to share highlights of the sessions they attended. Overall, participants enjoyed the variety of sessions, practical examples and case studies that were highlighted during sessions, the expertise of the speakers/ facilitators and tools that they could take away and use in their day-to-day work.

Selected responses included:

Collaboration/ networking with non-university partners (Knowledge and skill axes: A-C)

"It was quite practical. Simple approach. The feedback on personal attempts were fantastic. I am so happy I did not wait to just watch the recording."

"I gained insights into language differences between academia and industry and also learned some things highly valuable to industry."

"The session was very insightful with clear examples that helped understand what the RPJ team do and how they can help."

"The partnering toolkit workshop was also very useful as it allowed to discuss with colleagues what they liked and how they are planning on using it."

"It was great to learn more about the research partnering toolkit – this will be a huge help in streamlining the process and speeding up early stages of forming collaborations."

Funding and grant writing sessions (Knowledge and skill axes: D, H)

“Excellent mix of information-giving, panel discussion and Q+A”

“Very useful to have this session available to me as a second year PhD student given the amount of time to think and plan and build up a profile.”

“Have written a couple of fellowship applications in the past, and this was a nice overview of the process.”

Local growth and regeneration (Knowledge and skill axis: E)

“Thanks for the fascinating insights into the work of the VEC and the DIF.”

“V. helpful to have examples of impact pathways.”

“Brilliant session and really appreciated how involved the local contacts were.”

Skills, enterprise and entrepreneurship (Knowledge and skills axis: F)

“I thought the session was great. I loved the idea of everyone sharing their different methods, as no one method works for all. As well as the protected 30 mins of work!”

“Really helpful exercises and I'm looking forward looking through the [resources].”

“I have a better idea of how I will present myself online while being myself.”

Public engagement-themed sessions (Knowledge and skill axes: G)

“The session gave an excellent introduction to the key issues involved in public engagement evaluation and the discussions helped people talk about the relevant usefulness of some key methods.”

“It was absolutely fantastic. The use of relatable metaphors/similes was brilliant. The outline was also helpful in weaving it all together. Thank you.”

“A very informative presentation. Lots of good examples. The presenter was very friendly and knowledgeable.”

“It made me think doing interviews but from the perspective of the interviewer which I didn't expect.”

“Super engaging, good to learn about this from someone so experienced.”

1:1 coaching/ impact surgeries (Knowledge and skill axis: H)

“My coach was empathetic, helpful, understanding and kind. She let me speak, she listened actively and asked productive/stimulating/constructive questions. Only at the end of the session she gave me very relevant and useful suggestions / guidance advice”

“[My coach] was very helpful, they asked me a series of questions and help to me think about some areas I hadn't considered. The session also helps to be set some meaningful goals for myself and my career search.”

“The cross-faculty impact drop in was really useful especially as someone who's research cuts across all three faculties, having input from all was very helpful.”

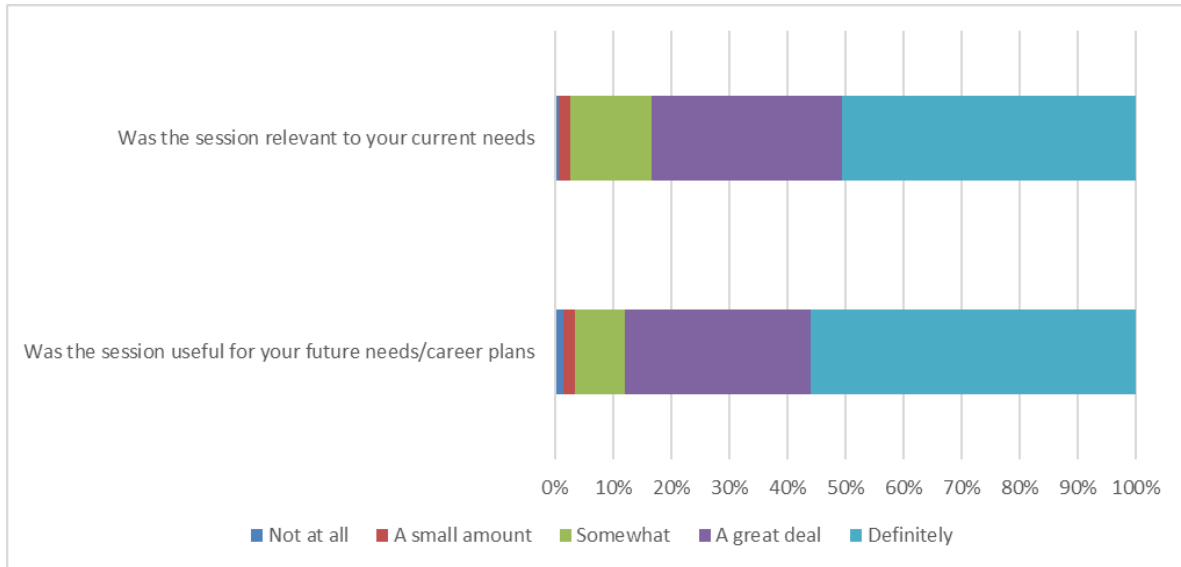


Figure 2. Reported relevance of sessions to current and future needs of participants

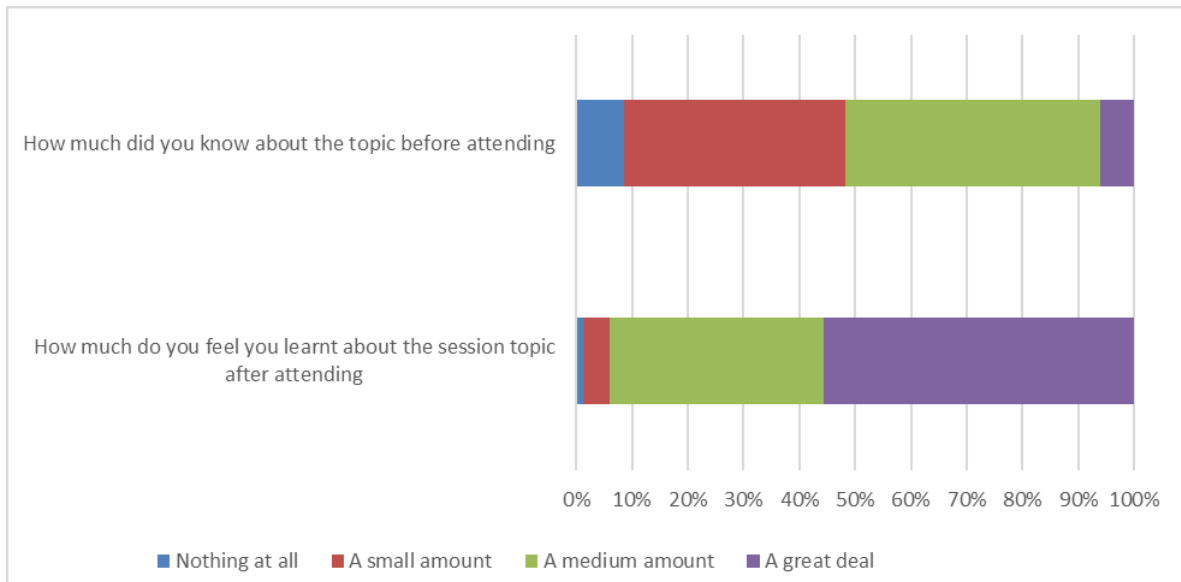


Figure 3. Reported knowledge of session topic before and after attendance

We also asked participants “What actions will you take as a result of your attendance at the session(s)?” Selected quotes are highlighted below:

“Engage in the ways of thinking communicated in the session to reflect on current relationships with industry partners.”

“Explore commercial report writing.”

“Be more strategic in my relationships with industry partners, ensuring that I am meeting their needs also. Aim to foster good, strong relationships.”

“Apply the learnings from this session for networking, communicating my research and public engagement.”

“Reflect on tailoring pitch to different situations/audiences; Striking the balance between being simple, non-technical but yet be highlight my uniqueness.”

“Further cooperation between Libraries, Museums and the Digital Innovation Facility.”

“Use funding canvas to condense research ideas and potential sponsors, mentors & host institutions for fellowship proposals.”

“Use the insights from this session as a springboard to prepare for interacting with non-specialist audiences and media.”

“Have made some networking opportunities and have a better understanding of future research directions in the UoL. The comments made will help greatly with the impact case I am building for the next REF - thank you for organising these sessions.”

What could be improved

The main themes for areas of improvement from the participants were:

1. **More spacing between sessions** in the programme to support attendance
2. Clearer guidance on who the sessions are pitched for, based on level of experience on the topic
3. **Clearer joining instructions** to help with understanding and accessibility
4. **More time to reflect** and internalise learning
5. More opportunities to **connect with peers and speakers** during and after the Series

Facilitator/ Speaker Feedback

All facilitators/ speakers were sent a feedback survey one week after their final session delivery together with a summary of feedback from their sessions. Thirteen out of 44 speakers/ facilitators responded to the survey. Figure 4 shows overwhelmingly positive responses to the pre-session information provided, format and support for their sessions on the day.

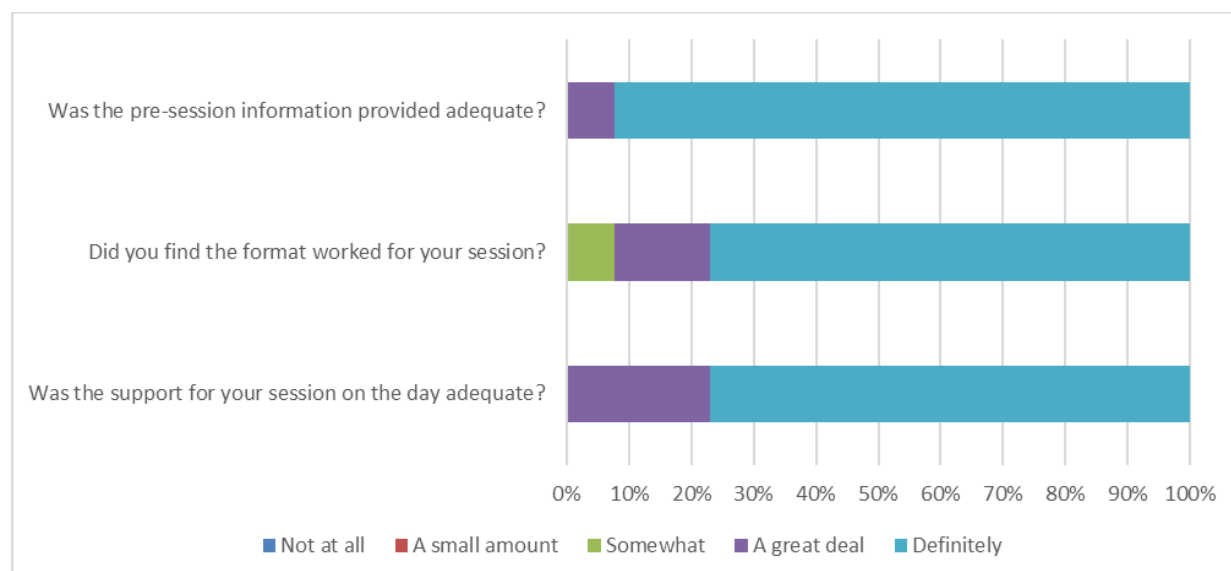


Figure 4. Feedback from facilitators regarding their involvement in Making an Impact 2023

Moreover, responses to the question “What worked?” included:

“Good to have a Liverpool person on hand.”

“Felt very supported with the tech which was great.”

“I really like the music playing in the room before - nice touch.”

“The team was organised and we felt well supported. The turn-out was good, which always helps make it feel a success, but part of this success was down to the room and setup chosen by your team - it felt full but comfortably spaced. The front of the room was setup really nicely for the panel.”

“Brilliant support from the MAI team before, during and after, it really made the process smooth.”

What could be improved?

The main themes for areas of improvements from the facilitators/ speakers were:

1. Clearer information about how the sessions are **advertised**
2. **More spacing between sessions** in the programme to boost engagement
3. **Streamline the searchable programme** so it is easier to navigate

Overall Reflections

Areas of success

The increased emphasis on sessions that targeted researchers at an earlier stage in their career, such as PGRs, was a demonstrable success, as highlighted by the increased proportion of participants in the programme from this group. This demonstrates the university's commitment to embedding the value of research impact throughout a researcher's career journey.

The variety of sessions – by working with the Making an Impact Steering Committee to obtain suggestions on the most relevant themes and mapping all sessions to the Making an Impact Framework, this Series continues to provide a provide rich, varied and high-quality development opportunities for researchers, academics and research-related professional services staff at all stages of their career with opportunities offered across all Faculties.

Both informal feedback during the Series and responses to the survey highlighted how important participants found the variety of session formats, which assisted participants in engaging with the Series. Of note, participants particularly valued the opportunity to attend in-person sessions, which supported their learning and offered excellent opportunities for peer discussions and networking. Moreover, they valued the ability to re-watch sessions that were recorded to embed their learning.

The virtual delegate pack provided a variety of options for the participants to engage in a streamlined and easy to navigate place. Participants enjoyed the variety of resources and support that this offered, including wellbeing activities and a motivational playlist, as well as a curated Top Tips booklet to summarise key knowledge across the different Making an Impact Framework themes.

Participants particularly highlighted the experience and expertise of the speakers and facilitators as a reason why they attended sessions – the mix of internal and external speakers supports both the development of new knowledge at the university and the dissemination of existing knowledge and skills across the university, which highlights our expanding expertise in delivering research impact at the university and the desire from our attendees to continue to develop their skills and knowledge in these areas.

Areas for Improvement

The delivery of Making an Impact over a shortened period of time in 2023 provided an opportunity for intensive learning for all participants over the week. However, approximately one third of survey respondents and a quarter of facilitators/ speakers reported that the short period between sessions and/or use of parallel sessions inhibited their ability to attend fully. Moreover, participants reported wanting more time to reflect and embed their learning.

Participants responded very positively to the return of more in-person sessions; however, they requested more opportunities to network and engage with other attendees and speakers. We consider embedding a structure to provide this for participants will further assist in our aim to enhance research impact knowledge and skills across the university and boost collaborations and interdisciplinary research.

The 1-to-1 coaching and drop-in sessions are consistently the most over-subscribed and sought-after activities in Making an Impact; participants responded from 2023 that they would like to see an increase in the availability of these sessions and link these more clearly with the Knowledge and Skills axes of the Making an Impact Framework.

While the variety and number of sessions was overwhelmingly applauded, participants felt that this requires a more streamlined searchable programme to help participants identify sessions that are delivered for their experience level. This recognises that job role does not always translate to experience level for different skills; therefore, clearer guidance on who each session is aimed at based on their existing knowledge or experience is important.

The communications plan for Making an Impact 2023 was successful in boosting engagement from PGRs, due to the targeted advertising across faculties; however, targeted for specific sessions that would be relevant for other staff groups could have been improved and improve engagement.

Plans for Making an Impact 2024

Making an Impact 2024 will build on the positive feedback and experiences of our facilitators/ speakers and attendees, while improving in the areas that have been flagged in 2023. This includes:

1. Returning to a **5-week programme**, with 4 weeks of 'live' synchronous activities and one 'reflective' week that will provide resources and opportunities to embed participant learning, as well as highlighting the variety of asynchronous resources available.
2. **More time between sessions**: there will be no parallel sessions in 2024 to ensure that participants are able to identify and attend as many activities as relevant to their learning needs.
3. Focus on **collaborative spaces and networking**: we will be providing an 'opt-in' community contact list for connecting with peers and speakers/ facilitators. We will also be providing more informal networking opportunities during Making an Impact.
4. Increased focus on **global partnerships, enterprise & commercialisation, and consultancy**: in line with the [University of Liverpool Strategy 2031](#) and feedback from participants on future session themes, Making an Impact 2024 will expand its sessions to focus on the above themes while also retaining a variety session that cover all the Making an Impact Framework knowledge and skills axes.
5. Equal representation of **SHAPE and STEM themes**, and highlighting interdisciplinarity: while there was an increase in attendance from HSS PGRs and staff, there was a reduction in attendance from STEM PGRs and staff. In Making an Impact 2024, we commit to delivering an equal variety of sessions that are relevant to SHAPE and STEM researchers and research enablers.

Finally, the Making an Impact Framework will be enhanced to improve its accessibility and provide real-life examples and case studies and how they map to the knowledge and skills required to deliver research impact successfully.

Final thoughts

Making an Impact continues to be a flagship Series for the University of Liverpool that is vital in support our strategic aim and vision of:

- *Embracing Liverpool's enterprising and creative spirit through research and education that transform students' lives and create a fairer, better world*
- *[Making] ground-breaking discoveries that shape the future, empower individuals to become changemakers*

We continue to ensure the Series is developed with the university's values in mind:

- **Ambitious:** the Series continues to develop and expand year-on-year to ensure that we remain relevant to the development needs of our ambitious PGRs and staff
- **Collaborative:** we work with the Making an Impact Steering Committee and using the participant feedback to co-create a Series that will offer the most valued and valuable activities and resources
- **Inclusive:** our Making an Impact Steering Committee includes representatives from different staff and student groups, and we are committed to delivering activities that go beyond our requirements as set out in our [Inclusivity Statement](#)
- **Innovative:** we reimagine Making an Impact year-on-year to ensure that this Series remains sector-leading in its offering
- **Responsible:** we retain a key focus on sustainability as a part of our Series development, in addition to focusing on local growth and regeneration as a key theme of our activities

1:1 Career Consultation - Elizabeth Adams	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
1:1 Career Consultation - Elizabeth Adams	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Keynote from University of Liverpool Vice Chancellor, Professor Tim Jones	73	12	7	4	2	0	3	7	5	2	1	3	4	5	4	5	0	9
What intellectual property do I have and how can I commercialise it?	11	0	0	0	1	0	0	1	2	0	1	0	0	4	0	0	0	0
An introduction to entrepreneurship for researchers	22	6	1	2	1	0	1	1	4	0	5	2	0	2	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Denise Chilton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Denise Chilton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Weird and wonderful career paths after studying medicine and physiology	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Getting attention: Elevator pitching	18	0	2	0	1	0	1	2	4	0	0	0	1	3	0	1	0	2
Cross-faculty impact surgeries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attracting your own research funding: writing & applying for fellowships	25	10	2	1	1	0	1	1	2	2	1	0	7	2	0	0	0	2
How to identify and approach potential clients	5	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0

Communication skills for career success	32	0	5	0	3	0	1	4	3	2	2	0	2	2	2	0	0	0
James Bond and surgical innovation: Solve a problem, don't design a product	17	2	5	3	1	0	0	2	2	0	0	0	0	0	0	1	0	1
Cross-faculty impact surgeries	2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Facility tour: Materials Innovation Factory	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
High impact productivity: Maximising the impact of short time periods	15	15	0	2	2	0	0	1	1	0	0	2	1	3	0	1	0	0
Creativity, innovation & problem-solving toolkit for research environments	14	0	1	1	0	0	1	5	0	0	1	0	0	3	0	1	0	0
Opportunity or national security risk? Spotting the difference	6	0	1	0	0	0	0	0	0	0	0	0	0	0	3	0	0	2
Facility tour: When imagination turns to innovation	2	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0
Finding balance through better boundaries	12	0	1	0	3	0	1	1	3	0	1	0	0	2	0	0	0	0
Disruptive technology & tech workforce of the future	7	1	0	1	0	0	0	1	0	0	0	0	1	2	0	0	0	1
Working in academic book publishing	15	3	1	1	0	0	0	2	0	0	1	0	3	2	1	1	0	1
Starting-up a commercial or social enterprise	10	0	1	0	1	0	1	1	1	0	2	0	1	1	0	0	0	0
Mic Drop: How academics can enjoy media interviews	20	0	1	0	2	0	1	0	1	1	2	6	0	3	1	0	0	1
1:1 Career consultation - Alys Kay	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0

1:1 Career consultation - Alys Kay	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Evaluating Impact: Going above and beyond the evaluation form	21	1	0	1	2	0	2	2	2	0	2	0	3	4	0	0	0	1
Research integrity and RRI: Why they matter to us all	4	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1
Facility tour: Materials Innovation Factory	5	0	0	0	0	0	0	2	0	0	0	0	0	1	0	0	0	0
From Liverpool to Impact: Stories from disruptive entrepreneurs	8	1	0	0	0	0	0	1	1	1	1	0	0	1	0	0	0	1
Designing and evidencing impactful research: creating the 'golden thread'	21	0	2	1	2	0	1	5	0	0	1	1	5	3	0	0	0	0
Cross-faculty impact surgeries	2	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
Owning your personal brand	14	0	1	0	0	0	0	0	0	1	2	3	0	2	1	0	0	2
Writing for public audiences: communicating your research clearly	28	9	0	1	1	0	1	1	4	1	5	2	3	2	2	0	0	1
How to craft a successful briefing to engage with a policy audience	13	0	0	1	2	0	0	0	0	0	1	2	1	6	0	0	0	0
Public engagement 101: The what, why and how of public engagement	25	2	3	2	1	0	1	1	1	0	0	3	8	2	0	0	0	1

Positive intelligence – making your mind your best friend!	35	0	5	3	3	0	3	4	2	2	4	1	3	3	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Let's get business! Making University-industry research collaborations work	27	0	1	0	0	0	4	6	3	5	2	0	0	2	2	0	0	1
Introduction to Prosper	7	0	1	1	0	0	1	1	1	0	0	0	0	1	0	0	0	0
Discovering the mechanisms that define our world	6	2	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	1
Raising your research profile by writing for the conversation	24	1	0	2	5	0	1	2	0	2	1	0	4	2	1	0	0	2
Professional networking for researchers	20	4	2	1	1	0	1	1	0	0	3	3	3	2	1	0	0	0
Does it look like a duck? Reproducibility using LEGO®	4	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	769	107	58	37	56	0	41	68	57	25	61	37	63	99	28	11	0	37

Abbreviations: UoL: University of Liverpool; HLS: Health and Life Sciences; HSS: Humanities and Social Sciences; SE: Science & Engineering; PGRs: Postgraduate researchers; PDRAs: Postdoctoral research associates; ECRs: Early career researchers; A, T, RS: Academic, teaching and research staff; MCR: Mid-career researchers; PI: Principle Investigators; MoRs: Managers of researchers; PSS: Professional service staff; CRS: Clinical research staff.

Table 4. Making an Impact 2023 participant by Job Role

Session	Ticket type		Job Role								
	UoL participant	non UoL participant	PGRs	PDRAs	ECRs	A, T, Rs	MCRs	PI/ MoS	PSS	Other	CRS
Seeing the big picture: Navigating the science policy landscape	22	0	3	5	0	9	2	2	9	0	0
Are we all on the same page? Collaborating with business	9	0	5	1	0	5	1	0	0	1	0
Social media & digital profiles bootcamp	24	18	10	5	0	20	1	2	6	1	0
1:1 Career Consultations - Alys Kay	1	0	0	0	0	1	0	0	0	0	0
1:1 Career Consultations - Alys Kay	1	0	0	1	0	0	0	0	0	0	0
1:1 Career Consultations - Alys Kay	1	0	1	0	0	0	0	0	0	0	0
1:1 Career Consultations - Alys Kay	1	0	1	0	0	0	0	0	0	0	0
Narrative CVs: What's the story?	24	0	0	6	0	8	1	0	3	0	0
Career decision making in the innovation ecosystem	11	0	6	4	0	1	0	0	1	0	0
How to speak industry	28	19	10	9	0	11	4	0	7	5	1
Don't know where to start with a narrative CV?	23	0	6	8	0	6	1	2	2	0	0
Cross-faculty impact surgeries	3	0	1	0	0	2	0	0	0	0	0
Facility tour: When imagination turns to innovation	6	0	1	0	0	0	0	0	5	0	0
Evaluating public engagement: Innovative, effective methods that work!	24	0	10	4	0	12	1	1	1	0	0
1:1 Career Consultation - Elizabeth Adams	1	0	1	0	0	0	0	0	0	0	0

1:1 Career Consultation - Elizabeth Adams	1	0	0	1	0	0	0	0	0	0	0
1:1 Career Consultation - Elizabeth Adams	1	0	1	0	0	0	0	0	0	0	0
Keynote from University of Liverpool Vice Chancellor, Professor Tim Jones	73	12	17	16	6	19	3	6	26	7	2
What intellectual property do I have and how can I commercialise it?	11	0	3	1	0	7	2	5	0	0	0
An introduction to entrepreneurship for researchers	22	6	17	5	5	5	1	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	0	1	0	0	0	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	0	0	0	1	1	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	0	1	0	0	0	0	0	0	0
1:1 Career consultation - Denise Chilton	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	0	1	0	0	0	0	0	0	0
1:1 Career consultation - Denise Chilton	0	0	0	0	0	0	0	0	0	0	0
Weird and wonderful career paths after studying medicine and physiology	2	1	1	1	0	0	0	0	0	0	0
Getting attention: Elevator pitching	18	0	7	7	0	3	1	1	3	0	0
Cross-faculty impact surgeries	0	0	0	0	0	0	0	0	0	0	0
Attracting your own research funding: writing & applying for fellowships	25	10	13	11	0	12	0	0	4	0	0
How to identify and approach potential clients	5	0	2	2	0	1	0	0	0	0	0
Communication skills for career success	32	0	19	10	0	6	0	0	2	1	0
James Bond and surgical innovation:	17	2	6	2	0	4	1	1	1	5	1

Solve a problem, don't design a product											
Cross-faculty impact surgeries	2	0	0	1	0	0	0	0	1	0	0
Facility tour: Materials Innovation Factory	1	0	0	0	0	1	0	0	0	0	0
High impact productivity: Maximising the impact of short time periods	15	15	11	9	0	8	0	1	2	0	0
Creativity, innovation & problem-solving toolkit for research environments	14	0	5	4	0	1	0	2	1	0	0
Opportunity or national security risk? Spotting the difference	6	0	0	0	0	1	0	1	5	0	0
Facility tour: When imagination turns to innovation	2	0	1	0	0	1	0	0	0	0	0
Finding balance through better boundaries	12	0	4	4	0	4	0	1	0	1	0
Disruptive technology & tech workforce of the future	7	1	1	1	0	3	1	1	1	0	0
Working in academic book publishing	15	3	8	4	0	4	0	0	3	0	0
Starting-up a commercial or social enterprise	10	0	3	3	0	5	0	1	0	1	0
Mic Drop: How academics can enjoy media interviews	20	0	3	4	0	11	0	4	2	0	0
1:1 Career consultation - Alys Kay	1	0	1	1	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	1	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	1	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	1	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	1	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	1	0	0	0	0	0	0	0

1:1 Career consultation - Alys Kay	0	0	0	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	0	0	0	1	0	0	0	0
Evaluating Impact: Going above and beyond the evaluation form	21	1	9	1	0	9	4	1	1	0	0
Research integrity and RRI: Why they matter to us all	4	0	1	0	0	2	1	0	1	0	0
Facility tour: Materials Innovation Factory	5	0	1	1	0	2	0	1	1	0	0
From Liverpool to Impact: Stories from disruptive entrepreneurs	8	1	2	2	0	3	1	0	1	0	0
Designing and evidencing impactful research: creating the 'golden thread'	21	0	3	6	0	9	2	3	1	0	0
Cross-faculty impact surgeries	2	0	0	0	0	1	2	0	0	0	0
Owning your personal brand	14	0	4	2	0	4	1	0	3	0	0
Writing for public audiences: communicating your research clearly	28	9	16	7	0	15	0	0	4	0	0
How to craft a successful briefing to engage with a policy audience	13	0	4	1	0	7	0	1	2	0	0
Public engagement 101: The what, why and how of public engagement	25	2	19	2	0	4	0	0	2	1	0
Positive intelligence – making your mind your best friend!	35	0	10	12	0	12	0	2	2	2	2
1:1 Career consultation - Alys Kay	1	0	0	0	0	1	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	1	0	0	0	0	0	0	0	0
1:1 Career consultation - Alys Kay	1	0	0	0	0	1	0	0	0	0	0
Let's get business! Making University-	27	0	1	8	0	12	1	3	5	0	0

industry research collaborations work											
Introduction to Prosper	7	0	0	6	0	3	1	0	0	0	0
Discovering the mechanisms that define our world	6	2	3	2	0	1	0	0	1	0	0
Raising your research profile by writing for the conversation	24	1	0	0	0	0	0	0	0	0	0
Professional networking for researchers	20	4	11	6	0	9	1	0	1	0	0
Does it look like a duck? Reproducibility using LEGO®	4	0	1	1	0	2	0	0	0	0	0
1:1 Career consultation - Denise Chilton	1	0	0	1	0	0	0	0	0	0	0
TOTAL	769	107	267	193	11	269	36	42	110	25	6

Abbreviations: UoL: University of Liverpool; HLS: Health and Life Sciences; HSS: Humanities and Social Sciences; SE: Science & Engineering; PGRs: Postgraduate researchers; PDRAs: Postdoctoral research associates; ECRs: Early career researchers; A, T, RS: Academic, teaching and research staff; MCR: Mid-career researchers; PI: Principle Investigators; MoRs: Managers of researchers; PSS: Professional service staff; CRS: Clinical research staff.