

# Impact & the REF: The BU Approach

14<sup>th</sup> Oct. 2014

Prof. Edwin van Teijlingen  
Centre for Midwifery, Maternal & Perinatal Health

# REF2014

Research Excellence Framework

For year 2014-15  
worth to BU old UoA 11  
£ 150,775

REF has three components:

(1) Research Output 65%;

- Four research publications per academic;

(2) Research Environment 15%;

- Research infrastructure; staff; income
- PhD students (registered & completed);

(3) Research Impact 20%

- Evidenced by case studies.



The Research Excellence Framework (REF): new developments to assess research in higher educational institutions and its impact on society

# The Research Excellence Framework (REF): new developments to assess research in higher educational institutions and its impact on society

Edwin van Teijlingen, Kath Ryan, Jo Alexander, Sally Marchant

## Background

A large part of research conducted at UK is funded from the public purse a

PRACTICE: SOCIAL WORK IN ACTION 2012 1-12 iFirst Article

## The Research Excellence Framework (REF): Assessing the Impact of Social Work Research on Society

*Jonathan Parker and Edwin van Teijlingen*

---

This paper reviews one aspect, *impact*, of the forthcoming assessment of research in UK universities, the Research Excellence Framework (REF), and examines its meaning and potential for enhanced partnerships between social work practice

# What is 'Impact'?

*Identifiable benefit to or positive influence on economy, society, public policy or services, culture, environment / quality of life.*

But **not** impact on:

- academic sphere / education;
- advancement of scientific knowledge.

# How to assess 'Impact'?

The criteria for assessing impacts are **reach and significance**

<b>Four star</b>	Outstanding impacts in terms of their reach and significance
<b>Three star</b>	Very considerable impacts in terms of their reach and significance
<b>Two star</b>	Considerable impacts in terms of their reach and significance
<b>One star</b>	Recognised but modest impacts in terms of their reach and significance
<b>Unclassified</b>	The impact is of little or no reach and significance; or the impact was not eligible; or the impact was not underpinned by excellent research produced by the submitted unit

# Having an 'Impact' in Health Research

- Health research is perceived as easy area to show impact (compared to academic colleagues in French or Medieval History).
- Health research does not have to lead to health improvements. Its impact can be change in legislation or economic growth.

# Bournemouth University

## impact case studies

- Where to start?
  - Ask BU colleagues about what they see as impact/ effect of their work on society.
  - Check non-scientific citations of BU research papers.
  - Ask around nationally to find out what BU is known for.

# People knew BU for its breastfeeding research

## Why choose Healthy Babies UK?

In addition to our wealth of experience, skills and knowledge, we understand the importance of good practice. We provide direct and third party care for families and feel it is vital that we ensure staff and volunteers work within clear policy frameworks and supervision. We are sensitive to the needs of partnership working between volunteers, service users and partner organisations.  
As a community interest company we are a non profit organisation.

1. Anderson T, Grant M, Midirs Digest, 2001 March 5 (4) (an 63502)  
The art of community based breastfeeding support. The Blandford Breastfeeding Support Group incorporating Blandford Basom Buddies
2. 'Making a difference' January 2004, West Howe Breastfeeding Support Group

Paper by  
BU staff

On the support aspects, clearly it is important that there should be good training for all professional workers, including nurses and health visitors, who will be in contact with a new mother. I have been impressed by the work carried out by Bournemouth university on that issue. As a consequence of securing the debate, I receive

Hansard 26 May 2004 'Breastfeeding debate'  
Mrs. Annette L. Brooke (Mid-Dorset & North Poole)



[www.parliament.uk](http://www.parliament.uk)



# People knew BU for its breastfeeding research

BU conducted underlying research for award-winning breastfeeding webpages on *Healthtalkonline*

Gathering information, making the decision & preparing for breastfeeding

#### ▼ Getting started with breastfeeding (8)

- The first breastfeed
- Support from hospital staff
- Positioning & attaching/latching the baby at the breast
- The milk coming in
- Sore nipples
- The sensation of breastfeeding
- Feeding patterns in the early days
- Going home with a breastfed baby

#### ▼ Managing breastfeeding (13)

- What daily life is like with a breastfed baby
- Breastfeeding during the night
- Getting support for breastfeeding
- Monitoring baby's growth
- Dealing with difficult times
- Impact of breastfeeding upon the mother
- Changing family relationships with breastfed baby
- Breastfeeding an older baby
- Breastfeeding and working

2 men in their own homes. Find out what people said about issues such as sore patterns, dealing with difficult times and introducing solid foods. We hope you find and reassuring.

You can start viewing topics by clicking 'Next Topic' above, or selecting from the also view 'People's Profiles' from the tab above.

You may also be interested in our other [pregnancy](#) sections.



Show Text Version

#### Supported by:

Centre for Qualitative Research, Bournemouth University  
Institute of Health & Community Studies, Bournemouth University  
WOMEN, Babies & their families (WOMB) Programmatic Research Group

**Key question:**

*Was underpinning research  
of good enough quality?*

# Breastfeeding Research

BU research was at least 2\* quality

## Calling, Permission, and Fulfillment: The Interembodied Experience of Breastfeeding

Kath Ryan,<sup>1</sup> Les Todres,<sup>2</sup> and Jo Alexander<sup>2</sup>

### Abstract

Drawing on examples from in-depth interviews with 49 women, in this article we aim to open up a discursive space for women and health professionals to begin to explore the phenomenon of the interembodied experience of breastfeeding. Although acknowledging that social dimensions partially constitute the lived body, we further the view that the lived body's understanding is embedded in contexts far more complex than those that can be represented by language. We argue that women's narratives of their breastfeeding experience contained instances of the body "understanding" its emotional task at a prelogical, preverbal level. We identified three central, iterative dimensions of the phenomenon—calling, permission, and fulfillment—that occurred prereflexively in the protected space provided by the mother, a space that was easily disrupted by unsupportive postnatal practices. We offer this eidetic understanding and conceptual framework and suggest that it provides new (less damaging) subject positions and ways of behaving.

## An evaluation of a support group for breast-feeding women in Salisbury, UK

Jo Alexander, Tricia Anderson, Mandy Grant, Jill Sanghera and Dawn Jackson

*Objective:* to evaluate a newly set-up breast-feeding support group.

*Setting, participants, design and analysis:* lay 'Bosom Buddies' were trained, and ran a weekly drop-in group with a breast-feeding counsellor and a midwife in a socio-economically disadvantaged housing estate. During the first 31 weeks, 53 breast-feeding women attended and consent was sought to send an anonymous postal questionnaire six weeks after their first attendance. Content analysis and descriptive statistics have been used.

*Findings:* the response rate to the questionnaire was 87% (45/52) with 76% of respondents (34/45) reporting that they were still breast feeding. Only four women had discontinued for

# Healthtalkonline Access

Webmaster *Healthtalkonline* gave us data on BF (breastfeeding) webpages:

- Since launched in 2007 the number of visitors has risen steadily and in Feb. 2013 the webmaster Adam Barnett reported an average of 37,000 page views on BU's BF pages from 1,500 unique users each month.

# Access ≠ Impact

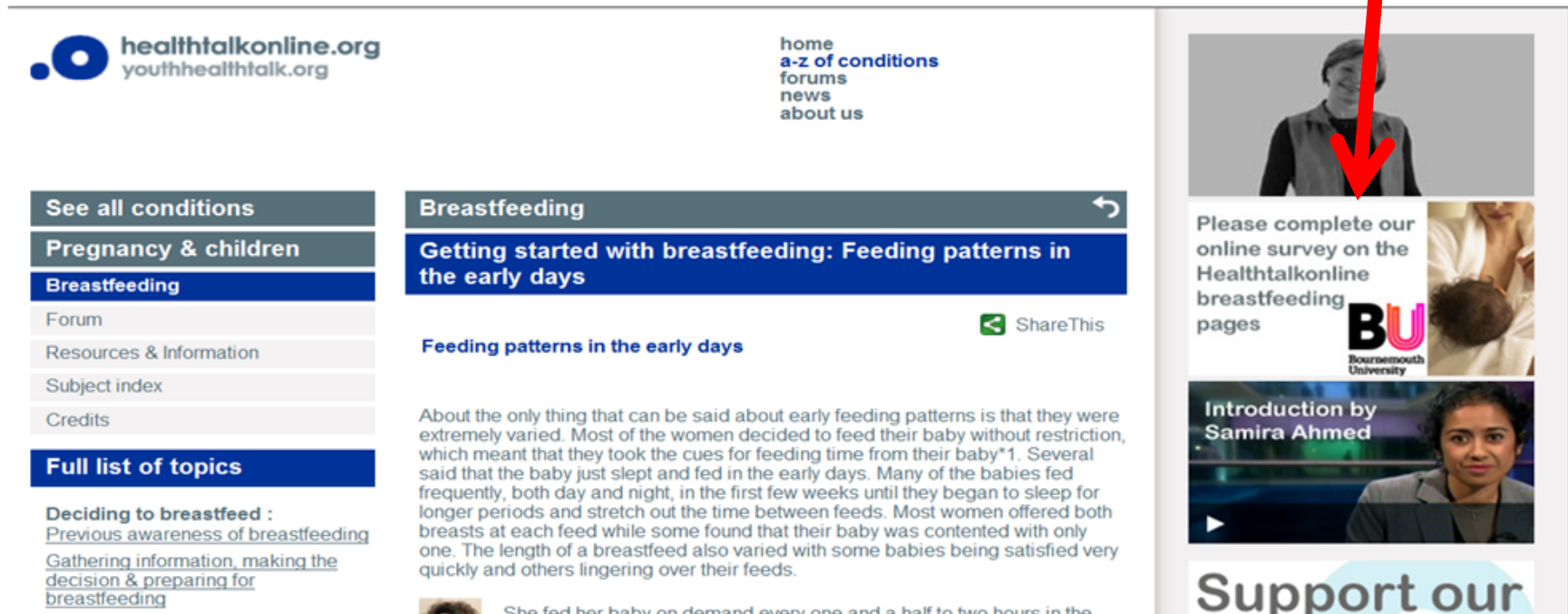
- We argued that there is strong evidence that users are immersing themselves in content rather than simply browsing pages, e.g. **HealthTalkOnline** data shows 44% of page visits are three minutes+, with 8% >30 mins.
- BUT, although probably true, that is not proper evidence!
- Hence more research was needed.

# Find the evidence

- Designed online questionnaire using Survey Monkey.
- Received BU research ethics approval.
- Advertised survey widely on the web and through paper-based journals and internet fora.
- Simple analysis /descriptive statistics

# Original research needed to provide data to support our Impact case study

Figure 1 Survey as advertised on [Healthtalkonline](http://Healthtalkonline) website



The screenshot shows the Healthtalkonline website interface. On the left, there is a navigation menu with categories like 'See all conditions', 'Pregnancy & children', and 'Breastfeeding'. The main content area features a 'Breastfeeding' section with a sub-header 'Getting started with breastfeeding: Feeding patterns in the early days'. Below this, there is a paragraph of text starting with 'About the only thing that can be said about early feeding patterns...'. On the right side, there is a vertical advertisement for an online survey on breastfeeding, featuring a photo of a woman and the text 'Please complete our online survey on the Healthtalkonline breastfeeding pages'. Below the advertisement is a video player with the title 'Introduction by Samira Ahmed' and a 'Support our' banner at the bottom.

healthtalkonline.org  
youthhealthtalk.org

home  
a-z of conditions  
forums  
news  
about us

See all conditions  
Pregnancy & children  
Breastfeeding  
Forum  
Resources & Information  
Subject index  
Credits

Full list of topics

Deciding to breastfeed :  
[Previous awareness of breastfeeding](#)  
[Gathering information, making the decision & preparing for breastfeeding](#)

Breastfeeding

Getting started with breastfeeding: Feeding patterns in the early days

Feeding patterns in the early days

ShareThis

About the only thing that can be said about early feeding patterns is that they were extremely varied. Most of the women decided to feed their baby without restriction, which meant that they took the cues for feeding time from their baby\*1. Several said that the baby just slept and fed in the early days. Many of the babies fed frequently, both day and night, in the first few weeks until they began to sleep for longer periods and stretch out the time between feeds. Most women offered both breasts at each feed while some found that their baby was contented with only one. The length of a breastfeed also varied with some babies being satisfied very quickly and others lingering over their feeds.

She fed her baby on demand every one and a half to two hours in the

Please complete our online survey on the Healthtalkonline breastfeeding pages

BU  
Bournemouth University

Introduction by Samira Ahmed

Support our

# Key findings online survey

- In total 178 people completed the online survey.
- UK users most numerous (83.7%). Most were students, but 26% responses came from mothers or pregnant women.
- The majority had positive attitudes towards BF before approaching the website, but the proportion with *very* positive attitudes increased.
- The majority of respondents (56%) planned to 'use' or 'pass' on the practical advice received.
- Almost all (98.3%) have recommended or will recommend the webpages to other people.



# Future REF Panels?

Unit of assessment	
1	Clinical Medicine
2	Public Health, Health Services and Primary Care
3	Allied Health Professions, Dentistry, Nursing and Pharmacy
4	Psychology, Psychiatry and Neuroscience
5	Biological Sciences
6	Agriculture, Veterinary and Food Science

21	Politics and International Studies
22	Social Work and Social Policy
23	Sociology
24	Anthropology and Development Studies
25	Education
26	Sport and Exercise Sciences, Leisure and Tourism

To which REF sub-panel will BU be submitting & where do we need to show impact?

Our works aligns with:

- 2 - Public Health, HSR & Prim Care
- 3 - Allied Health Prof. & Nursing
- 22 - Social Work & Social Policy
- 25 - Education

BU submitted only to sub-panel 3

# The way forward I

- Appointed IMPACT champion Dr. Zoë Sheppard (p/t) in School.
- Draft School Impact Strategy to embed a culture of ‘impact mindedness’.
- Proactive strategic approach: Plan how and where we would like to make a difference with our research; i.e. create a measurable & identifiable impact.

# The way forward II

- Scoping review of current/ recent research that may or can have an impact.
- Dissemination of research to less-traditional audiences, policy-makers, health service managers, pressure groups and charities.

[Home](#) > [News & events](#) > [News archive](#) > 2014

[News archive](#)

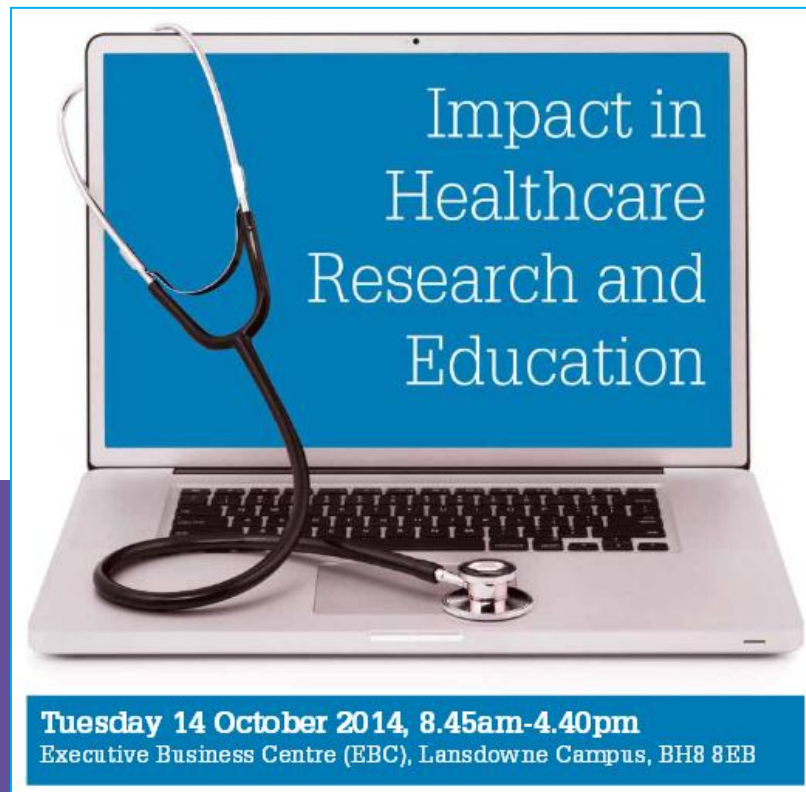
2014

## REF impact case studies to be analysed

22 September 2014

**A new project will analyse the wider impact of the research undertaken by UK universities.**

The analysis, commissioned by HEFCE and partners [Note 1], will draw on the 6,975 impact case studies submitted to the 2014 Research Excellence Framework (REF) [Note 2]. Digital Science, a division of Macmillan Science & Education, will undertake the project; working in conjunction with its sister company Nature Publishing Group and the policy institute at King's College, London.



Thank you!  
Questions?

Prof. Edwin van Teijlingen