UKRI Mandatory Additional Questions
(Funder/Award Specific)

This document outlines the funder specific and award specific question used by UKRI in researchfish®.

These are additional to the ‘Common Question Set’ used by all funders. If you wish to obtain a copy of the Common Question Set there is an XML version of the questions for the common output types available on the Researchfish website at www.researchfish.com. Please note that the XML version does not include the UKRI funder or award specific questions outlined in this document.

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Users should attribute this work to UK Research and Innovation, the Researchfish Steering Board and RAND Europe.

Version Control

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Author</th>
<th>Comments/significant changes to previous version</th>
</tr>
</thead>
<tbody>
<tr>
<td>v1.2</td>
<td>05/08/2014</td>
<td>Beverley Sherbon</td>
<td>In progress – addition of guidance on how sections work</td>
</tr>
<tr>
<td>V2.0</td>
<td>04/09/2014</td>
<td>Beverley Sherbon</td>
<td>Table updated on page 3, now final version for publication.</td>
</tr>
<tr>
<td>V4.0</td>
<td>03/11/2014</td>
<td>Beverley Sherbon</td>
<td>Some additional questions are non-mandatory, this has been noted in the table and text on page 3.</td>
</tr>
<tr>
<td>V5.0</td>
<td>26/11/2015</td>
<td>Steve Smith</td>
<td>Additional questions added to Key Findings and Narrative Impact sections with both sections guidance reworded. Secondments etc. section has had its first question and guidance reworded</td>
</tr>
<tr>
<td>V6.0</td>
<td>23/10/2017</td>
<td>Suzanne Bluff</td>
<td>Updated all Additional Questions and updated the wording to reflect current processes.</td>
</tr>
<tr>
<td>V6.1</td>
<td>14/08/2018</td>
<td>Dan Cory</td>
<td>Updates to all RCUK references and submission dates.</td>
</tr>
<tr>
<td>V6.2</td>
<td>10/12/2018</td>
<td>Dan Cory</td>
<td>Added new questions</td>
</tr>
</tbody>
</table>

NOTE: Orange text denotes additions/changes to the question set that will be used by UKRI in researchfish for the 2019 Submission Period.
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Usage of UKRI Mandatory Additional Questions

Funder specific output types are used for all awards from that funder. Award specific are used only for relevant awards from that funder.

<table>
<thead>
<tr>
<th>Funder Specific</th>
<th>Arts &amp; Humanities Research Council</th>
<th>BBSRC</th>
<th>EPSRC</th>
<th>ESRC</th>
<th>MRC</th>
<th>NERC</th>
<th>Science &amp; Technology Facilities Council</th>
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</thead>
<tbody>
<tr>
<td>Key Findings</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Narrative Impact</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Skills Shortage</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Secondments, placements and internships to or from other organisations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Animal Use</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>MRC National Preventative Research Initiative (NPRI)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>MRC Lifelong Health and Wellbeing (LLHW)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>STFC Public Engagement</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental and Social Ecology of Human Infectious Diseases (ESEI)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>GCRF Collective Fund</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>


1. Key Findings

Used by AHRC, BBSRC, EPSRC, ESRC, NERC & STFC

GUIDANCE

Please note that this section is answered separately for each award, and outputs reported here cannot be shared across multiple awards.

If your award has ended, you are required to complete this section.

If your award is still in progress, you may complete the section if you wish.

In this section we want you to report on the main, high-level results from the award, particularly in relation to the award objectives. Please note that what you enter and submit will be publicly available through UKRI Gateway to Research.

You should address three questions:

- What were the most significant achievements from the award?
- To what extent were the award objectives met? If you can, briefly explain why any key objectives were not met.
- How might the findings be taken forward and by whom?

As major investors of public funds the Research Councils are accountable for large sums of public money; being able to demonstrate the extent to which expectations from awards have been met is an essential component of this accountability.

This section would not normally duplicate other entries in the system. However you may wish to use this section to draw together and reference entries from any other sections, depending on what the key findings are.

Do not:

- Simply repeat specific outcomes/impacts already associated with the grant you are reporting on through other sections of researchfish®
- Include confidential information or personal data covered by the General Data Protection Regulation.
- Describe impact-related activities you have already undertaken during this award; these should be reported in the impact narrative section

QUESTIONS

Are there any Key Findings associated with this award?
Yes/No
**OFFICIAL (document v6.2)**

If No:
By selecting ‘No’ and then pressing the ‘SAVE’ button below, please note that:

- Any previously submitted Key Findings will be deleted.
- Previous entries will not be shown in the publicly accessible UKRI Gateway to Research.

(No further questions)

If Yes:
What have you discovered or developed through the research funded on this grant? Please explain for a non-specialist audience?

Text

Have you met your original objectives?
Yes/No/Partially/Too early to say (the award is still active)

If No/Partially:
If no/partially, please choose one or more reasons (tick boxes)

- Experimental, methodological or technical issues
- Access to archives, data or participants
- Unrealistic initial objectives
- Changing landscape of research programme
- Difficulties with collaborative partners
- Staffing matters (e.g. skill shortages, recruitment delays, unexpected extended leave or departure of staff)
- Other resourcing issues (e.g. difficulty/delay in securing key equipment)
- Higher than anticipated risk levels
- Regulatory issues

Please expand on why you have not met your original objectives if you wish to. Text

If Yes/Too early to say (the award is still active):
Goes directly to the question below

Are there further details of your finding on the web? If do please provide the URL here. Text

In what ways might your finding be taken forward or put to use by others? Text

To which sectors do you think your finding might potentially be of interest?

Tick boxes

- Aerospace, Defence and Marine
- Chemicals
- Construction
- Digital/Communication/Information Technologies (including Software)
- Energy
- Financial Services, and Management Consultancy
- Government, Democracy and Justice
- Culture, Heritage, Museums and Collections
- Retail
- Transport
- Agriculture, Food and Drink
- Communities and Social Services/Policy
- Creative Economy
- Education
- Electronics
- Environment
- Healthcare
- Leisure Activities, including Sports, Recreation and Tourism
- Manufacturing, including Industrial Biotechnology
- Pharmaceuticals and Medical Biotechnology
- Security and Diplomacy
- Other
2. Narrative Impact

Used by AHRC, BBSRC, EPSRC, ESRC, NERC & STFC

GUIDANCE

Please note that this section is answered separately for each award, and outputs reported here cannot be shared across multiple awards.

Please use this section to summarise, as it evolves, the overall economic and societal impact of the work supported by this award. The section can be updated as impact emerges and develops and it is accepted that impact can occur over a wide and varying timeframe. We would normally expect that an award that finished over a year ago would begin to be able to identify how non-academic audiences have been impacted by the findings. Submitted data will appear on the Gateway to Research system and may be used for evaluation purposes by the Research Councils.

You should not duplicate descriptions of impact added in other sections, for example in the ‘Influence on Policy, Practice, Patients and the Public’ section, which should be clear, specific and proven impacts. However you may wish to draw together and reference entries in other sections in summarising the overall impact. We want to hear more broadly about how the findings of the award you are reporting on are beginning to impact, or have impacted, beyond academia in the public, private, third/voluntary sectors and elsewhere.

For example, please tell us about:

• Details of emerging economic and societal impact arising from the award that you are reporting on (including how it has evolved)
• A summary of how the findings from your award are impacting the public, private or third/voluntary sectors, and elsewhere
• Challenges overcome to achieve impact

Do not:

• Repeat specific impacts already associated with the award you are reporting on through other sections of researchfish
• Describe purely academic outcomes of the award (these should be reported under Key Findings)

QUESTIONS

Have the findings from this award contributed to any non-academic impacts?

Yes/No

If No:

By selecting ‘No’ and then pressing the ‘SAVE’ button below, please note that:

• Any previously submitted Narrative Impact will be deleted.
• Previous entries will not be shown in the publicly accessible UKRI Gateway to Research.

(no further questions)

If Yes:
How have your findings been used? Please provide a brief summary.

Text

Date first materialized
Drop down box with each year from pre-2000 to present year listed

What types of impact have arisen from the research? Please tick all that apply.

Tick boxes

Cultural
Economic

Societal
Policy & public services

In which sectors has your research been used? Tick boxes

Aerospace, Defence and Marine
Chemicals
Construction
Digital/Communication/Information Technologies (including Software)
Energy
Financial Services, and Management Consultancy
Government, Democracy and Justice
Culture, Heritage, Museums and Collections
Retail
Transport

Agriculture, Food and Drink
Communities and Social Service/Policy
Creative Economy
Education
Electronics
Environment
Healthcare
Leisure Activities, including Sports, Recreation and Tourism
Manufacturing, including Industrial Biotechnology
Pharmaceuticals and Medical Biotechnology

Security and Diplomacy
Other

(No further questions)
3. Skills Shortage

Used by MRC, NERC & STFC

GUIDANCE

Please note that this section is answered separately for each award, and outputs reported here cannot be shared across multiple awards.

This section asks you to report where you have experienced difficulty in recruiting or retaining staff in particular areas or with particular skills.

QUESTIONS

Have you experienced difficulty in recruiting to, or retaining staff in positions demanding particular skills? Yes/No

If No:  
(No further questions)

If Yes:  
Briefly provide details about the skill required and the level of position that was difficult to fill.  
Text

(No further questions)
4. Secondments, placements and internships to or from other organisations

Used by AHRC, BBSRC, EPSRC, ESRC, MRC, NERC & STFC

GUIDANCE
Please note that this section is answered separately for each award, and outputs reported here cannot be shared across multiple awards.

In this section, please record details of secondments, placements and internships that have taken place in connection with the research supported by this award.

Tell us about instances in which:

- You or anyone else delivering the research supported by the award has gone on temporary secondments, placements or internships whilst engaged in the research.

- Individuals have come to work with you or anyone associated with the research supported by the award from other organisations as part of a temporary secondment, placement or internship.

Do not tell us about:

- Students who are not funded by the award but who are working as part of the research team.

QUESTIONS

Has your team or members of your team been involved in any secondments, placements or internships either into your team or going elsewhere for a period of time?
Yes/No

If No:
(No further questions)

If Yes:
“Add a secondment, placement or internship” button

A new window appears once the above button has been clicked, which asks the following:

Enter a label for the staff member you want to tell us about so that you can easily distinguish multiple responses.
Text (Max 255 characters)

Please select the organisation involved in the secondment.
(Max 255 characters)
Please note that as you start inputting the name of the Research Organisation, Institute, School, and Department a Drop Down Box appears with a list of Organisations to help you choose the correct one.

Month started
Select month from drop down menu

**Year started**
Select year from drop down menu

**Month ended**
Select month from drop down menu

**Year ended**
Select year from drop down menu

What did the secondments/placement/internship involve? Please also note any known impacts. Text

Please indicate whether this secondment/placement/internship was ‘in to’ or ‘out from’ your research team.
Select ‘in’ or ‘out’ from drop down menu

Repeat the steps from the “Add a secondment, placement or internship” button for multiple secondments, placements or internships.

(No further questions)
5. Animal Use

Used by AHRC, BBSRC, EPSRC, ESRC, MRC, NERC & STFC

GUIDANCE

Please note that this section is answered separately for each award, and outputs reported here cannot be shared across multiple awards.

The aim of this section is to capture information on:

- animal usage during this research project
- how researchers have applied the 3Rs in their project, to include both what was planned at the beginning of the project to implement the 3Rs and anything implemented during the course of the project to further reduce, refine or replace the number of animals used and whether this has led to significant changes in the way the project was carried out

QUESTIONS

Has your research involved use of vertebrate or cephalopods?
Yes/No

If No:
We are interested in identifying new or refined methods that have the potential to contribute to the replacement, reduction or refinement (3Rs) of the use of animals in research. Has your work led to the development of such methods that could be shared/adopted by others? Definitions of the 3Rs can be found at www.nc3rs.org.uk/the-3rs
Yes/No

If No:
(no further questions)

If Yes:
If yes, briefly describe these here and the scale of the actual and potential impact e.g. local practice, national policy etc. Please note that if appropriate these should be reported in full in the relevant section of researchfish® such as influence on policy, research tools & methods etc., and need only be referred to here. Text

(no further questions)

If Yes:
In using vertebrate animal(s) or cephalopod(s) in your research, did the work conducted require a project licence under the Animals (Scientific Procedures) Act 1986?
Yes/No

If No:
Please give a brief description of why a project licence under the Animals (Scientific Procedures) Act 1986 was not required. Text

If Yes:
Continue as below
Please provide further information regarding each animal used. “Add an animal” button

A new window appears once the above button has been clicked, which asks the following:

Please select the species of animal from the list below.
Select from drop down menu

<table>
<thead>
<tr>
<th>Mouse</th>
<th>Primate – Squirrel monkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rat</td>
<td>Primate – Cynomolgus monkey (Macaca ascicularis)</td>
</tr>
<tr>
<td>Guinea pig</td>
<td>Primate – Rhesus monkey (Macaca mulatta)</td>
</tr>
<tr>
<td>Hamsters (Syrian) (Mesocricetus auratus)</td>
<td>Primate – Vervets chlorocebus</td>
</tr>
<tr>
<td>Hamsters (Chinese) (Cricetulus griseus)</td>
<td>Primate – Baboons</td>
</tr>
<tr>
<td>Gerbil</td>
<td>Primate – Apes</td>
</tr>
<tr>
<td>Other Rodent</td>
<td>Other species of non-human primates</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Other Mammal</td>
</tr>
<tr>
<td>Cat</td>
<td>Bird – Domestic fowl</td>
</tr>
<tr>
<td>Dog – beagle</td>
<td>Bird – Turkey</td>
</tr>
<tr>
<td>Dog – Greyhound</td>
<td>Bird – Quail (Coturnix coturnix)</td>
</tr>
<tr>
<td>Dog – Other including cross bred</td>
<td>Bird – Quail (spp. Other than Coturnix coturnix)</td>
</tr>
<tr>
<td>Ferret</td>
<td>Bird – Other Species</td>
</tr>
<tr>
<td>Other carnivore</td>
<td>Any Reptilian Species</td>
</tr>
<tr>
<td>Horse, donkey and cross-bred equids</td>
<td>Amphibian – Rana temporaria</td>
</tr>
<tr>
<td>Pig</td>
<td>Amphibian – Rana pipiens</td>
</tr>
<tr>
<td>Goat</td>
<td>Amphibian – Xenopus laevis</td>
</tr>
<tr>
<td>Sheep</td>
<td>Amphibian – Xenopus tropicalis</td>
</tr>
<tr>
<td>Cattle</td>
<td>Amphibian – Other species</td>
</tr>
<tr>
<td>Deer</td>
<td>Fish</td>
</tr>
<tr>
<td>Camelid</td>
<td>Fish – Zebra fish</td>
</tr>
<tr>
<td>Other Ungulate</td>
<td>Fish – Other species</td>
</tr>
<tr>
<td>Primate – Prosimians (Prosimia)</td>
<td>Any Cephalopod</td>
</tr>
<tr>
<td>Primate – Marmoset and tamarins</td>
<td></td>
</tr>
</tbody>
</table>

Please specify (If selected any option with “Other”) Text (Max 255 characters)

In designing your animal studies, what did you do to implement the 3Rs in this programme/project? Definitions of the 3Rs can be found at [www.nc3rs.org.uk/the-3rs](http://www.nc3rs.org.uk/the-3rs).
Tick boxes
Replaced some animal use with alternative technique
Reduced number of animals required (e.g. improved experimental design or statistical analysis)
Changes resulting in downgrading of severity limits for procedures/protocols
Avoidance of specific procedures or adverse effects (e.g. surgery, restraint, paralysis, death, infection)
Refinement or development of experimental techniques or procedures to improve animal welfare
Improved housing, including environmental enrichment
Substitution by a species of lower neurophysiological sensitivity (or those not covered under ASPA e.g. larval or early embryonic forms)
Shared use of tissues, organs or other material
Other

Please Explain (If selected the “Other” option)

During the course of the project, did you make any further changes to replace, reduce or refine animal use?

If No:
(no further questions)

If Yes:
Please give a brief description, including details of any impacts (e.g. objective measures of improved welfare, reduced animal numbers, replacement of animal use etc.)

Click “Add” and window disappears and animal is added. Repeat this process until all animals used have been added.

We are interested in identifying new or refined methods that have the potential to contribute to the replacement, reduction or refinement (3Rs) of the use of animals in research. Has your work led to the development of such methods that could be shared/adopted by others? Definitions of the 3Rs can be found at www.nc3rs.org.uk/the-3rs

If No:
(no further questions)

If Yes:
If yes, briefly describe these here and the scale of the actual and potential impact e.g. local practice, national policy etc. Please note that if appropriate these should be reported in full in the relevant section of researchfish® such as influence on policy, research tools & methods etc., and need only be referred to here.

(no further questions)
6. MRC National Preventative Research Initiative & Environmental and Social Ecology of Human Infectious Diseases (NPRI/ESEI)

Used by MRC

GUIDANCE
Please note that this section is answered separately for each award, and outputs reported here cannot be shared across multiple awards.

These questions are specific to the award that you hold through the MRC National Preventative Research Initiative (NPRI) or Environmental and Social Ecology of Human Infectious Diseases (ESEI), with the aim of the MRC gaining an understanding of any added value gained from the annual meetings which are set up as part of this scheme.

Tell us about:

• The additional value of attending the annual scientific meetings (e.g. to share and discuss research experiences; to network; to develop collaborations; to avoid duplication of research).

• The additional value of working within a jointly-funded initiative (greater disciplinarity; wider recognition or greater kudos of multiple funders; closer links to policy, practice or care).

Do not tell us about:

• Details of your research findings (research outputs should be entered in other sections).

QUESTIONS

Has the funding scheme provided additional value as a jointly-funded initiative (rather than being funded by, say, MRC alone)? Yes/No

If you choose “Yes” then the question and list below appears.
If you choose “No” then there are no further questions.

If you choose “YES” then please click on the “ADD AN EXAMPLE” button.

Add Example*

| New interdisciplinary collaborations and broader expertise (outside of your project partners) | Ability to publish journals not normally accessible to your/single disciplines |
| Closer Link to policy | Closer Link to Practice or Care |
| Other |

Have the annual scientific meetings helped you achieve the objectives of your award and/or developed your research activities more broadly?
Yes/No
If Yes:
If yes, how?
Tick boxes

Opportunity to present and/or discuss research including challenges
Opportunity to network, including developing experiences new collaborations
Other

If Other, please describe here.
Text

(no further questions)
7. MRC Lifelong Health & Wellbeing

Used by MRC

GUIDANCE

Please note that this section is answered separately for each award, and outputs reported here cannot be shared across multiple awards.

These questions are specific to the award that you hold through the MRC Lifelong Health and Wellbeing scheme, with the aim of the MRC gaining an understanding of any added value of working within this jointly funded initiative.

Tell us about

- The added value of working within a jointly-funded initiative (working across different disciplines not covered by a single funder, closer links to policy or practice).
- The added value of collaborative working through the programme (linking with different research communities; not working in silos).
- Capacity Building and Skills development in ageing related research

Do not tell us about:

- Details of your research findings (research outputs should be entered in other sections).

QUESTIONS

Has LLHW provided additional value as a jointly-funded initiative (rather than being funded by, say, MRC alone)?

Yes/No

Add Example*

What has been the added value? Dropdown menu

| New interdisciplinary collaborations and broader expertise (outside of your project partners) | Ability to publish journals not normally accessible to your/single disciplines |
| Closer Link to policy | Closer Link to Practice or Care |
| Other |

If Other, please state here.

Text

Provide a short name/title for this output.

Text

Please provide a specific example from the last twelve months to demonstrate the added value identified above.

Text
How many students (PhD or MSc) are currently supported through this award? (Enter full-time equivalent number, or 0) \textit{Numeric input}

Please list any training courses offered through this award and how many students and researchers attended each course. \textit{Text}

What other activities supported by this award have your students/researchers participated in? \textit{Text}

How many students/researchers have remained in the ageing related field after they have left your LLHW funding programme? Please list names and positions. \textit{Text}

(no further questions)
8. STFC Public Engagement

GUIDANCE

Please note that this section is answered separately for each award, and outputs reported here cannot be shared across multiple awards.

You can record details of dissemination activities undertaken as part of your STFC Public Engagement Large or Small Award.

Tell us about:

• Activities undertaken by you or a member of your team.
• The number of activities undertaken to disseminate the research.
• The primary audience and the number of people reached per year.
• Any resources that were produced as a result of the funding.

Do not tell us about:

• Activities not specifically related to the research funding you are reporting against.

QUESTIONS

Have you or a member of your STFC-funded team disseminated information about any of the output(s) from this STFC funding agreement to a non-academic audience?

If you choose “Yes” then the question and list below appears.
If you choose “No” then there are no further questions.

How was the research disseminated? We are interested in the role played by you or a member of your team in the activity, regardless of whether this was presenting to or engaging with an audience. Please record the number of activities undertaken in the relevant categories. List as below:

Face-to-face interaction (Numeric)
Writing for a publication (electronic or paper) (Numeric)
Interview for media (press, TV, radio) (Numeric)
Contribution towards a blog or website (Numeric)

Was this part of a recognised, ongoing scheme?

Yes/No

If yes, please provide the details here.

Text

Who was the primary audience? Please record the number per year.

Dropdown menu
Students – Primary school (Numeric)
Students – Secondary School (Numeric)
Students – Further Education College (Numeric)
Students Higher Education College (Numeric)
Teachers – Schools and colleges (Numeric)
Participants in your research (Numeric)
Journalists/media (Numeric)
Policymakers/parliamentarians (Numeric)
Industry (Numeric)
Science communicators (Numeric)
Public/other audiences (Numeric)

Please provide information about any resources that were produced (e.g. podcast, CD).

Briefly describe any notable impacts that arose from this activity.

(no further questions)
9. Engagement Activities (STFC)

Used by STFC

GUIDANCE

Please note, it is recommended that you refer to the specific STFC guidance when completing this additional question. The guidance can be found at: [www.stfc.ac.uk/public-engagement/public-engagement-grants/evaluating-your-engagement/](http://www.stfc.ac.uk/public-engagement/public-engagement-grants/evaluating-your-engagement/)

Did your project involve running any events?  
Select Yes or No from dropdown menu

If Yes:

**WHAT ARE THE KEY OUTPUTS FROM YOUR PROJECT?**

Please indicate the total number of events delivered for each audience type in each calendar year of your project

<table>
<thead>
<tr>
<th>Audience Type</th>
<th>Yes</th>
<th>Up to 2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public adult</td>
<td></td>
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<tr>
<td>Public families</td>
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<tr>
<td>Upper primary schools</td>
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</tr>
<tr>
<td>Lower secondary schools</td>
<td></td>
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<tr>
<td>Upper secondary schools</td>
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<tr>
<td>Influencers (e.g. Teachers and educators, science communicators)</td>
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<tr>
<td>Other groups of children (e.g. uniform groups)</td>
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</tr>
</tbody>
</table>
## WHO ARE THE KEY AUDIENCES REACHED?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Up to 2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools engaged</td>
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<td></td>
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<tr>
<td>Number of schools new to your organisation</td>
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<tr>
<td>Number of teachers reached at training events</td>
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<tr>
<td>Average dwell time in minutes at training event</td>
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<tr>
<td>Number of upper primary students reached</td>
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<tr>
<td>Average dwell time of upper primary student</td>
<td></td>
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<td></td>
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<tr>
<td>Number of lower secondary students reached</td>
<td></td>
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<tr>
<td>Average dwell time of lower secondary students</td>
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<td></td>
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<tr>
<td>Number of upper secondary students reached</td>
<td></td>
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<td></td>
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<tr>
<td>Average dwell time of upper secondary students</td>
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<td></td>
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<tr>
<td>Average % female students</td>
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<tr>
<td>% of the school students we surveyed who said your event / activity inspired them to study or work in STEM</td>
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<tr>
<td>% of the female school students we surveyed who said your event / activity inspired them to study or work in STEM</td>
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<tr>
<td>Number of other influencers trained or supported (not teachers)</td>
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<tr>
<td>Total public reached</td>
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<tr>
<td>% female public</td>
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</tbody>
</table>
Number of organisations with which you formed partnerships

% of audience rating your resource 4 or more out of 5

Did your project involve producing any resources?
Select Yes or No from dropdown menu

If Yes:

<table>
<thead>
<tr>
<th>Yes</th>
<th>Associated URL if applicable</th>
<th>Up to 2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard copy resources given to teachers / students</td>
<td></td>
<td></td>
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<tr>
<td>Hard copy resource distributed to public audiences</td>
<td></td>
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<td></td>
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<tr>
<td>Software and technical products</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other digital resources</td>
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<tr>
<td>Artistic or creative product</td>
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<tr>
<td>Exhibit or demonstrator</td>
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</tbody>
</table>

Have you reached the stage of your project that you have some key findings to submit?
Select Yes or No from dropdown menu

If Yes:

USING THE PUBLIC ENGAGEMENT EVALUATION FRAMEWORK PLEASE STATE HOW YOUR ACTIVITY HAS ADDRESSED THE GENERIC LEARNING OUTCOMES:

Please provide evidence of how your work has inspired participants to “do” something new in relation to the top-level outcomes (250 words)

Text

How did your activity change the way people “feel” in relation to the top level outcomes (250 words)

Text

How did your activity change the way people “value” science or technology in relation to the top level outcomes? (250 words)
How did your activity change the “skills” your participants had in relation to the top level outcomes (250 words)

How did your activity change your participants’ “understanding” in relation to the top level outcomes (250 words)

BY COMBINING THE DATA ABOVE, PLEASE SUMMARISE THE KEY IMPACTS OF YOUR PROJECT. FOR EXAMPLE, DESCRIBE THE OUTCOMES RELATIVE TO THE TYPES AND NUMBERS OF AUDIENCE YOU INTERACTED WITH; OR THE RELATIVE CHANGE IN LEARNING ACHIEVED CONSIDERING THE DWELL TIME. (UP TO 500 WORDS)

Please give a detailed response to up to 3 of the following impact statements, which most closely match the outcomes of your project: *

- Describe the outcomes relative to the types and numbers of audience you interacted with.
- Describe the relative change in learning achieved considering the dwell time
- Describe the scale of the outputs and reach considering the size of the grant and team
- Describe the successes or challenges that the processes you put in place (e.g. the collaborative partnerships, or the systems to support the staff working with you) had upon the outputs and outcomes of your project

(No further questions)
10. **GCRF Collective Fund**

GCRF Collective Fund Help Text

Please note that this section is answered separately for each award, and outputs reported here cannot be shared across multiple awards.

You should use the free text boxes below to detail your project’s progress against each of the six categories. Please use these questions to inform the evidence and information you provide:

- What key milestones have you reached over the last year?
- What key metrics or evidence demonstrate your project’s progress in each area (please provide these)?
- What challenges have you faced in each area, and how have you addressed these?
- How have the approaches that you’ve adopted in each area helped you to address the global challenges that are the focus of your work?

This section would not normally duplicate other entries in the system. However, you may wish to use this section to draw together and reference entries from any other sections.

**Do:**

- Build on progress indicators from previous submissions. This will enable us to identify trends and track progress across the GCRF collective fund portfolio.
- Structure your submission in a way that facilitates the identification of key information for analysis purposes.

**Do not:**

- Repeat specific outcome/impacts already associated with the grant you are reporting on through other sections of Researchfish.

Please report your progress against each of the categories listed below over the past year. For a more detailed definition of each category and clarification of the questions which will be used to inform UKRI analysis of the evidence you provide, please refer to the annual reporting guidance document.

**Capacity strengthening in relevant DAC listed countries (max. 750 words)**

*Text*

**Capacity strengthening in the UK (max. 750 words)**

*Text*

**Equitable partnerships (max. 750 words)**

*Text*

**Addressing relevant challenges (max. 750 words)**

*Text*

**Interdisciplinarity (max. 750 words)**

*Text*

**Global networks (max. 750 words)**

*Text*

*(No further questions)*