

# Societal Impact through Collaborations with SME's (Room 6.35)

## Speakers:

Melanie Knetsch (*Chair*)

Balzhan Orazbayeva

Good practices of impact

(Andrea Collins, Nicole Koenig-Lewis, Katie Webb, Julie  
Brown, Yingli Wang & Alex Jones)

# Societal Impact through Collaborations with SME's

**Melanie Knetsch (Chair)**

*Deputy Director, Impact & Innovation, Economic and  
Social Research Council, United Kingdom*



Economic  
and Social  
Research Council

# ESRC: our vision for business engagement

Melanie Knetsch

Deputy Director Innovation and Impact

ESRC:UKRI

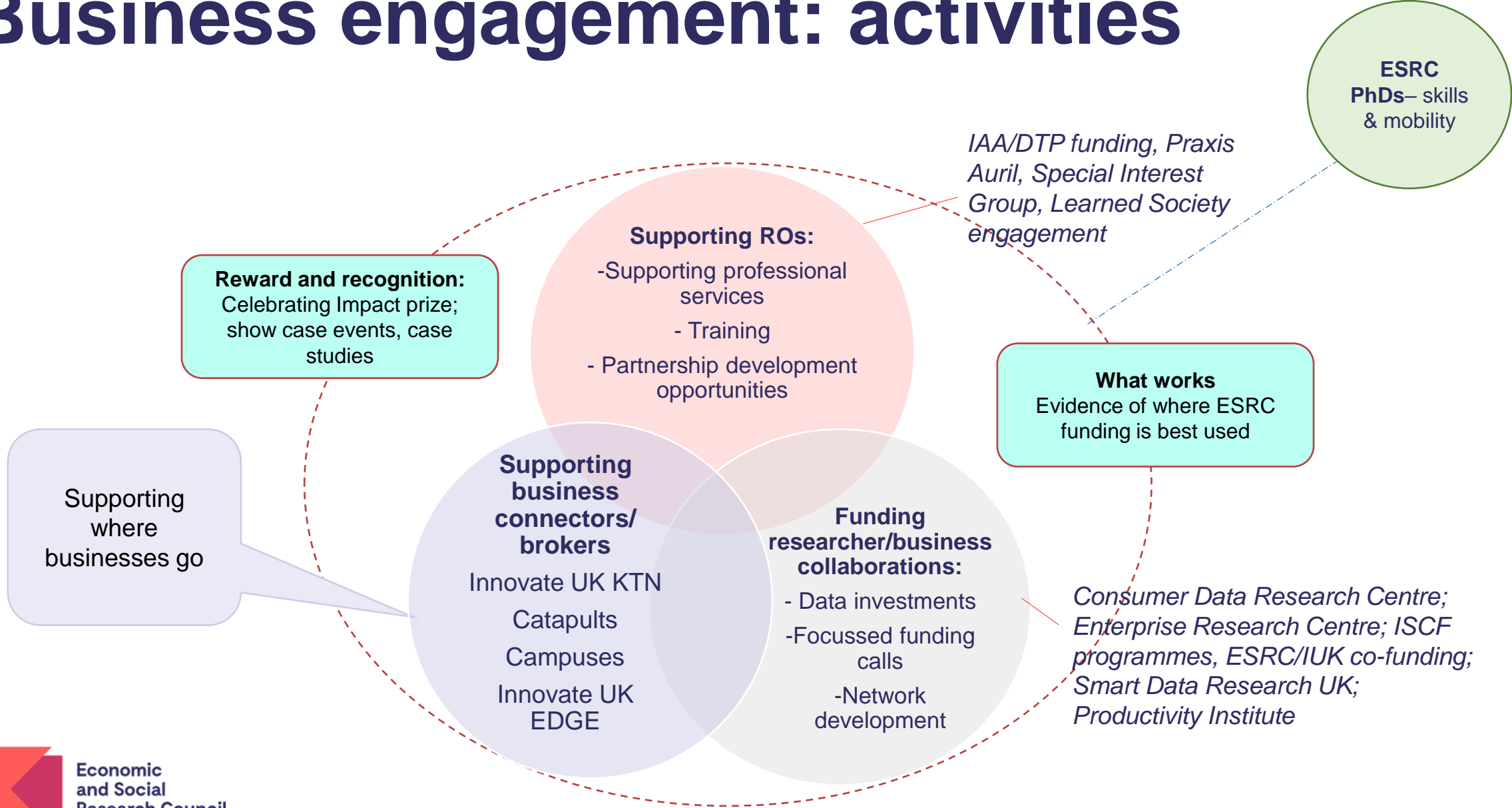


# ***With four aims:***

- I. The social science community and businesses **see value in engaging with each other** and are **empowered and supported** to seize opportunities, and have the skills to do so, **at all career stages**
- II. **Key stakeholders**, such as knowledge exchange professionals and other knowledge brokers **have an excellent understanding and enthusiasm** for the opportunities that business engagement with the social sciences has to offer
- III. Successful business engagement with the social sciences is **valued, shared and celebrated**
- IV. To **improve the evidence base** on what works and capture the value and impact of social science and business engagement



# Business engagement: activities



# Societal Impact through Collaborations with SME's

**Balzhan Orazbayeva**

*Strategic Initiatives Manager, University Industry*

*Innovation Network, The Netherlands*

The background of the slide is a dimly lit photograph of two people in business attire standing in front of a whiteboard. The whiteboard is covered with numerous colorful sticky notes in shades of teal, yellow, pink, and green. The overall tone is professional and collaborative.

# UIN

## University-Business Cooperation Ecosystem & Impact

Dr. Balzhan Orazbayeva

AESIS Network Societal Impact of Social Science, Humanities and Arts Conference

20.10.2023 | Cardiff



# UIIN at a glance

Advancing the field through research for and with our global community

Sharing and networking through events & insights while enabling through training

Facilitating institutional change through our institutional programs & consulting

# Your one-stop shop for all your external engagement needs



## **In-house research & sector expertise**

Allowing us to co-create the future of higher ed and external engagement through large-scale international R&D projects as well as UIIN-driven research initiatives.



## **Insights & events**

Gaining access to the latest sector knowledge from research and practice through our published resources and frequent online and offline events.



## **Advisory services & guided consultancy programs**

Working with us to drive your organisation's ambitions to become more innovative and effective in external collaboration.



## **Training opportunities**

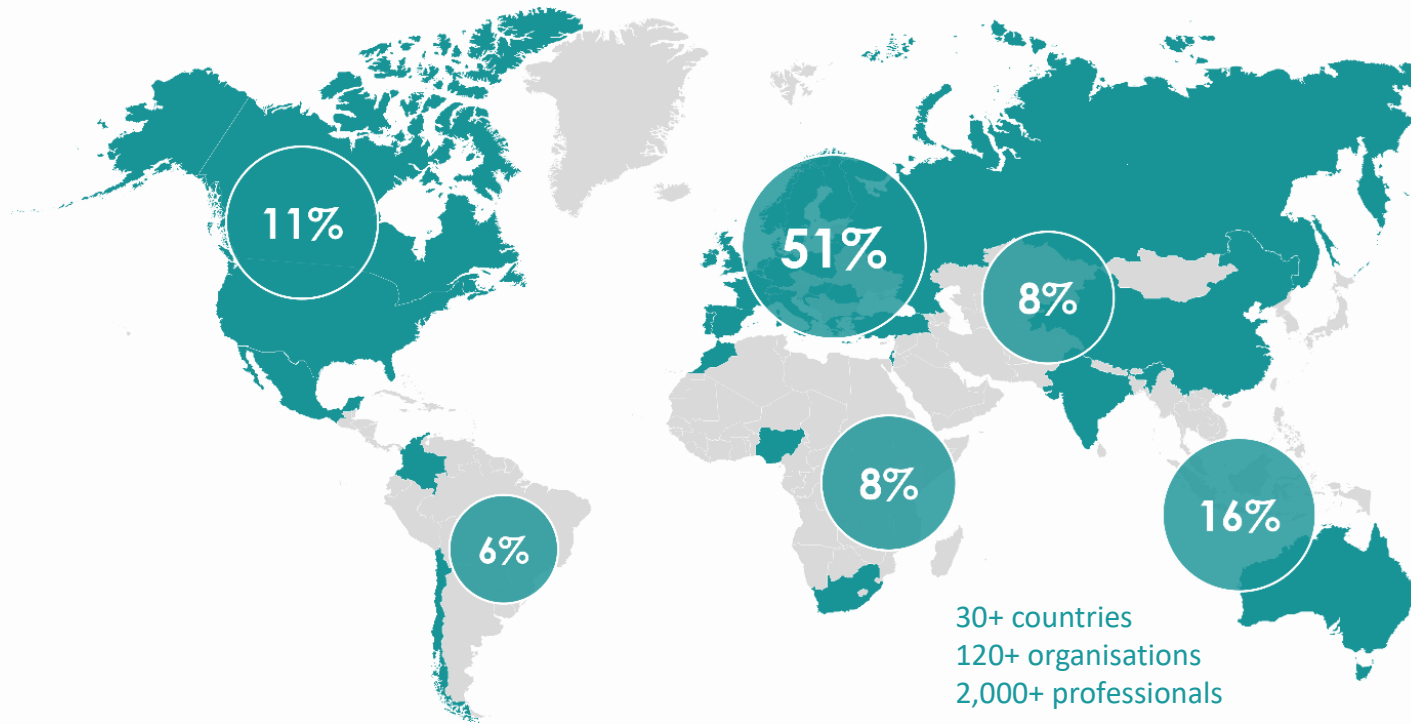
Entrusting your team's capacity development in critical areas like university-business cooperation skills and impact for your professional staff, academics, researchers, and leadership.



## **Global community**

Joining our diverse, international community to exchange knowledge, network, and promote your successes on a global stage.

# Become a part of our global community of innovative organisations



# Why University-Business Cooperation?



## TRADITIONAL VIEW OF THE UNIVERSITY'S THIRD MISSION

Aligned with commercialisation

“

Any activities aimed at transferring knowledge or technology that may help either the company or the academic institute – depending on the direction of transfer – to further pursue its activities.

”

Source: Arvanitis, S., Kubli, U., Woerter, M., (2008a), University-industry knowledge and technology transfer in Switzerland: What university scientists think about co-operation with private enterprises ,Research Policy, 37(10), 1865–1883.

# MODERN VIEW OF THE UNIVERSITY'S THIRD MISSION

Aligned with collaboration

“

Any activities aimed at transferring knowledge or technology that may help either the company or the academic institute – depending on the direction of transfer – to further pursue its activities.

Resulting in long-term impact

”

*Exchanging,  
co-creating*

*People, knowledge  
and technology*

*Networks  
Innovation /  
supply chains*

*Academics  
Students*

*Society  
Government*

*Startups  
SMEs  
Large*

Source: Arvanitis, S., Kubli, U., Woerter, M., (2008a), University-industry knowledge and technology transfer in Switzerland: What university scientists think about co-operation with private enterprises, Research Policy, 37(10), 1865–1883.

# Why Collaborate?

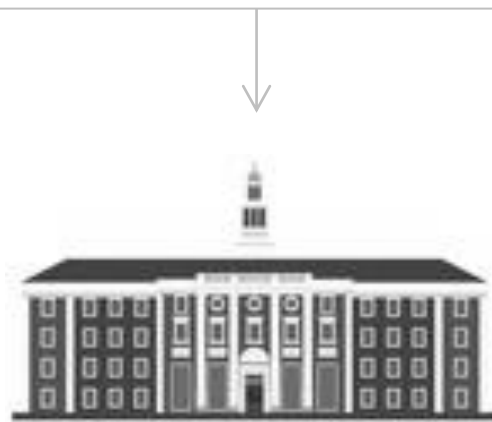
## Academic

- Informs their teaching
- Provides new insights for research
- Improves reputation
- Source of research funding
- Ensures impact of research to society



## University

- Improves relevance of teaching and research
- Source of funding
- Increases employability
- Improves brand
- Enhances impact of research to society



## Students

- Improves relevance of study and job competencies
- Enhances future job prospects and employability
- Improves entrepreneurial abilities



## Industry

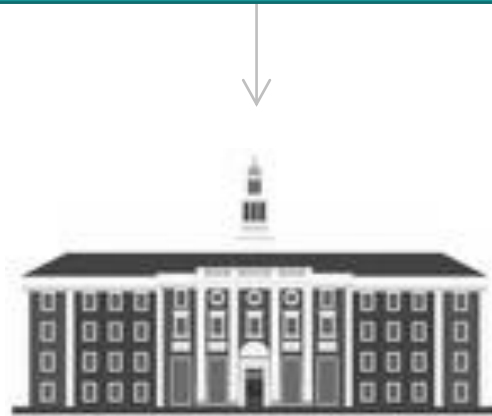
- Can identify, recruit and integrate graduates who fit their needs
- Raises brand profile
- Upskilling competencies of staff
- Access to latest research, discoveries, innovation and activities



# Why Collaborate?

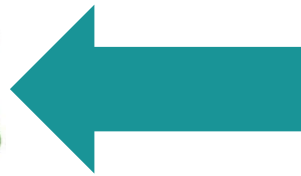
## Society

- Enhances job creation
- Stimulates economic growth
- Increases living standards
- Increases productivity
- Increases social cohesion





# UBC relationships don't (naturally) work



Misalignment of:

- expectations
- risk profile
- time orientation
- mindset
- goals
- attitude to rules



**So how can we support them (sustainably)?**

**... through a better understanding of the  
university-business cooperation ecosystem**

# Managing University-Business Cooperation

## The UBC Ecosystem Framework

A framework for understanding and managing the elements affecting University-Business Cooperation (UBC)

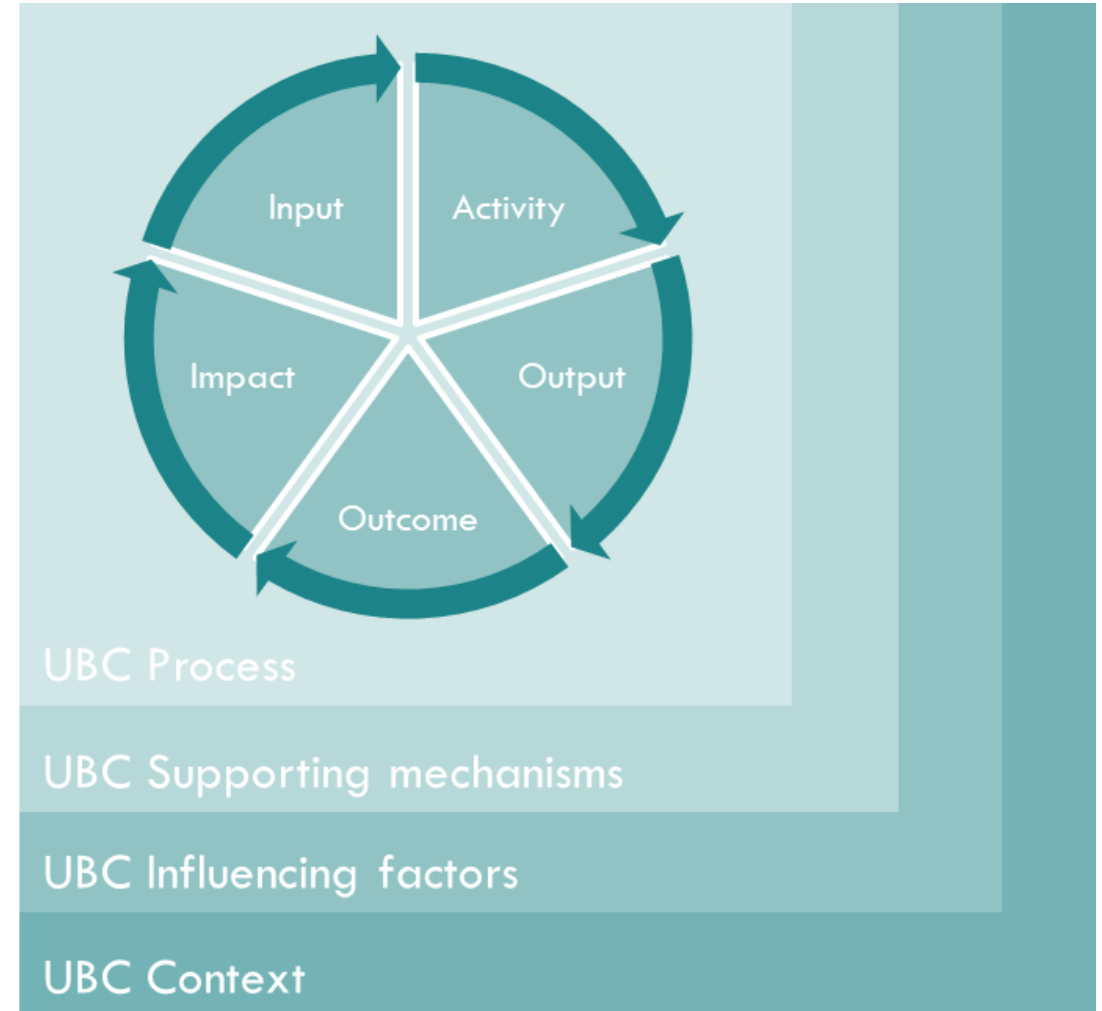
### Framework created by

A/Prof. Todd Davey, Arno Meerman, Dr. Victoria Galan Muros, Prof. Thomas Baaken

### Co-created by

Over 400 practitioners validating the framework in their work.

*Publication:* Galán-Muros, V.; Davey, T. (2019) The UBC Ecosystem: Putting together a comprehensive framework for university-business cooperation. Journal of Technology Transfer. DOI: 10.1007/s10961-017-9562-3



# Where do the insights come from?

2010-11

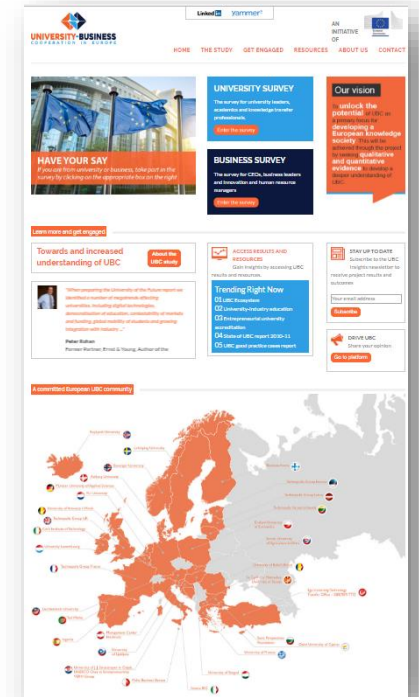


**The State of University-Business cooperation in Europe** – The **largest international study completed** on the topic of University-Business Cooperation includes: 30 good practice case studies, Major survey (over 6,800 responses), 13 national reports, 13 national partners

2017-18



**The State of University-Business cooperation in Europe** – The **largest international study completed** on the topic of University-Business Cooperation includes: 51 good practice case studies, Major survey (over 17,400 responses), 25 national reports, 35 national partners, major policy review



**UNIVERSITY-BUSINESS**  
COOPERATION IN EUROPE



# WHY THIS FRAMEWORK?

## Currently UBC:

- Is a complex topic
- Is an abstract topic
- Lacks common definitions/concepts
- Lacks evidence

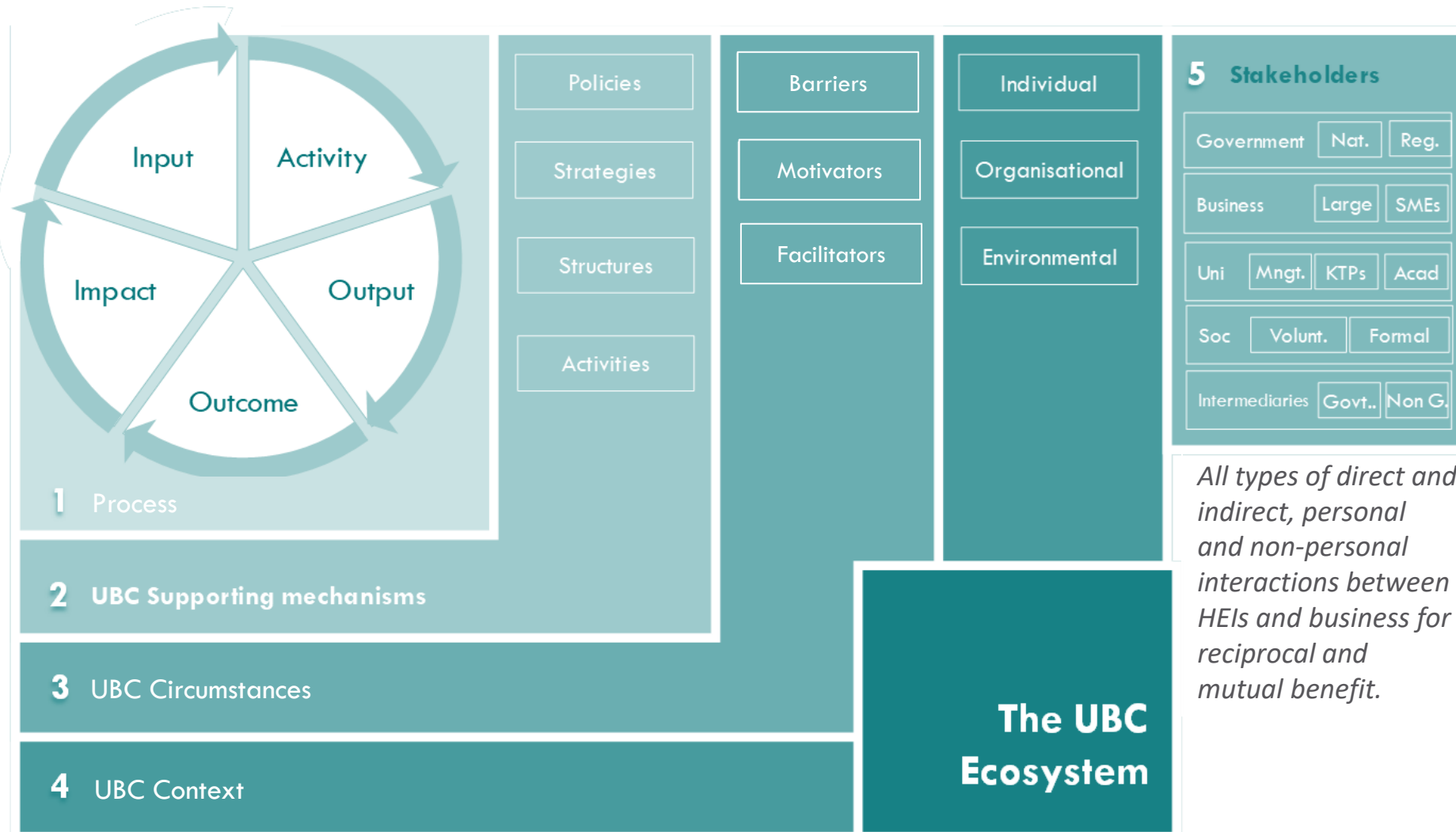
## The UBC Ecosystem Framework provides:

- Simplification of reality
- Concrete elements and their relationships
- Common definitions/concepts
- Structure to analyse your own environment

**To support strategic decision making process and undertake evidence-based management and policy**

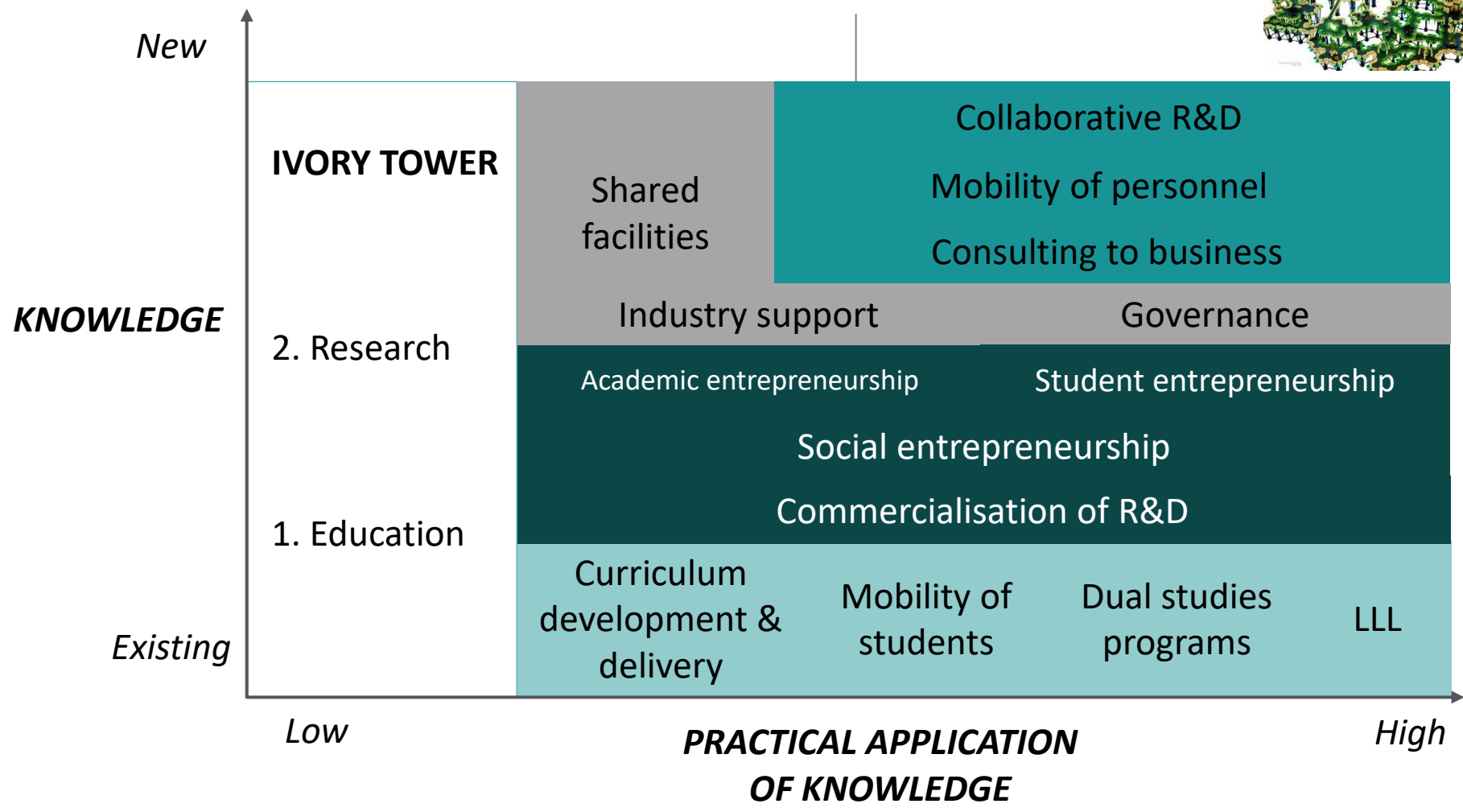
# UBC ECOSYSTEM FRAMEWORK

There is an entire *UBC ecosystem* to consider



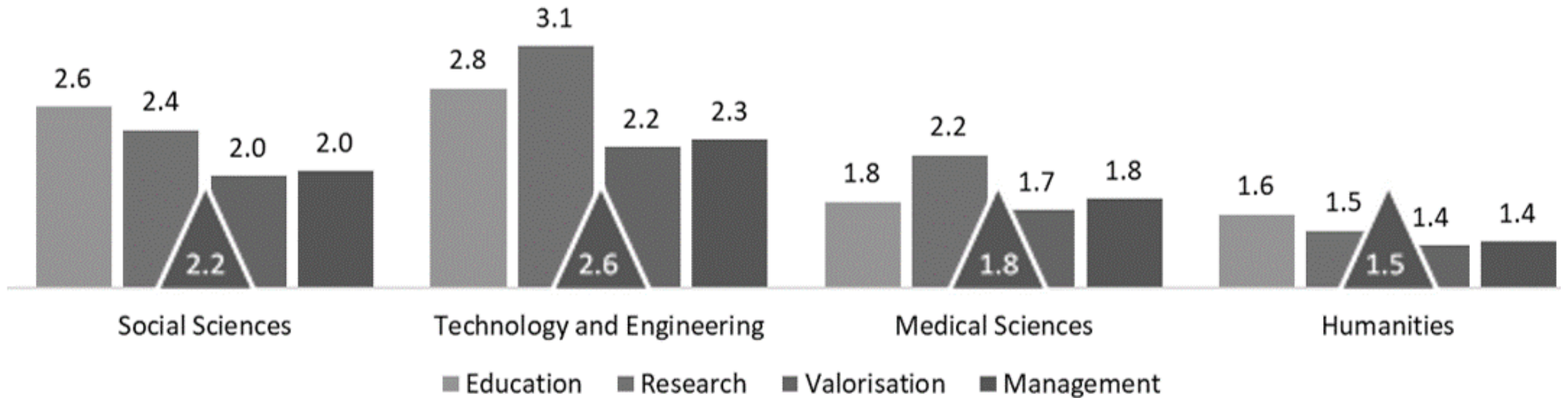
# In which ways can university and business cooperate?

*UBC activities*





# Different research areas collaborate in different ways



Source: Davey, T., Meerman, A., Galan Muros, V., Orazbayeva, B., Baaken, T., (2018). State of University-Business Cooperation in Europe, European Commission, [www.ub-cooperation.eu/img/finalreport2018.png](http://www.ub-cooperation.eu/img/finalreport2018.png)



**EDUCATION DRIVEN**

**MORE TANGIBLE  
OUTCOMES**

Lifelong learning

**COMMERCIALISATION**

Engagement in  
curricula design  
and delivery

**ENGAGEMENT  
IN EDUCATION**

Spin-ins

Startups

Spin-out  
companies

Community-engaged  
learning

Challenge  
projects

Social  
entrepreneurship

Patent &  
licenses

Hackathon

Student  
mobility

Testing service

Dual-education

Seminars &  
workshops to  
externals

Consulting

Talking at public events

Publicly-engaged  
research

Joint R&D

TED-X talk

**ADVISORY &  
COMMUNICATION**

Regional problem-  
solving & advisory

**ENGAGEMENT  
IN RESEARCH**

Academic  
mobility

Volunteering

Publications and  
blogging

Policy advisory

Governance

**LESS TANGIBLE  
OUTCOMES**

**RESEARCH  
DRIVEN**





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[uiin.org](http://uiin.org)



# Societal Impact through Collaborations with SME's

## Good practices of impact

*Andrea Collins, School of Geography and Planning*

*& Nicole Koenig-Lewis, Cardiff Business School*

# Transforming Event Impact Evaluations and Staging more Sustainable Events

Dr. Andrea Collins & Dr. Nicole Koenig-Lewis

School of Geography and Planning  
Cardiff Business School





Underpinning  
research

<b>Event</b>	<b>Year</b>
FA Cup Final	2004
Rugby 6 Nations	2006
UK Stage of Tour de France	2007
Isle of Wight Music Festival	2008
Edinburgh International Film Festival	2008
London Freewheel	2008
IRB Junior Rugby World Championships	2008
Hay Literature Festival	2012
Wales Rally GB	2010
Sŵn Festival	2016
UEFA Champions League Final	2017
National Eisteddfod	2017, 2018
Cardiff Half Marathon	2017, 2018 & 2019

# The Race for Sustainability 2017-2019



## 2018 CARDIFF HALF MARATHON IN FIGURES

### TRAVEL IMPACT

On average, each runner travelled 122km to and from the race.



70.6% BY CAR



4.7% BY COACH/MINIBUS



6% BY BUS



7.1% BY RAIL



8.7% ON FOOT



2.1% BY BIKE



0.7% BY AIR

346 tonnes travel CO<sub>2</sub>e emissions  
(32% less than 2017)



## Sustainable Golf Tournament

Voluntary Sustainability Standard

event**IMPACTS**

THE PROJECT

ATTENDANCE

ECONOMIC

ENVIRONMENTAL

SOCIAL

MEDIA

# THE POWER OF EVENTS

Events have the power to inspire and change people's lives in a number of different ways. eventIMPACTS provides a toolkit of resources to help event organisers improve their evaluation of the impacts associated with staging sporting and cultural events.

GETTING STARTED

CALCULATE THE ECONOMIC IMPACT



# www.eventimpacts.com





# Events - agents of behaviour change

- Capture and enhance organisers' and spectators' awareness of event environmental impacts
- Collaborating with organisers and sponsors to inform innovative sustainability initiatives and communications

## Reflections

- Developing agency in collaboration with partners takes time
- Ability to bring diverse stakeholders together
- Project focus and impact activities develop over time
- Co-creating impact with partners
- Long lead times in organisations (impact might take multiple years) = Challenges for research team, RAs, agreements, funding etc.
- Follow-up and dissemination of impact to sustain and accelerate further impact and widening scope



Creating more sustainable academic conferences – a focus on The European Association for Sport Management Conference (EASM)

FINAL PROJECT REPORT  
APRIL 2023

REPORT PREPARED BY  
Dr Andrea Collins  
Dr Nicole Koenig-Lewis  
Eve Williams



SPORT EVENTS AS AGENTS OF BEHAVIOUR CHANGE – A FOCUS ON THE 150TH OPEN CHAMPIONSHIP

SHORT PROJECT REPORT - MAY 2023  
CONFIDENTIAL

REPORT PREPARED BY: DR. ANDREA COLLINS, DR. NICOLE KOENIG-LEWIS, DR. DENITSA DINEVA & EVE WILLIAMS  
CARDIFF UNIVERSITY, UK



# Societal Impact through Collaborations with SME's

## Good practices of impact

*Katie Webb & Julie Brown, School of Medicine*



# CARDIPH: a card game to teach teaching planning



**Julie Browne and Katie Webb**  
SSHA Conference, 20 October 2023

**“Societal Impact Through Collaborations with SMEs”**

# Cardiff iBSc in Medical Education

Lots of games to teach medical knowledge.

Often electronic, based on information transmission, one-person, mainly quizzes: evidence of learning is weak.<sup>(1,2)</sup>

We wanted a social game that was:

- For medical teachers
- Interprofessional
- For groups of players
- ↑collaboration ↓competition
- with constructivist pedagogical underpinnings

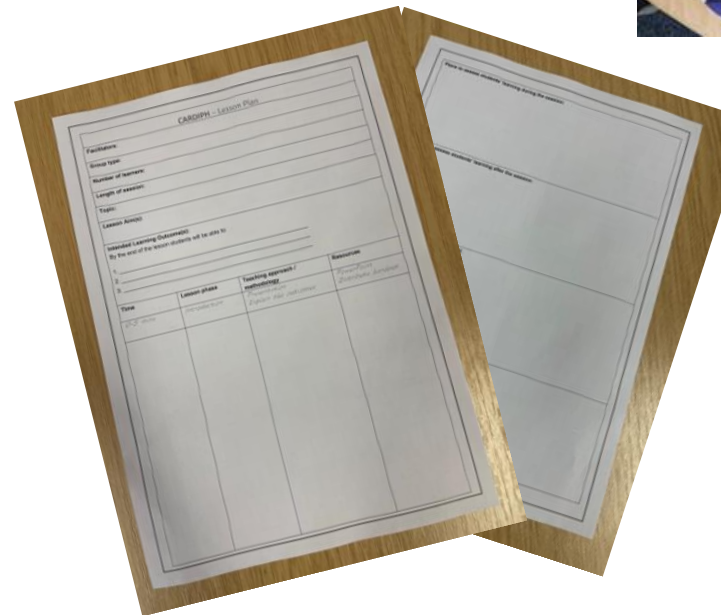
But it didn't exist, so we had to invent our own!





# Collaborating with business...Tipping point...we got as far as we could go...

- But we had the only copy
- Playing online was not ideal
- It looked amateur
- It took hours to create
- We wanted to share it more widely



**37,000,000  
permutations**

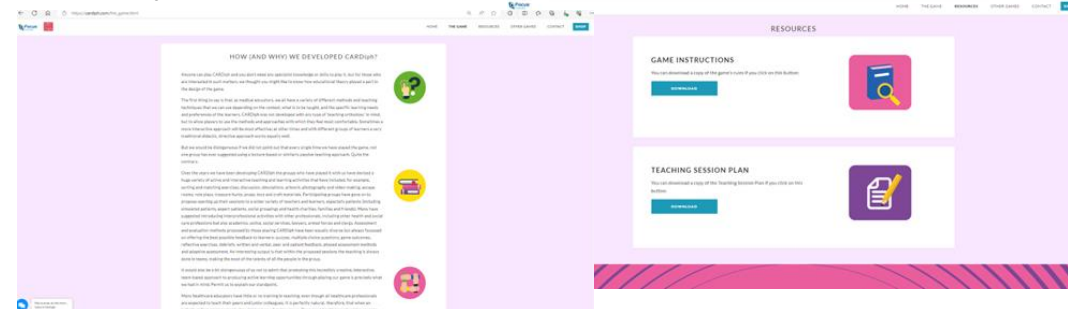
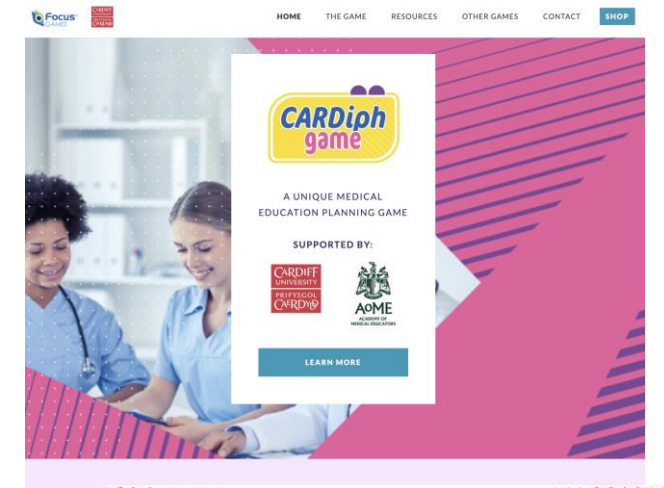


# Thinking differently – Value in Engagement and Partnership

- Initial idea – graphic designer for cards
- Matthew Stott introduced us to Focus Games UK - educational games developers
- Applied - UKRI CRoSS (Commercialisation of Research out of Social Sciences Fund)
- Working in partnership with business – changed our thinking (e.g. external partnerships AoME)
- Accessibility, practicality, feasibility, markets, packaging, promotion, dedicated website
- 9 months from concept to launch (June 2024) Retail price: £15



Concepts.pdf



# Collaborating with business

## CARDiph – where are we now? Art is in the SIMPLE and FUN



**37,000,000  
permutations**



# Where are WE going?

- **Already sold to Kenya, Ireland, USA, Azerbaijan**
- **Aims:**
  - Academic work on evaluation/dissemination
  - To expand market to India and Far East
  - To develop ‘healthcare expansion packs’ aimed at anatomy, palliative care and general practice
  - To develop a ‘generic higher education pack’ for university teachers
- **Challenge to ourselves University/Academics/Business:**
  - what do we need to do change our approach?
  - How can we think differently?



# Thank you

## REFERENCES

1. Gorbanev I, Agudelo-Londoño S, González RA, et al. A systematic review of serious games in medical education: quality of evidence and pedagogical strategy. *Med Educ Online*. 2018;23(1):1438718. doi:10.1080/10872981.2018.1438718
2. Bleakley, A., Bligh, J., Browne, J. (2011). Learning by Simulation and the Simulation of Learning. In: Medical Education for the Future. Advances in Medical Education, vol 1. Springer, Dordrecht. [https://doi.org/10.1007/978-90-481-9692-0\\_11](https://doi.org/10.1007/978-90-481-9692-0_11)
3. Rutledge et al. Gamification in Action: Theoretical and Practical Considerations for Medical Educators. *Academic Medicine* 2018: 93(7) 1014-20

CARDiph website: [www.cardiph.com](http://www.cardiph.com)

## Please contact us:

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@GreyLiterature

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@drKatie\_Webb

# Societal Impact through Collaborations with SME's

## Good practices of impact

*Yingli Wang & Alex Jones, Cardiff Business School*

CARDIFF  
UNIVERSITY

PRIFYSGOL  
CAERDYDD



Economic  
and Social  
Research Council

## Tackling Food Poverty:

# Building Resilience into Alternative Food Supply Chain Provision

Prof. Yingli Wang ([WangY14@Cardiff.ac.uk](mailto:WangY14@Cardiff.ac.uk))

Alexander Jones ([JonesAJ15@Cardiff.ac.uk](mailto:JonesAJ15@Cardiff.ac.uk))

Cardiff Business School  
Cardiff University

18 Oct 2023

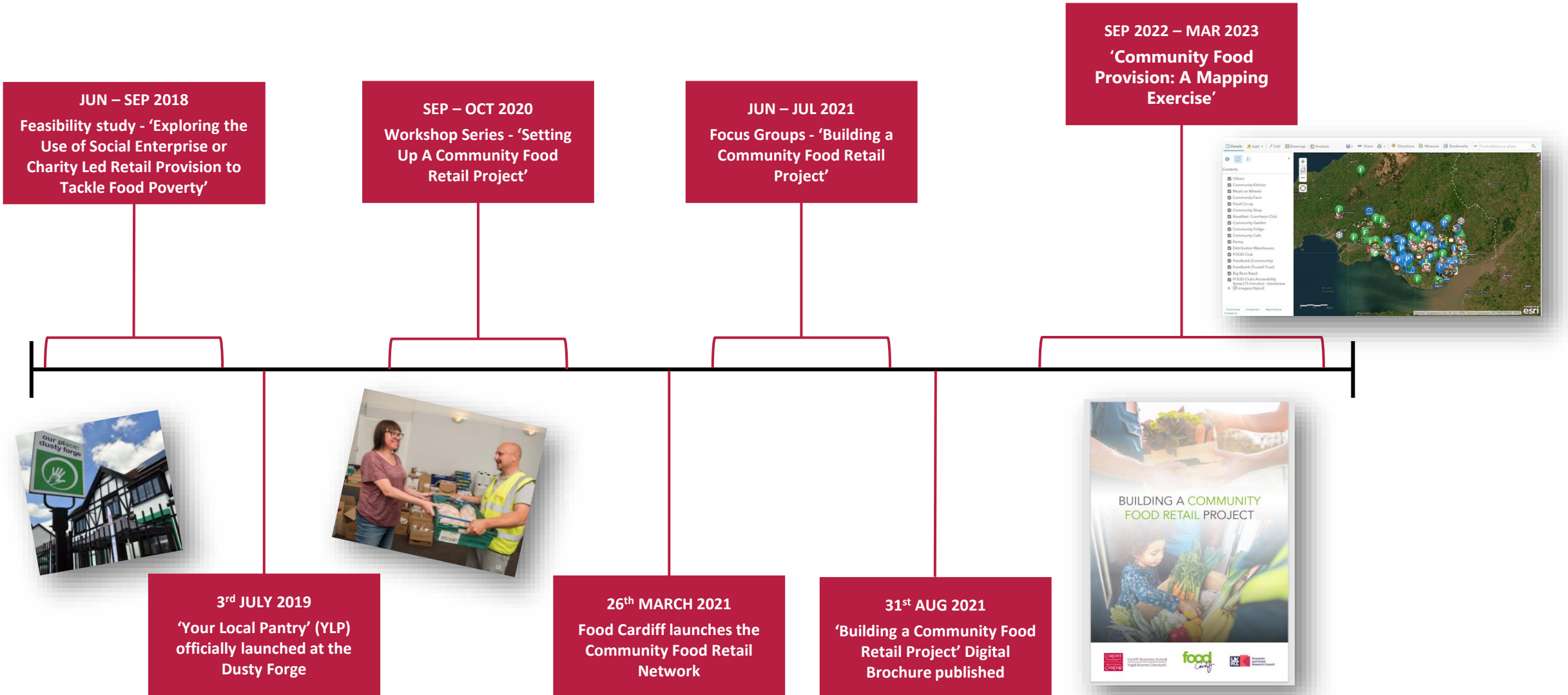


# AESIS

NETWORK FOR  
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE



# JOURNEY TO IMPACT



## Recommendation

### **Parallel session: Societal Impact through Collaborations with SME's**

Recommendation: “Impact with and through SMEs is just as logical for AHSS as it is via STEM - indeed it is more important as they do not come looking for us. And of course, R&I officers are critical for this!”