SMART Pathways to Impact – Introductory paragraph

Being SMART with your pathway helps give the reviewers confidence that you have ‘done your homework’ and have a clear plan of what impacts you want to achieve and that you have put in place the appropriate steps to attain these.

SPECIFIC Be as clear as possible about what you want to do. Set out clear objectives and the methods you will use. It might help to think about answering the ‘who, what, when, where and how’ questions. Include any evidence you may have from past experience.

MEASURABLE Can you measure or ascribe numbers to anything? For example, if you are going to use the Science Festival for a public engagement activity – how many people come and what types of audience does it reach? Have you done the Science Festival before, did you capture the number of people that came to your talk/visited your stand? How would you capture this? What has been the benefit to you and your research so far? How will you know when you have reached your target?

ACHIEVABLE Be realistic by showing HOW you intend to achieve your aim. Don’t promise too much. Provide evidence if you have it that you have done this impact activity in the past and it is possible and impactful. Utilise *and name* all the resources available to help you (see ‘Get Help’ section).

RELEVANT Take care in choosing the things most of relevance to you and your project. You are much more likely to achieve impact if it is something that you want to do and that benefits your research.

TIME-BOUND This doesn’t need to be a month-by-month detailed breakdown of activity; it just shows the reviewers that you have put thought into the process and worked out what impact you want to achieve and the steps you need to take to do this. What will you achieve in the first year? How will you build on this as the project develops? What outcomes do you hope to have achieved by the end? A table can be a useful way of presenting this:

|  |  |  |
| --- | --- | --- |
| Year | Activity | Outcome |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |