



# LCACE impact model

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# LCACE Seed Fund

- Aims
  - support academics to undertake KE;
  - pump-prime projects with future potential to attract funding;
  - raise the profile of LCACE initiative and demonstrate tangible benefits to the institutions and wider cultural sector
- Research objectives
  - create an enhanced narrative of what has happened as a result of LCACE Seed Funding
  - begin to identify how best to understand and communicate the impact of LCACE funding
  - identify ways to reproduce positive outcomes

# June 2008 context

- Pressure to demonstrate economic impact
  - HEIF 4 formula used 2 components: numbers of academic staff and ‘various measures of income from business/non-commercial sources’. Third component of HEIF 3 formula no longer used.
  - LCACE funding generates direct income only as part of a wider picture of impact, direct attribution difficult

# Key impact approaches

- Recent studies reflexive about how impact is defined and measured:
  - Strong conceptual frameworks – Impact 08 identified key dimensions to regeneration, including cultural participation and local identity as well as economic indicators
  - Case study methodology for understanding complex change – individual and community-level
  - ‘Shared language’ of impact measures, meaningful to both funders and practitioners

# Developing a model of impact

- Projects experienced same broad types of impact, but were not at same developmental stages:
  - One-off events: without specific plans for future
  - Stable / developmental: work continues at same trajectory or plans to develop slowly
  - Strategic plan for sustainability: clear ambition for the future
  - Established enterprise: longer-term core funding in place
- Duration is not a guarantee of high impact, key success factors:
  - Mutual understanding between partners
  - Different / complementary skills areas
  - Commitment to excellence (artistic and academic)
  - Getting a strong team together (often through LCACE networks)
  - Support from university – admin, funding and recognition at senior level

# Model of how impact develops

