UWE Bristol Library Research Support - Annual Report Sep 2021

Charley Vaughton – Research Support Librarian (Repositories)



Contents

UWE Bristol Repositories Annual Report Sep 2021	1
Contents	2
Introduction	3
Team Update	3
Overview of activities	3
PIMS	3
REF submission	5
Working from home	5
Conference attendance	6
Statistics	6
Total downloads from Research Repository Sep 2020 – Aug 2021	6
Most downloaded outputs Sep 2020 – Aug 2021	7
Outputs added by faculty Aug 2020 – Sep 2021	8
Data Repository – total datasets deposited	9
Coming up next	9
Contacts	10



This work is licensed under a Creative Commons Attribution 4.0 International License

Introduction

Welcome to the Repositories Annual Report for 2021. Our annual reports usually cover a single academic year, but this report will be a little different. The last annual report covered the 2017-2018 academic year. We were then unable to complete annual reports due to a combination of staff changes, major projects, and a small matter of a global pandemic. Consequently, this annual report will look back at some of the activities that took place in the 2018-2019 and 2019-2020 academic years as well as the 2020-2021 year.

Team Update

There were a number of temporary staff changes in the intervening time between the last annual report and this report. However, the team are now all back in post, with the addition this year of a Graduate Trainee who is working in the Research Support Team for two days a week.

- Amanda Conway Head of Library Research, Performance and Internal Comms
- Jenni Crossley Library Research Manager
- Anna Lawson Research and Open Access Librarian (job share with Jane)
- Jane Belger Research and Open Access Librarian (job share with Anna)
- Charley Vaughton Research Support Librarian (Repositories)
- Lisa Hacker Library Information Administrator (Research Support)
- Chantel Blackwood Graduate Trainee

Overview of activities

PIMS

In the last annual report we reported that RBI had chosen a CRIS supplier and that a new system was going to be implemented that would include replacing the Research Repository.

This was a huge project that took up most of the Repository Team's time in 2018-2019 when the system launched.

The chosen supplier was Worktribe, and the new Project Information and Management System, or PIMS, has been implemented and launched. The Outputs module and Research Repository – which replace the old Eprints repository – were the earliest parts of the system to be implemented (along with the REF module, as they were required for the REF module to function.)

There are now two parts to the Research Repository. The Outputs module (within PIMS) is where outputs are uploaded and deposited. This is only accessible to UWE Bristol staff and PGRs with an account. Once outputs have been reviewed they are made discoverable, which is when they appear on the Research Repository. The Research Repository is publicly accessible to anyone with an internet connection and works as the 'shop window' for the outputs in PIMS.

The switch from Eprints to Worktribe was a massive enterprise requiring metadata mapping, mass updates of records, quality and bug testing, <u>creating new guidance</u> and <u>training materials</u>, training researchers, and communicating with both Worktribe and other UWE Bristol colleagues. We would particularly like to thank Richard Ellis and Chloë Walker for their assistance in the team and with the launch of PIMS in 2019-2020.

Other modules for PIMS were launched at a later date or are still being considered/implemented, and the Outputs and Repository modules require some further development from Worktribe. Charley is a member of the Outputs and Repository Special Interest Groups (SIGs) with other institutions who use Worktribe, where problems and requests can be discussed and taken directly to Worktribe. We remain in contact with RBI and other users of Worktribe at UWE Bristol to try and ensure we know how changes coming in will impact the Outputs module.

REF submission

Submission for REF 2021 originally had a date of November 2020, however with the Covid-19 pandemic disrupting the entire world, the date was eventually changed to March 2021.

The Research Support Team has been promoting the REF open access policy since 2014 (when it was still known as the HEFCE policy) and monitoring compliance with the policy since it came into force in April 2016.

This involved communicating the policy to researchers, chasing authors where action needed to be taken to make an output compliant (e.g. uploading an accepted manuscript) and applying exceptions where relevant (plus recording the evidence for the exceptions.)

In the final run up to REF submission we did some last checks of outputs for exceptions we could apply, reported compliance rates to faculties, and aided RBI in ensuring that submitted outputs were compliant. The REF submission was successfully submitted in March 2021 and we now await the results.

As the REF policy is currently under review, we are currently still telling researchers to comply with the existing policy rules for newly deposited outputs. We have done a couple of manual compliance checks for these outputs (as Worktribe have not updated the system for post-2021 outputs yet) and will resume communications with researchers when we know what the policy will be for the next REF.

Working from home

As everyone is already aware, 2020 saw a huge upheaval in how everyone worked and lived due to the ongoing global covid-19 pandemic. The Research Support Team began working from home in March 2020 and were able to continue delivering the same services as before the pandemic – the only exception being thesis digitisation requests, as the British Library temporarily shut down the service – allowing us to continue to support researchers and PGRs.

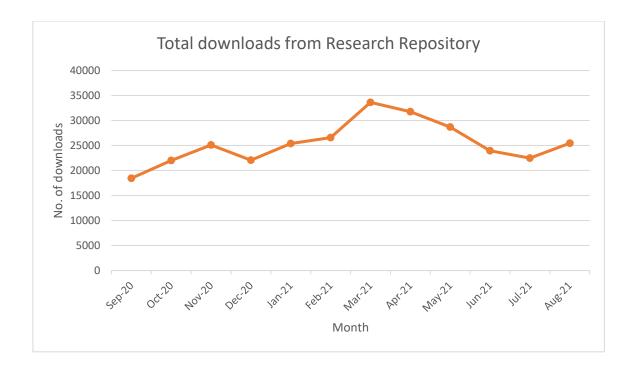
The team are currently trialling different hybrid working solutions to ensure service is maintained.

Conference attendance

Jane, Anna, and Charley all attended UKSG 2021 online. Anna and Charley attended as guests, while Jane attended as one of the speakers and delivered a session about the outreach work that she has undertaken in collaboration with University of Bristol. The session was very well received by attendees.

Statistics

Total downloads from Research Repository Sep 2020 – Aug 2021¹



¹ Figures taken from IRUS-UK

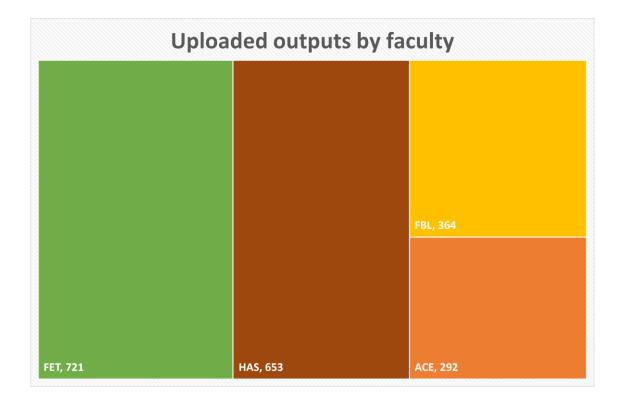
Most downloaded outputs Sep 2020 – Aug 2021²

Using thematic analysis in sport and exercise researchBook Chapter12,739The United Nation Convention on Contracts for the International Sales of Goods 1980 (CISG) An examination of the buyer's remedy of avoidance under the CISG: How is the remedy interpreted, exercised and what are the consequences of avoidance?Thesis11,943Thematic analysis DeschologyBook Chapter6,434Using thematic analysis in psychologyJournal Article4,469Teaching thematic analysis; Overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaReport3,253Comparing two samples from an individual Likert questionJournal Article3,099Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015	Output	Output type	No. of downloads
The United Nation Convention on Contracts for the International Sales of Goods 1980 (CISG) An examination of the buver's remedy of avoidance under the CISG: How is the remedy interpreted, exercised and what are the consequences of avoidance?Thesis11,943Thematic analysis of avoidance?Book Chapter Journal Article6,434 4,469Using thematic analysis psychology Teaching thematic analysis; Overcoming challenges and developing strategies for effective learning Urban land, planning and governance systems in NigeriaJournal Article3,857Comparing two samples from an individual Likert questionJournal Article3,253Operconing challenges and developing strategies for effective learningJournal Article3,253Comparing two samples from an individual Likert questionJournal Article3,099Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the gornex of group learning: A qualitative study ofThesis2,855	Using thematic analysis in	Book Chapter	12,739
Convention on Contracts for the International Sales of Goods 1980 (CISG) An examination of the buyer's remedy of avoidance under the CISG: How is the remedy interpreted, exercised and what are the consequences of avoidance?Book Chapter6,434Thematic analysis psychologyBook Chapter6,4344,469Thematic analysis psychologyJournal Article3,857Theaching thematic analysis: power and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,099Ornegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate elationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Context of group learning: A qualitative study ofThesis2,855	sport and exercise research		
the International Sales of Goods 1980 (CISG) An examination of the buyer's remedy of avoidance under the CISG: How is the remedy interpreted, exercised and what are the consequences of avoidance?Book Chapter6,434Thematic analysis using thematic analysis in psychologyBook Chapter6,434Using thematic analysis psychologyJournal Article4,469Teaching thematic analysis: Overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaPoort3,584Comparing two samples from an individual Likert uestionJournal Article3,253Opfick rapeworld': Omgaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate teleftetives on intimate telefteting on reflexive thematic analysisJournal Article3,015Effecting on reflexive thematic analysisJournal Article3,015Consent efficting on reflexive thematic analysisJournal Article3,015	The United Nation	Thesis	11,943
Goods 1980 (CISG) An examination of the buyer's remedy of avoidance under the CISG: How is the remedy interpreted, exercised and what are the consequences of avoidance?Book Chapter6,434Thematic analysis using thematic analysis psychologyJournal Article4,469Teaching thematic analysis: opsychologyJournal Article3,857Covercoming challenges and developing strategies for effective learning Urban land, planning and governance systems in NigeriaPoort3,584Comparing two samples from an individual Likert umpact of social power structures on intimate relationships and sexual consentJournal Article3,099Dournal Article tical tool in analyzing the impact of social power structures on intimate telationships and sexual corisentJournal Article3,015Refecting on reflexive thematic analysisJournal Article3,015Context of group learning: A qualitative study ofThesis2,855	Convention on Contracts for		
examination of the buyer's remedy of avoidance under the CISG: How is the remedy interpreted, exercised and what are the consequences of avoidance?Book Chapter6,434Thematic analysis using thematic analysis in psychologyBook Chapter6,434Journal Article4,469Teaching thematic analysis: overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaJournal Article3,584Comparing two samples from an individual Likert questionJournal Article3,253Journal Article structures on intimate relationships and sexual consentJournal Article3,099Perfective server using the matic analysis from an individual Likert questionJournal Article3,015Consent Reflecting on reflexive thematic analysis consentJournal Article3,015Reflecting on reflexive thematic analysis consentJournal Article3,015			
remedy of avoidance under the CISG: How is the remedy interpreted, exercised and what are the consequences of avoidance?Book Chapter6,434Thematic analysis using thematic analysis in psychologyBook Chapter6,434Using thematic analysis psychologyJournal Article4,469Teaching thematic analysis: Overcoming challenges and developing strategies for effective learningJournal Article3,857Overcoming challenges and developing strategies for effective learningReport3,584Comparing two samples from an individual Likert questionJournal Article3,253Obergaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Context of group learning: A qualitative study ofThesis2,855			
the CISG: How is the remedy interpreted, exercised and what are the consequences of avoidance?Book Chapter6,434Using thematic analysis psychologyJournal Article4,469Teaching thematic analysis: Overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253Overcosing challenges and developing strategies for effective learningJournal Article3,099Comparing two samples from an individual Likert questionJournal Article3,015Consent Reflecting on reflexive thematic analysisJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
Interpreted, exercised and what are the consequences of avoidance?Book Chapter6,434Thematic analysis psychologyJournal Article4,469Using thematic analysis psychologyJournal Article3,857Teaching thematic analysis: overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
what are the consequences of avoidance?Book Chapter6,434Using thematic analysis psychologyJournal Article4,469Teaching thematic analysis: Overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
of avoidance?Book Chapter6,434Using thematic analysis psychologyJournal Article4,469Impose the matic analysis psychologyJournal Article3,857Ceaching thematic analysis: Overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253Obegfuck rapeworld?: Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofJournal Article3,015			
Thematic analysisBook Chapter6,434Using thematic analysis in psychologyJournal Article4,469Teaching thematic analysis: Overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253Dournal Article3,099Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
Using thematic analysis in psychologyJournal Article4,469Teaching thematic analysis: Overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253Observe for an individual Likert questionJournal Article3,099Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855	of avoidance?		
Using thematic analysis in psychologyJournal Article4,469Teaching thematic analysis: Overcoming challenges and developing strategies for effective learningJournal Article3,857Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253Observe for an individual Likert questionJournal Article3,099Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855	Thematic analysis	Book Chapter	6,434
psychologyImage: series of the se		•	
Overcoming challenges and developing strategies for effective learningReport3,584Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253'Dogfuck rapeworld': Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,099Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
developing strategies for effective learningReport3,584Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253'Dogfuck rapeworld': Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,099Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855	Teaching thematic analysis:	Journal Article	3,857
effective learningImage: Image: I	Overcoming challenges and		
Urban land, planning and governance systems in NigeriaReport3,584Comparing two samples from an individual Likert questionJournal Article3,253'Dogfuck rapeworld': Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,099Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855	developing strategies for		
governance systems in NigeriaIIComparing two samples from an individual Likert questionJournal Article3,253'Dogfuck rapeworld': Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,099Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855	effective learning		
NigeriaIournal Article3,253Comparing two samples from an individual Likert questionJournal Article3,099'Dogfuck rapeworld': Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,099Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855	<u>Urban land, planning and</u>	Report	3,584
Comparing two samples from an individual Likert questionJournal Article3,253'Dogfuck rapeworld': Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,099Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
from an individual Likert questionJournal Article3,099'Dogfuck rapeworld': Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,099Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
questionImage: second seco		Journal Article	3,253
'Dogfuck rapeworld': Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentJournal Article3,099Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
Omegaverse fanfiction as a critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentImage: Second sec			2.000
critical tool in analyzing the impact of social power structures on intimate relationships and sexual consentend sexual structuresReflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A gualitative study ofThesis2,855		Journal Article	3,099
impact of social power structures on intimate relationships and sexual consentImage: Second sexual sexualImage: Second sexual sexualReflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
structures on intimate relationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article2,855Critical thinking in the context of group learning: A gualitative study ofThesis2,855			
relationships and sexual consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article2,855Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
consentJournal Article3,015Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
Reflecting on reflexive thematic analysisJournal Article3,015Critical thinking in the context of group learning: A qualitative study ofThesis2,855			
thematic analysisImage: Critical thinking in the context of group learning: A qualitative study ofThesis2,855		lournal Article	3,015
Critical thinking in the context of group learning: A qualitative study ofThesis2,855			0,010
<u>context of group learning: A</u> <u>qualitative study of</u>		Thesis	2.855
gualitative study of			,
postgraduate accounting	postgraduate accounting		

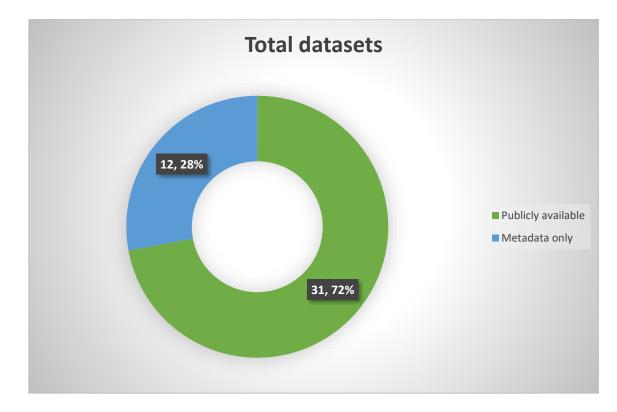
² Figures taken from IRUS-UK. Both the download figures and the top ten most downloaded outputs are completely different in the Worktribe report. IRUS-UK has been more consistent and reliable in our experience.

and finance students'		
perceptions		

Outputs added by faculty Aug 2020 – Sep 2021



Data Repository – total datasets deposited



Coming up next

Over the coming year we have a few different priorities to work on:

- Research Data Repository we are aiming to replace the Data Repository (which currently runs on Eprints software) in an effort to make the Data Repository more stable and up-to-date. This will also involve developing our research data skills as a team.
- Communications we intend to develop a communications plan to update researchers about the UWE Bristol Open Access Policy, changes to UKRI policy, and our open access guidance.
- Open access we are going to continue to evaluate new open access deals and models, and prepare for no deal with Elsevier in the current negotiations for a publisher deal.
- Impact we will check what data is available for assessing the benefits of publishing open access, and produce informative reports about the impact and benefits of our work both at UWE Bristol and externally.

Contacts

For more information, contact the Research Support Team.

For questions about PIMS or the repositories, email <u>repository@uwe.ac.uk</u>

For questions about open access or data management, email <u>lib.rke@uwe.ac.uk</u>