

Adding it up and making it count,
or...
How to write a research
'route map' for
REF 2014

CDD Staff Seminar for the Research and
Knowledge Transfer Group

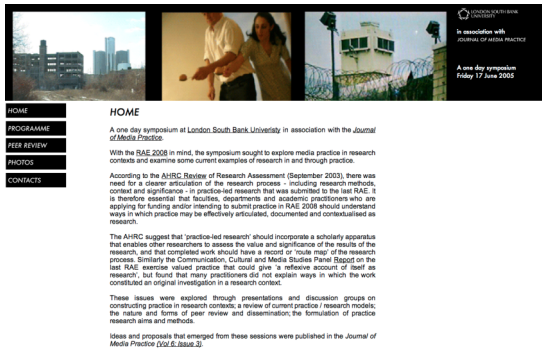
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www.eyefullproductions.co.uk/bluebell



www.eyefullproductions.co.uk/practice



**“Research in the Creative and Performing Arts”
Arts and Humanities Research Board
Research Committee Review of RAE 2001
(October, 2003)**

- “a play about the Suffragettes is that which relates to the discipline of drama rather than research into the Suffragettes. Work that results purely from the creative or professional development of the artist, however distinguished, is unlikely to fulfil the requirements of research.”

- “We do not believe that a creative, performance, or practice-led output should be allowed to stand on its own as a record of research activity. Rather, we believe that any research output submitted to the RAE should have associated with it a record or ‘route map’ of the research process.”
- “a scholarly obligation to document and to reflect critically on and review their research processes ‘this documentation’ should be required to be presented in verbal written form”.

**AHRC requirements for the specification
of “research process” (as opposed to
professional creative practice):**

- the research issues, problems, or questions that will be addressed;
- the context in which those issues, problems, or questions are located (what is known or understood in the general area of the proposed research already, and how addressing or answering the issues, problems, or questions specified will enhance the generally-available knowledge and understanding of the area in question);
- what research methods will be used to address the issues, problems, or questions that have been specified; and
- how the results of the research will be disseminated to the research community and to others who might be interested in them.

RAE 2008 quality measures

- For outputs:
 - **Significance.** The degree to which the work has enhanced, or is likely to enhance, knowledge, thinking, understanding and/or practice in its field.
 - **Originality.** The degree to which the work has developed new formulations or data and/or initiated new methods and/or forms of expression.
 - **Rigour.** The degree of intellectual precision, systematic method and/or integrity embodied in the research.
- For esteem:
 - **Recognition.** The degree to which, individually and collectively, the work of researchers has been recognised externally.
 - **Influence.** The degree of influence and/or contribution made to research practices and their debates in the wider context.
 - **Benefit.** The degree to which researchers and the research environment have benefited through the esteem in which the research is held.

"Professional practice and scholarly research", Professor Judith Mottram, Nottingham Trent University
<http://www.abrc.ac.uk/FundingOpportunities/Documents/The%20difference%20between%20professional%20practice%20and%20research.pdf>

'Route map' Workshop

- Choose one potential project or area of your practice that you would like to contextualise for REF 2014 (for research activity from the period between 1 Jan 2008 - 31 July 2013). You have roughly 300 words.
- Title/Brief Description
- Aims and Objectives/Rationale/Research Questions
- Academic and Artistic context
 - (Significance and originality in relation to existing research/practice)
- Methodologies
 - (Rigour, integrity and ethics)
- Outcomes and Dissemination
 - (Impact, recognition, influence and benefits / Public Engagement / Knowledge Transfer)
