

# Research Assessment Exercise 2020

# 2018 Summer Event Open Forum Assessment Guidelines

# **RAE2020** Overview

- Expert review exercise using *international benchmarks* to assess the research quality of universities and delineate their areas of relative strengths
- 13 assessment panels to conduct the expert review of submissions on *research outputs*, *impact* and *environment*
- About 210 submitting units and 4 960 academic staff eligible for making submission as of 1 Nov 2017

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## Elements of assessment

- Impact range of impact, types of evidence, basis of evaluation
- Environment aspects within environment, basis of evaluation
- Outputs general guidance



Wide range of impact areas beyond academia, taking Arts and Humanities as an example

- 1. Generating *new ways of thinking* that *influence creative practice*
- 2. Creating, inspiring and supporting *new forms of artistic, literary, linguistic, social, economic, religious, and other expression*
- 3. Contributing to innovation and entrepreneurial activity through the *design and delivery of new products or services*

## **Further examples:**

- Contributing to *economic prosperity via the creative sector* including publishing, music, theatre, museums and galleries, film and television, fashion, tourism, and computer games
- 5. Informing or *influencing practice or policy* as a result of research on the nature and extent of religious, sexual, ethnic or linguistic discrimination



### **Further examples:**

- Research into the languages and cultures of minority linguistic, ethnic, religious, immigrant, cultures and communities *used by government, NGOs, charities or private sector* to understand and respond to their needs
- 7. Helping professionals and organisations adapt to changing *cultural values*
- 8. Contributing to continuing *personal and professional development*

### **Further examples:**

 Preserving, conserving, and presenting *cultural heritage*

10. Influencing the *design and delivery of curriculum and syllabi in schools or other educational institutions* where the impact extends significantly beyond the submitting university, for example through the widespread use of text books, primary sources or an IT resource in education



### **Further examples:**

- 11. Developing *stimuli to tourism* and contributing to the quality of the tourist experience
- 12. Contributing to processes of commemoration, memorialisation and reconciliation
- 13. Contributing to a *wider public understanding* of basic standards of wellbeing and human rights conceptions



## **Further examples:**

- Informing or influencing the *development of expert systems i*n areas such as medicine, human resources, accounting, and financial services
- 15. Influencing the *methods, ideas or ethics of any profession*
- 16. Providing *expert advice* to governments, NGOs, charities and the private sector *locally and internationally*, and thereby influencing policy and/or practice.

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# **RAE2020** Evidence of Impact

# Types of supporting evidence to demonstrate impact

- Quantitative indicators publication and sales figures, funding, tourism data, generation of new products
- Critiques or citations in users documents citations in reviews outside academic literature, uptake of research in documents
- Public engagement media coverage, downloads of linked resources, access web count

# **RAE2020** Evidence of Impact

# Types of supporting evidence to demonstrate impact

- Policy engagements influence on public policy debate and practice, formal partnership agreement
- Independent testimony acknowledgement in publications, testimony of experts or third party
- Formal evaluations professional evaluation, formal peer review

REF 01.2012, Panel criteria and working methods, January 2012, Main Panel D (Arts and Humanities) https://www.ref.ac.uk/2014/media/ref/content/pub/panelcriteriaandworkingmethods/01\_12.pdf



#### Areas where impact is found - UK REF 2014 as an example

Figure 4: Disciplinary 'hot spots' that underpinned the 60 impact topics from Wales's REF 2014 impact submissions (n=273)

The Policy Institute, King's College London: Impacts of academic research from Welsh universities, May 2017 https://www.kcl.ac.uk/sspp/policy-institute/publications/The-impacts-of-academic-research-from-Welsh-universities.pdf



#### Figure 5: Alluvial connectivity linking UoA to impact topic

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> Impact topic Cancer (n=5) Clinical guidance (n=8) Clinical tests (n=6) Dentistry (n=3) Food and nutrition (n=13) Health care cervices (n=19) Infectious diseases control (n=3) Medical ethics (n=3) Mental health (n=9) Pharmaceuticals (n=8) Unit of Assessment Public health and prevention (n=3) Surgery, implants and devices (n=2) Clinical medicine (n=16) Climate change (n=6) Computing and quantum physics (n=6) Engineering, design and manufacturing (n=12) Instrumentation (n=8) Laboratory diagnostics (n=3) Biological sciences (n=11) Marine and ocean science (n=3) Mobile technologies (n=4) Modelling and forecasting (n=4) Nature and concervation (n=12) Chemistry (n=7) Nuclear energy (n=4) Physics (n=18) Oil and gas (n=5) Mathematical sciences (n=17) Software development (n=18) Technology commercialisation (n=39) Transport (n=2) Water and flood management (n=7) General engineering (n=34) Architecture and building (n=3) Asia (n=2) Banking, finance and monetary policy (n=6) Business and industry (n=18) Children, young people and families (n=5) Community and local government (n=18) Law (n=23) Crime and justice (n=8) Defence and security (n=2) Democracy and political engagement (n=4) Europe (n=4) Sociology (n=9) Education (n=8) Informing government policy (n=56) International development (n=9) Law and justice (n=7) Parliamentary corutiny (n=45) History (n=24) Public engagement (n=17) Classics (n=5) Regional innovation and enterprise (n=2) Philosophy (n=2) Schools and education (n=9) Sports (n=8) Women, gender and minorities (n=6) Work, labour and employment (n=6) Arts and culture (n=6) Cultural and heritage preservation (n=13) Film and theatre (n=5) Historical archives (n=7) Literature (n=13) Media (n=35) Museums and exhibitions (n=2) Music, dance and performance (n=2) Print media and publishing (n=7) Regional languages of the british isles (n=23) Religion (n=5)

Public health, health services and primary care (n=8) Allied health professions, dentistry, nursing and pharmacy (n=46) Psychology, psychiatry and neuroscience (n=33) Agriculture, veterinary and food science (n=18) Earth systems and environmental sciences (n=20) Computer science and informatics (n=30) Electrical and electronic engineering, metallurgy... (N=8) Civil and construction engineering (n=3) Architecture, built environment and planning (n=14) Geography, environment studies and archaeology (n=29) Business and management studies (n=45) Politics and international studies (n=15) Social work and social policy (n=8) Sport and exercise sciences, leisure and tourism (n=14) Modern languages and linguistics (n=32) English language and literature (n=26) Theology and religious studies (n=3) Art and design: history, practice, theory (n=12) Music, drama, dance and performing arts (n=21) Communication, oultural and media studies, library and information management (n=13)

Life sciences Engineering and physical sciences Social sciences Arts and humanities

## **RAE2020** Assessing Impact

## **Basis of evaluating impact –**

- impact must be *enabled*, *generated* or *substantially supported* by the submitting university during the assessment period, 1 Oct 2013 to 30 Sep 2019
- underpinned by research undertaken at, or significantly supported by, the submitting university during 1 Jan 2000 to 30 Sep 2019



## **RAE2020** Assessing Impact

## **Basis of evaluating impact –**

- the submitting unit/university is to present *how it made a distinct and material contribution* to the impact in the assessment period
- such that the impact would not have occurred or would have been significantly reduced without the contribution of research



## **RAE2020** Aspects of Environment

- Strategy achievement of strategic aims, future strategic plan
- People including staff (eligible and noneligible) and research postgraduate students
- Income overall view of research income, with data on ongoing research grants/contracts
- Infrastructure facilities for carrying out research

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## **RAE2020** Aspects of Environment

- Collaborations local, international, intrauniversity, inter-disciplinary
- Esteem recognition conferred by a body outside the university
- Contribution to the discipline or research base



## **RAE2020** Assessing Environment

- Universities to show what they do to ensure a good environment, as scale alone does not inevitably entail a good environment
- Panels to assess the merits of submission within the context of information provided, and the context of respective disciplines
- No discounting/crediting factor arising from career stage, staff profile, size, histories of individual universities/units



## **RAE2020** Assessing Outputs

- Panels to exercise professional judgement, pitching at the *best international norms* and the standards of scholarship expected internationally in the disciplines
- Not to adopt a mechanical approach during assessment
- Citation data/metrics, if used as secondary information, should be specified in the panel-specific guidelines for universities' information

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# Thank you!