

REF – Implications for early career researchers

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Aim

To encourage you to start thinking and discussing about the implications of the Research Excellence Framework (REF) for *your* work.

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Image from Google Maps

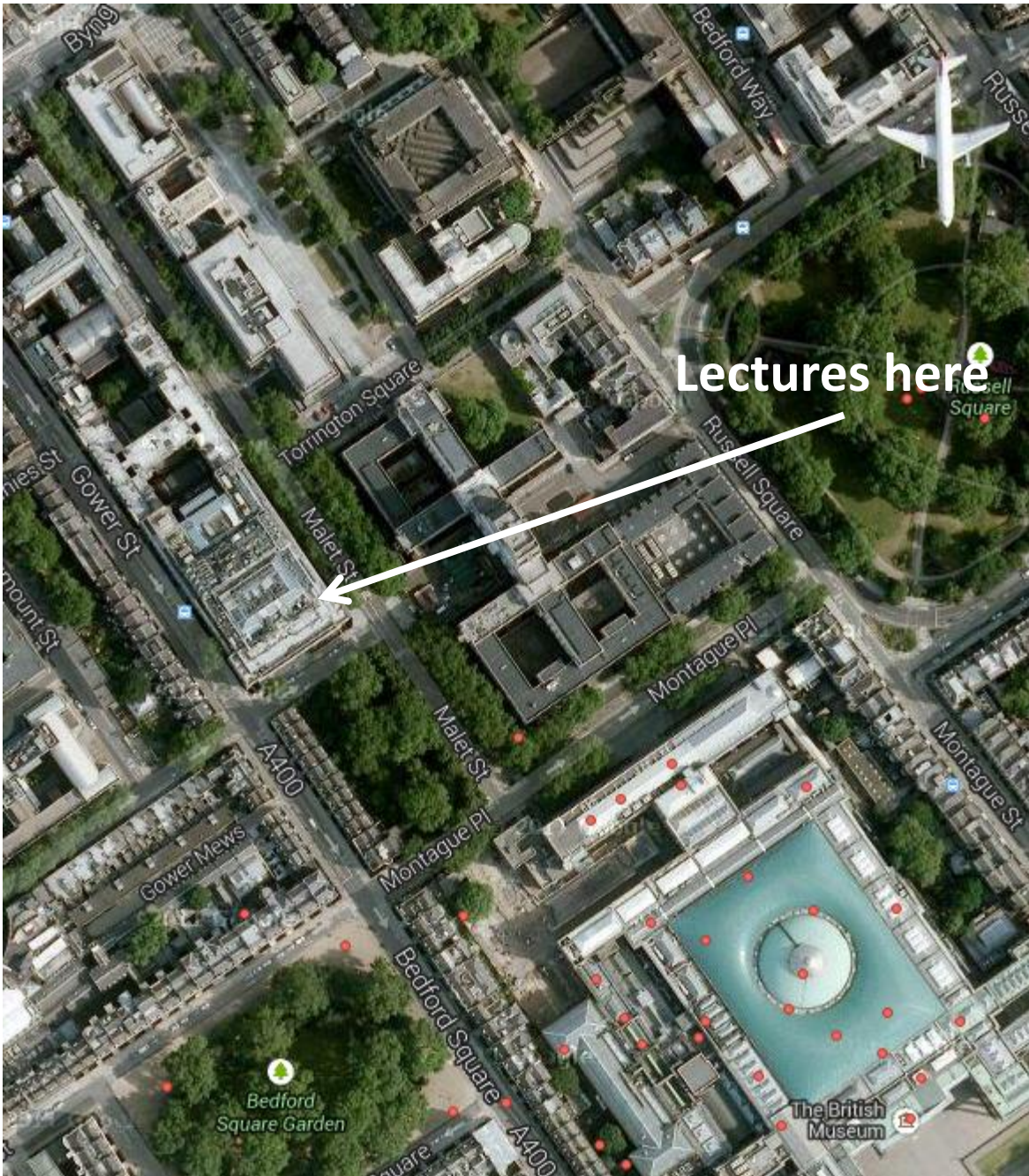
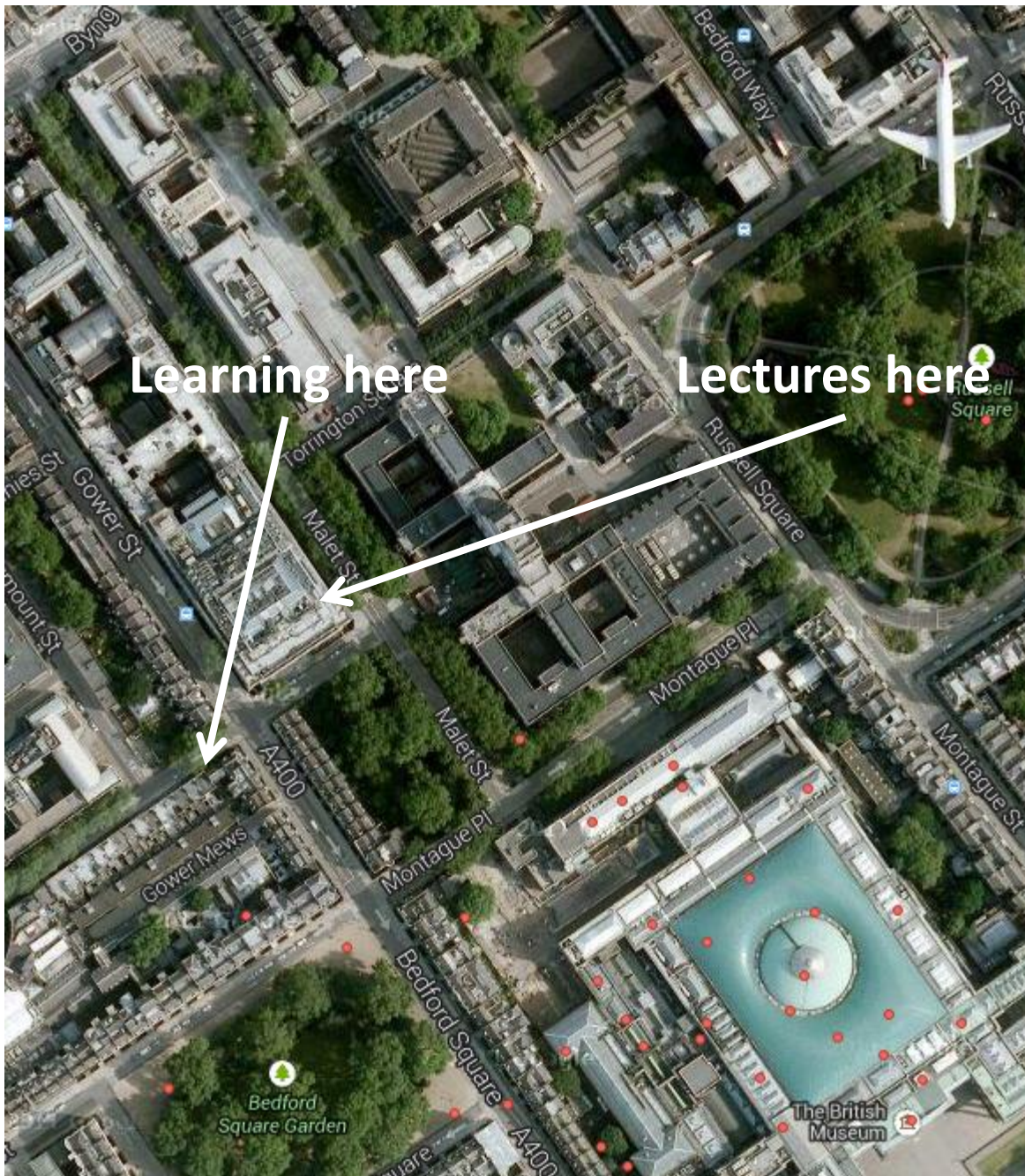


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Learning here

Lectures here

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Objectives

1. To provide an overview of REF and why it is done
1. To identify its three central components and how they are rated
2. To raise awareness of a Moodle support resource



#REF2020

 **OA Tracking Project**
@oatp 

#ref2020 - Twitter Search
<https://t.co/fipatrafto>

  23 Feb

 **Catherine Manthorpe**
@cathman2 

Planning for impact - this has helpful advice
[#impact](#) [#REF2020](#)

  22 Feb

 Tara Clough Retweeted 

 **Prof Jackie Cassell**
@jackiecassell

What does [@BSMSMedSchool](#) have for
[#Ref2020](#)? Some of the best by early
career [@NatalieEdelman](#) and
[@MedVetAcarology](#) [@uniofbrighton](#)
[@SussexUni](#)

  21 Feb

REF - getting a sense of the landscape



Introduction

This resource has been developed to raise awareness of REF and its implications for staff. Only with understanding can research develop that meets the requirements of this assessment. And hence the idea of a Moodle area as a basis to facilitate and encourage your thinking as to how you can develop your work cognisant of REF's requirements.

How to use this resource

Below are **Moodle books** set-up as four chapters. There are a number of ways you might work through these. You might work your way through the introductory chapter, and thereafter dip into the those that follow. These books include, amongst

CHAPTER 1 - Overview

This Moodle book provides an accessible overview to REF. The introductory chapter provides a broad overview. Each component of a REF submission is then considered in more detail.

CHAPTER 2 - Outputs

An overview of outputs - what counts and how rated.

CHAPTER 3 - Impact

This chapter explores what is meant by impact, and how it can be developed so as to effectively contribute to REF.

CHAPTER 4 - Environment

Stimulate your thinking as to how you might contribute to improving the research environment by reading this chapter.

Feedback

Is this resource helpful? What questions do you have not covered in these Moodle books? Answering these questions can enable the resource to be made more responsive to your needs and will be very much valued.

▼ Podcasts

The following provides a quick link to podcasts found within the above Moodle workbooks.

Outputs and ratings

In this podcast, the first in a series on REF, Dr Iain Atherton talks with Professor Billy Lauder about how outputs can be designed to rate highly in REF.

Impact

Dr Iain Atherton talks to Professor Sean Smith about REF and impact.

The research of 154 UK universities was assessed

They made **1,911** submissions including:

- **52,061** academic staff
- **191,150** research outputs
- **6,975** impact case studies

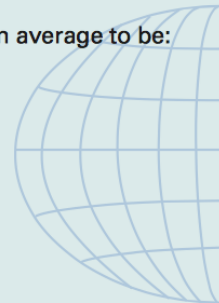
36 expert sub-panels reviewed the submissions, overseen by **four** main panels:



898 academic members **259** research users

The **overall quality** of submissions was judged, on average to be:

- ★★★★★ **30%** world-leading (4*)
- ★★★★ **46%** internationally excellent (3*)
- ★★★ **20%** recognised internationally (2*)
- ★ **3%** recognised nationally (1*)



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citizenship* **An enterprising and
innovative community
renowned internationally,
with an unrivalled student
learning experience**

Strategy 2020: Building Success

Innovative
Ambitious

Internationalise our work

Deliver an excellent personalised
student experience

Inclusive

*Grow our
academic
reputation*

Professional

Key components

- Outputs (60% in 2014)
- Impact case studies (25% in 2014)
- Environment (15% in 2014)

Rating

- Reach
- Rigour
- Significance

Rating

- 4* World leading
- 3* Internationally excellent
- 2* Recognised internationally
- 1* Recognised nationally
- Unclassified

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Key questions

1. How many outputs will I need?
2. Can an output be submitted by more than one person?
3. Can another university submit my outputs if I move job?
4. What counts as impact?
5. What is the period of time that counts for REF?
6. Can Research Assistants or Research Fellows be submitted?
7. What about PhD students?
8. What are the implications of the environment statement for my work?
9. Where does teaching come into all of this?
10. How do I or my work benefit?



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