

## THE GLASGOW SCHOOL OF ART

### ARP review 2018 – Guidance

#### INTRODUCTION

This document sets out guidance for peer reviewers to take into account in the Annual Research Planning for 2018/9. The three sections of this document are:

- Peer Review Guidance – questions and general guidance
- A presentation on peer reviewing ARPs
- RADAR guide to reviewing ARPs

Technical issues related to ARPs and RADAR should be taken up with Dawn Pike, [d.pike@gsa.ac.uk](mailto:d.pike@gsa.ac.uk); content and research issues to Julie Ramage [j.ramage@gsa.ac.uk](mailto:j.ramage@gsa.ac.uk).

#### Peer Review Guidance – questions and general guidance

##### 1. OVERALL QUESTIONS

- 1.1. Does the researcher demonstrate research inquiry within their ARP? This might be research by publication, exhibition, practice or other. It is useful to consider whether the work is articulated as research:
  - Does it contextualise the research within a relevant setting or context that makes references to other academic, theoretical, social or artistic work, individuals, questions or settings?
  - Does the ARP talk about new knowledge or insights?
  - Are these or do these have potential to be effectively shared/disseminated?
  - Is the methodology rigorous, relevant, explicit and thorough?
- 1.2. Is the ARP well-constructed with clearly articulated achieved and planned activity which is relevant to GSA, of a high quality?
- 1.3. Does the ARP make the case that the research is original in its content, significant to the field to which it is contributing and rigorous in terms of its methodology and approach?
- 1.4. Are there any ethical or legal concerns about the research?
- 1.5. Considering the contracted FTE for research of the researcher submitting the ARP, does the activity described warrant enhanced, normative or no research time?

##### 2. Research profile, focus, expertise

- 2.1. Does this describe a research profile and demonstrate a level of expertise and focus relevant to GSA's disciplines?

##### 3. Summary of research activity since last ARP

- 3.1. Is there demonstrable progress since last ARP? Is ambition and trajectory shown? Is the update realistic? Is there a reasonable explanation of the difference between plan and achievement?
- 3.2. If first ARP, is the proposed activity of a reasonable scope, quantity and quality?

#### **4. Research projects**

- 4.1. Are the projects described as research?
- 4.2. Do they demonstrate quality in terms of research, including high quality funding partners, collaborators and other support?
- 4.3. Do they have potential for publication, exhibition or other high-quality dissemination?
- 4.4. Are projects described in context and with a demonstrable understanding of a research inquiry?

#### **5. Completed outputs**

- 5.1. Are these evidenced in RADAR?
- 5.2. Are these substantial standalone outputs, or contributing to substantial body of work?
- 5.3. What elements of peer review is demonstrated? – including peer review for journals or conference proceedings, editorial panels, publication boards, curated exhibitions, reviews etc
- 5.4. Do these demonstrate originality, significance and rigour in the output themselves or in the accompanying portfolios or explanations?

#### **6. Planned outputs**

- 6.1. As above but potential rather than achieved

#### **7. Research environment**

- 7.1. Is the activity research- related; is it relevant outside of GSA or to others within GSA?

#### **8. Impact**

- 8.1. Is the underlying research described?
- 8.2. Is/can the impact be evidenced?
- 8.3. What is the scope and scale of the impact described?

#### **9. Longer term aspirations**

- 9.1. Does the researcher demonstrate a cohesive forward plan?
- 9.2. Do they make a case for their work, the context for this and for their trajectory in terms of research career development?

#### **10. GENERAL GUIDANCE FOR REVIEWERS**

- 10.1. An ARP should be convincing overall. Individual researchers will use the different sections slightly differently – make allowances for these differences. For example, fine artists and practitioners often do not distinguish between projects and outputs.
- 10.2. Note the FTE and time that the individual has available for research – the ARP should be considered with time available in mind.
- 10.3. Less is more – we are looking for evidence of, and potential for, high quality outputs that demonstrate originality, significance and rigour. A smaller number of high quality outputs is preferable to a long list of minor outputs. [For REF we are looking for a minimum of one output per person; average of 2.5 per FTE].

- 10.4. Not all researchers need to fulfil every section of the ARP. We would expect to see evidence of planned or completed outputs; contributions to environment and/or impact might be more variable.
- 10.5. Take account of the career stage – an early career researcher might be presenting work at conferences, whereas we would expect more significant contributions from colleagues who are later in their careers.
- 10.6. Requests for 'enhanced' time should demonstrate an exceptional level of research activity and quality of proposed outputs. You should also be convinced that the researcher has the ability to deliver this – for example, there is a funded project, track record of completed outputs, book contracts, exhibition in a major venue etc.
- 10.7. Requests for 'normative' time should demonstrate a firm plan for research, articulated as such. High quality outputs and/or activity would be expected as a minimum. The case is strengthened where there is evidence of completed outputs and activity. Where the researcher is a new or early career researcher other evidence of potential to produce high quality research can be used (e.g. PhD completion, conference papers, involvement in projects, strength of proposed research plans).

# Guidance for peer reviewers

## May 2018

Annual Research Plans

# Research...

Research is defined as a 'process of investigation leading to new insights, effectively shared'

4\* = world leading

3\* = internationally excellent

2\* = recognised internationally

1\* = recognised nationally

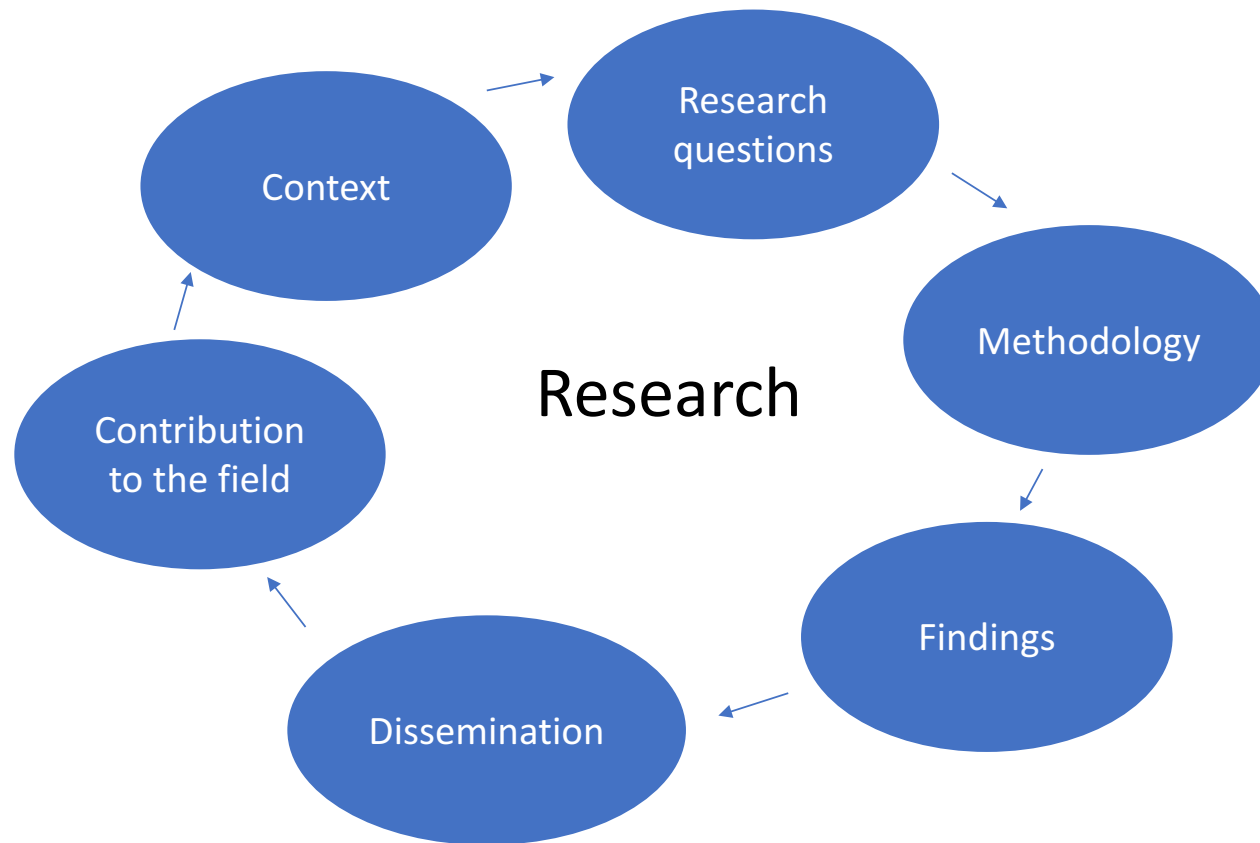
Originality, significance and rigour

[REF2014 and REF2021 guidance]

# What makes a good ARP?

- Focus on research
- Makes the case for the researcher to carry out and deliver research
- Provides evidence of track record and potential
- Concise and relevant, informative and clear
- Don't fret too much about which box is which – for example, fine artists and practitioners might talk more about projects than outputs
- REF is important, but not ALL-important

# Focus on research



# Makes the case

- Describes projects
  - Funded projects
  - Bodies of work connected by theme, collaborators, exhibition etc
- Quantifies scope and scale
  - Value of project grant
  - Volume of work
  - Timescales
  - Geographical scope
- Describes outputs
  - Publications
  - Practice-based outputs
  - ...
- Explains why the research is original, significant, rigorous
  - Provides some context
  - Explains what the researcher is contributing to this
- Is realistic and honest
  - Take account of the fact that plans and reality vary
- Provides evidence
  - Completed outputs are in RADAR
  - Might include practice-based research templates (although these might not be complete at this stage).



# Some pitfalls to avoid

- The ARP describes practice rather than research
  - The research enquiry should be clear so that you can see the work as research (refer back to the research definition and research cycle)
- The ARP describes teaching practice or student projects
  - Writing up teaching practice or case studies does not constitute research and neither does the description of student projects, even if they are then collated and published
- There is not enough information to make the judgement
  - ARP is woolly or vague or assumes the reviewer knows how important the work is without giving evidence
- Too much information, not specific about research
  - The ARP contains so much detail that the research aspect is lost – be clear and make the case for the work as research

This is not to say that non-research activities are not valued at GSA; but they are not relevant to the ARP process.

# How important is REF?

- We are benchmarked against other institutions by REF and rewarded financially - 3\* and 4\* attract the funding
- Also looking for evidence of a high quality, performing research environment, with income, activity, support and engagement
- A trajectory is important too – for individuals and groups
- Some people will contribute to impact activities – not all
- Collaborative work is valued as much as (more than?) work created by single authors/creators

# Possible requests and recommended outcomes for research time

- Normative time = 20% of contracted time
- Enhanced time = 40% of contracted time
- No time = no research allocation but 10% for scholarship remains

NB: This is based on the standard teaching and research-type profile. Some researchers submitting ARPs will already carry out higher proportions of research due to their job descriptions. (Research Fellows etc).

# Possible requests and recommended outcomes for research time

Current allocation	2018/19 request	Possible outcomes 2018/9
First ARP	Normative	Normative or None
First ARP	Enhanced	Enhanced, Normative or None
None	Normative	Normative or None
None	Enhanced	Enhanced, Normative or None
Normative	Normative	Normative or None
Normative	Enhanced	Enhanced, Normative or None
Enhanced	Normative	Normative or None
Enhanced	Enhanced	Enhanced, Normative or None

# Review statements

- Up to 500 words (see RADAR guide)
- Consider originality, significance and rigour
- Consider actual and potential high quality outputs completed and published for REF submission before the end of 2020
- Take account of track record
- Consider trajectory and ambition
- Do the plans appear to be realistic and achievable?

## Guide to completing ARP peer reviews in RADAR

As an ARP peer reviewer, you can both access the ARPs allocated to you, and complete your reviews, all within the RADAR repository. This guide provides a walk-through of the process, to support you in completing and submitting your reviews.

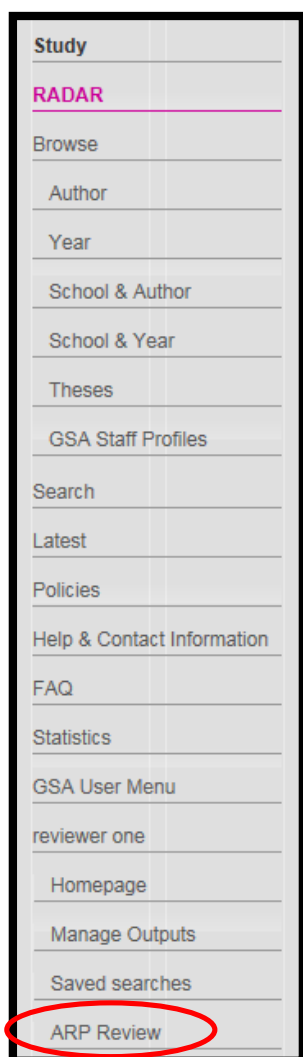
Please contact the RADAR team if you have any queries about completing your ARP peer reviews in RADAR:  
[radar@gsa.ac.uk](mailto:radar@gsa.ac.uk)

### **\*\* IMPORTANT \*\***

**Please note: If you need access to any file accompanying a research output which is “Secured”,  
DO NOT click on the “Request a copy” button - this will otherwise reveal your identity to the ARP’s author.**

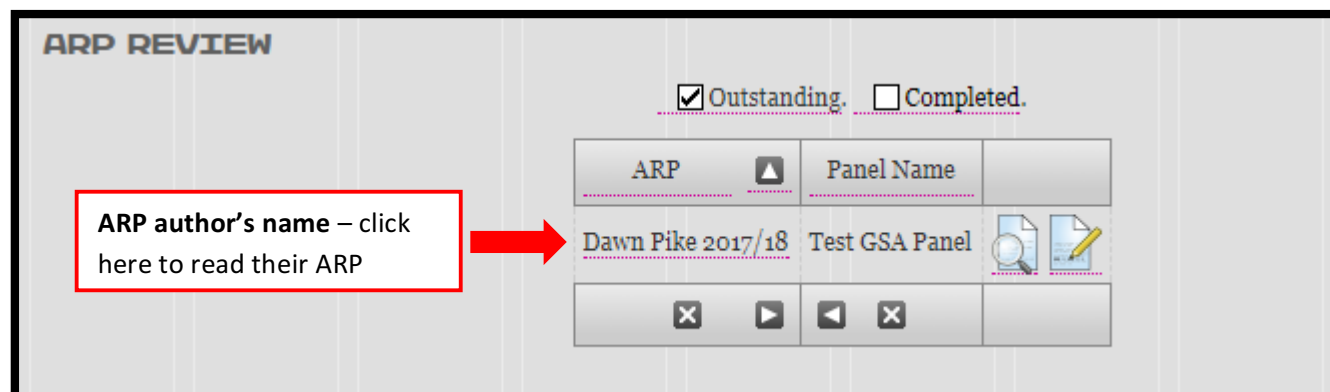
Instead, please email [radar@gsa.ac.uk](mailto:radar@gsa.ac.uk) and we will find an alternative way to provide you with access to any restricted documents, thereby maintaining both your confidentiality as a reviewer, as well as the wider blind review process.

1. Log in to RADAR at <http://radar.gsa.ac.uk/>
2. Scroll down the left hand menu and click on “ARP Review”:



3. You should now see your allocated ARPs listed, including the name of each ARP's author; the name of the panel which you are a member of; and two icons on the right hand side of each ARP:

- “View” (represented by a magnifying glass)
- “Edit” (featuring a yellow pencil)



Note that you will receive regular automated email reminders, alerting you that you have ARP reviews to complete. Once you have completed and submitted your reviews (see below), the reminders will cease.

4. You can access and read each ARP by clicking on the hyperlinked ARP author's name. If you prefer to open the ARP in a separate screen, you can right-click the hyperlinked ARP author's name and select “Open in new tab”.

From an ARP, you can also click through to any “Completed Outputs” which are “live” in RADAR, by clicking on the four digit hyperlinked “RADAR ID” – this opens the output's details in a new screen:

Completed Outputs:	RADAR ID	Title	Description
	<a href="#">5296</a>	Making the most of what we have got: Enhancing the RADAR repository to support research planning	UNSPECIFIED
	<a href="#">4577</a>	RADAR and Annual Research Plans	UNSPECIFIED

**\*\* IMPORTANT \*\***

Please note: If you need access to any accompanying file which is “Secured”, **DO NOT click on the “Request a copy” button**, as this will otherwise reveal your identity to the ARP's author.



Instead, please email [radar@gsa.ac.uk](mailto:radar@gsa.ac.uk) and we will find an alternative way to provide you with access to any restricted documents, thereby maintaining both your confidentiality as a reviewer, as well as the wider blind review process.

5. To enter your review, click on the “Edit” icon next to the ARP you are reviewing:

The screenshot shows the 'ARP REVIEW' interface. At the top, there are checkboxes for 'Outstanding' (checked) and 'Completed'. Below this is a table with two columns: 'ARP' and 'Panel Name'. The first row of the table shows 'Dawn Pike 2017/18' under the 'ARP' column and 'Test GSA Panel' under the 'Panel Name' column. To the right of the 'Panel Name' cell, there is an 'Edit' icon (a document with a pencil) which is circled in red. Below the table, there are navigation buttons: a close button (X), a play button, a left arrow, and another close button (X).

6. You will now be presented with a text box to enter your review:

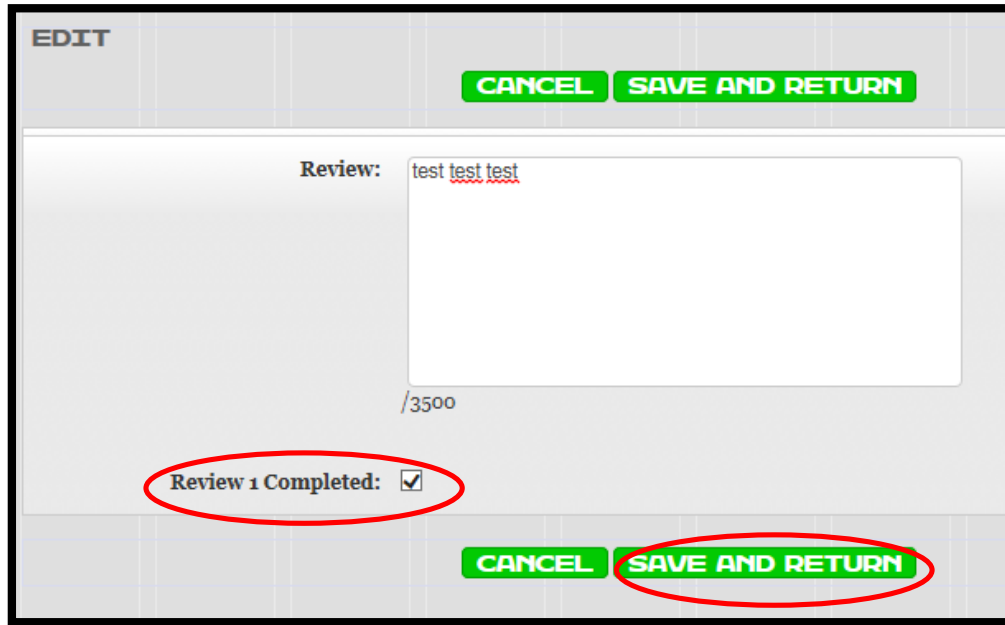
The screenshot shows the 'EDIT' interface. At the top, there are two green buttons: 'CANCEL' and 'SAVE AND RETURN'. Below these buttons is a large text box for entering a review. The text box is empty, and the character count is 0/3500. Below the text box, there is a checkbox labeled 'Review 1 Completed:'. At the bottom, there are two green buttons: 'CANCEL' and 'SAVE AND RETURN'.

Note that a character count is in place, with the maximum of 3,500 characters approximately equating to 500 words. Once the character limit is reached, any additional text will be cut, so please be vigilant if you are cutting and pasting text into your review in RADAR.

If you want to return to editing or completing your review later, click on the green “**Save and Return**” button.



7. When you have completed your review, and you are ready to submit it, click on the small box (“**Review 1 Completed**”), then click on the green “**Save and Return**” button – your review is now complete.



The screenshot shows a web interface for editing a review. At the top left is the word "EDIT". To the right are two green buttons: "CANCEL" and "SAVE AND RETURN". Below this is a text area labeled "Review:" containing the text "test test test" with a red squiggly line under "test test". Below the text area is a character count "/3500". At the bottom left, the text "Review 1 Completed:" is followed by a checked checkbox, which is circled in red. At the bottom right, there are two more green buttons: "CANCEL" and "SAVE AND RETURN", with the "SAVE AND RETURN" button also circled in red.

8. Please contact the RADAR team if you have any queries about completing your ARP peer reviews in RADAR: [radar@gsa.ac.uk](mailto:radar@gsa.ac.uk)

Nicola Siminson  
8.5.18