Research Impact Case Study Guide

Introduction

When writing an impact case study, the ultimate aim is to demonstrate a clear link between research and impact. So before preparing a case study, it is important to understand what research impact is.

Defining research impact

Research impact can be defined as "the demonstrable contribution that excellent research makes to society and the economy".[1] This definition refers to 'excellent research'; in other words, research that is recognised internationally for its originality, significance and/or rigour.

In addition, according to this definition, the impact must be demonstrable. It is not enough to list activities and outputs that promote research impact, for example, coordinating a conference or publishing a report. You must be able to provide evidence that your research has been used outside academia, for example, by policy makers and/or practitioners, and improvements in services or business have occurred as a result.

The Research Excellence Framework (REF) definition of impact expands further on this as "an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia."[2] The update to the REF 2021 includes impacts on students and teaching in addition to impacts such as the "reduction or prevention of harm, risk, cost or other negative effects."(REF, 2019, P90)

In the European context, 'valorisation of knowledge' is the term used to describe the creation of social or economic value of scientific knowledge.[3] An alternative is 'knowledge utilisation', which refers to the utilisation of knowledge for society and the economy.[4]

While there is no universal definition of research impact, in broad terms, it is widely understood as an evidenced contribution that research in any discipline can make for research users. For our cases studies, research impact can also include impact academia.[5] The impact can be interdisciplinary in nature and result in new academic programmes, academic policy, structure, or behaviour.

The components of research

Research can be described as the process of investigation that leads to new insights and is effectively shared. When considering the impact of your research, it is helpful to distinguish between research outputs, outcomes, and impacts.

- *Research Outputs* include research that is published, disseminated, or made publically available in the form of accessible research outputs. These can include publications, prototypes, datasets, software, books, book chapters, journal articles, conference contributions, artefacts, devices, products, patents, exhibitions, performances, compositions, designs, research reports for external bodies, websites, digital or visual media, research data sets, translations, structures or buildings, new materials.
- *Research Outcomes* result from research activities and outputs. They include citations of articles/papers; follow-on grant awards; trained postgraduates; uptake of tools or therapies.
- *Research Impacts* comprise the broader, longer-term ways in which research contributes to the

[1] *UK Research and Innovation (UKRI)*, website. Accessed 08 May 2019 https://www.ukri.org/innovation/excellence-with-impact/
[2] REF (2019) *Guidance on Submissions 2019/01*, Page 90. Accessed 29th April 2019 https://www.ref.ac.uk/media/1092/ref-2019_01-guidance-on-submissions.pdf
[3] *Advisory Council for Science and Technology Policy*, report no. 70, The Hague, March 2007, p17.
[4] *The Netherlands Organisation for Scientific Research (NOW)*, website. Accessed 08 May 2019 https://www.nwo.nl/en/policies/knowledge+utilisation
[5] REF 2021 also allows impact on academia. However, it limits it to impact on students and pedagogy (REF 2019, page 68).

economy and society: e.g., wealth creation, environmental benefits, health and wellbeing, or community building. See the appendix for further examples.

Impacts can be understood as changes to:

- Products
- Processes
- Behaviours
- Opinions
- Policies
- Practices

They can benefit a wide range of constituencies, including but not limited to:

- Individuals
- Students
- Public and private sector organisations
- Communities, regions and nations

It is useful to think about the impact of your research towards the achievement of societal benefits beyond scientific knowledge including: participation of underrepresented minorities; increased well-being of individuals; public engagement with science and technology; increased partnerships with industry and others and increased economic competitiveness.

In addition to considering these impacts, you should also consider your research in terms of the counterfactual: What happened that would not have occurred in the absence of your research? The case study must tell the story of how your research added value and made a difference.

Tracing back through your impact pathway

It is important to think about the impact of your case study in terms of its reach and significance. Reach refers to the breadth of influence on relevant constituencies. Significance refers to the intensity of the influence or effects of the research. Please note that research can have significant reach within a limited geographical area; what matters is the spread or breadth of impact on potential constituencies.

In terms of research impact, best practice is to plan for impact when designing a research initiative (an ex-ante approach). To plan impact effectively, you need to answer these questions:

- Identify who are the *key stakeholders or beneficiaries of the research*? (e.g., public sector; business/industry, users)
- How will they *benefit* from our research? (e.g., influence on public policy; operational/organisational change; improved social welfare/public services)
- How will we ensure that stakeholders have the *opportunity* to benefit? (e.g., public events; conferences; media interactions)
- How will we evidence their benefit from engaging with the research? (built in your evaluation from the start e.g. gathering data, testimonials, feedback)

In the absence of planning for impact, you can follow these steps in retrospect (an ex- post approach) to identify the impact your research has made, and sources that corroborate the impact.

Preparing the case study

Once you identify the impact(s) of your research, the next step is to develop the impact story. Your challenge in the case study is to unpack that impact clearly and succinctly. Remember the critical role of evidence; a case study is about demonstrating evidence-based impact.

Here are some tips which may help as you write the case study:

- If possible, find a strong title that expresses the impact of your research. Consider your case

study title as communicated in a newspaper headline or social media post and how this would translate to as wide an audience as possible. See www.ul.ie/researchimpact or https://impact.ref.ac.uk/casestudies/ for examples in your field.

Writing the case study

- Write a clear, coherent narrative that explains the relationship between the research, the impact, and the nature of the benefits arising. It does not matter whether a case study has a narrow or broad focus, so long as the case is set out coherently and contains proper evidence of specific benefits or impacts. Case studies are not convincing when they cover a series of disconnected activities without providing details and evidence.
- Give a brief explanation of the insights generated by the underpinning research. What made them original or distinctive?
- Clearly link the underpinning research to the listed impacts.
- Give specific details about the research team: researchers' names and positions in the HEI, and dates and locations of all research activity.
- List the countries in which the impact is felt. One jurisdiction or many are equally acceptable, it is useful to have this information to highlight global reach of the research where applicable.
- Acknowledge any research collaborations with other HEIs, or any wider body of research that influenced the impact of your research.
- Use relevant, meaningful, and contextualised indicators to support your case study. Remember that indicators are not a substitute for a clear narrative.
- Do not include indicators that lack context or meaning, e.g., numbers of hits on a website without benchmarks or explanation of significance.
- https://www.ref.ac.uk/media/1092/ref-2019_01-guidance-on-submissions.pdfWhenever possible, use quantitative indicators rather than relying on anecdotal evidence (e.g., personal correspondence, quotes from members of the public). Anecdotal evidence has limited value when used in isolation, but when it is used alongside other evidence it can effectively illustrate impact on individuals.
- If part of your impact involved engaging the public with research:
    - Clearly show that the research was linked to the engagement activity.
    - Provide evidence about dissemination (e.g., audience or visitor numbers), as well as a clear explanation of what impact or benefits the public experienced.
    - Show that engagement went beyond 'business as usual' (e.g., public lectures), that it drew widespread interest, and/or that it involved activities which were innovative and/or sustainable and/or created 'legacy' resources.
- Avoid:
    - Lack of coherence. Weak case studies tend to cover: the research of large research groups or centres or the career history of an individual; include a disparate range of impacts; and/or fail to provide proper evidence of impact
    - Generalised or exaggerated statements/references about key claims
    - Relying on potential impact rather than benefits already achieved. Any discussion of future potential should be contextual (e.g., to help explain the significance of what has been achieved); it should not be claimed as actual impact
- Include all material required to make a judgement, so that no additional information gathering is required.
- Provide specific, appropriate, and independent sources of corroborating information.

- Provide contact details for all organisations that were key users or beneficiaries.
- Do not include long lists of unexplained publications or web references that require the reader to identify salient information.
- To help indicate impact, if available, provide
    - general information such as percentages and rates, measures of change, time periods, units, currency, engagement
    - specific elements, such as mentions in non-academic documents and the media, employment, financial figures, emissions

Style Guide

- Spell out acronyms in full in the first instance, with the acronym after it in parentheses, e.g., World Health Organisation (WHO).
- Use numerals when referring to quantitative indicators of impact, e.g., 15% of patients displayed and improvement.
- When using a numerical value, do not include a space between the numerical portion of the measurement and the symbol e.g. 50ha (for hectare), 10km (kilometre), €200.
- When referring to increases in employment, where possible, present these figures as Full Time Equivalents (FTEs), e.g., the company saw an increase of 100 (FTEs) staff employed.

Additional Supporting Information

For more information, see the UK REF https://impact.ref.ac.uk/casestudies/

Australian Research Council, Excellence in Research for Australia (ERA) Impact Case Studies https://dataportal.arc.gov.au/EI/Web/impact/ImpactStudies

Guidance for standardising quantitative indicators of impact within REF case studies https://www.ref.ac.uk/media/1018/guidance-for-standardising-quantitative-indicators-of-impact.pdf

For other useful pointers, see this Fast Track Impact post: https://www.fasttrackimpact.com/single-post/2017/12/19/What-makes-a-4-research-impact-case-study-for-REF2021

Related Documents

- Research Impact Case Study Template
- Research Impact Case Study – Eligibility Guide

Revision & Approval Log

Rev No.	Date	Revised By:	List of Revisions	Approved Sign & Date
0	25/02/2015	H Lenihan, Chair Research Impact Working Group	Origination of document	Research Impact Working Group
1	02/09/2019	H Lenihan, Chair, Research Impact Committee C Brennan	Updated to embed international best practice	Research Impact Committee

For further information contact: Helena.Lenihan@ul.ie, Chair, Research Impact Committee

Appendix 1

Impact

Impact is an effect on, change, or benefit to the economy, society, culture, public policy or services, health, the environment, or quality of life, beyond academia.

Impact *includes* (but is not limited to) an effect on, change, or benefit to:

- The activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding
- An audience, beneficiary, community, constituency, organisation, or individuals
- An audience in any geographic location – local, regional, national, or international.
- Students, teaching or other activities

Impact also includes the reduction or prevention of harm, risk, cost, or other negative effects.

Examples of impact

Impacts on health and welfare: Impacts where beneficiaries are individuals and groups (human and animals) whose quality of life has been enhanced (or potential harm mitigated)	· Outcomes for patients or related groups have improved. · Public health and well-being have improved. · A new clinical or lifestyle intervention (for example, drug, diet, treatment, or therapy) has been developed, trialled with patients, related or other groups (for example, prisoners, community samples), and definitive (positive or negative) outcome demonstrated. · A new diagnostic or clinical technology has been adopted. · Disease prevention or markers of health have been enhanced by research. · Animal health and welfare has been enhanced by research. · Care and educational practices have changed. · Clinical, dietary, or healthcare guidelines have changed. · Healthcare training guidelines have changed. · Decisions by a health service or regulatory authority have been informed by research. · Public awareness of a health risk or benefit has been raised. · Public engagement/involvement in research has improved. · Public behaviour has changed. · The user experience has improved. · Animal health and welfare has been enhanced by research. · The control of diseases has changed.

Impacts on society, culture, and creativity: Impacts where the beneficiaries are individuals, groups of individuals, organisations or communities whose knowledge, behaviours, or practices have been influenced	· Public understanding has improved. · Public debate has been stimulated or informed by research. · Changes to social policy have been informed by research. · Changes to social policy have led to improved social welfare, equality, or social inclusion.
Impacts on the economy: Impacts where the beneficiaries are usually the NHS, private health care, or agriculture	· Policies have been introduced which have had an impact on economic growth or incentivising productivity. · The costs of treatment or healthcare have changed as a result of because of research-led changes in practice. · Gains in productivity have been realised as a result of because of research- led changes in practice. · The roles and/or incentives for health professionals and organisations have changed, resulting in improved service delivery.
Impacts on commerce: Impacts where the beneficiaries are usually companies, either new or established, or other types of organisation which undertake activity that creates wealth	· A spin-out or new business has been created and established its viability by generating revenue or profits. · Industry (including overseas industry) has invested in research and development. · The performance of an existing business has been improved. · A business or sector has adopted a new technology or process. · The strategy, operations or management practices of a business have changed. · A new product or service is in production or has been commercialised. · Highly skilled people have taken up specialist roles (including academic consultancy) in companies or other organisations. · Jobs have been created or protected. · Social enterprise initiatives have been created.

Impacts on public policy and services: Impacts where the beneficiaries are usually government, public sector, and charity organisations and societies, either as a whole or groups of individuals in society, through the implementation of policies	· Policy debate has been stimulated or moved forward by research evidence. · Policy decisions or changes to legislation, regulations or guidelines have been informed by research evidence. The implementation of a policy (for example, health, environment, or agricultural policy) or the delivery of a public service has changed. · A new technology or process has been adopted. · The quality, accessibility, acceptability, or cost-effectiveness of a public service has been improved. · The public has benefitted from public service improvements. · Control measures for infections have improved.
Impacts on production: Impacts where the beneficiaries are individuals (including groups of individuals) whose production has been enhanced	· Production, yields, or quality have increased or level of waste has been reduced. · Decisions by regulatory authorities have been influenced by research. · Costs of production, including food, have been reduced. · Husbandry methods have changed. · Management practices in production businesses have changed.
Impacts on practitioners and services: Impacts where beneficiaries are organisations or individuals, including service users involved in the development of and delivery of professional services	· Professional standards, guidelines or training have been influenced by research. · Practitioners/professionals have used research findings in conducting their work. · The quality or efficiency of a professional service has improved. · Work force planning has been influenced by research. · Forensic methods have been influenced by research. · Educational or pedagogical practices and methods have changed outside of the submitting unit. · Law enforcement and security practices have changed.
Impacts on the environment: Impacts where the key beneficiary is the natural or built environment	· Policy debate on climate change or the environment has been influenced by research. · Environmental policy decisions have been influenced by research evidence. · Planning decisions have been informed by research. · The management or conservation of natural resources has changed. · The management of an environmental risk or hazard has changed.

Impacts on international development: Impacts where the beneficiaries are international bodies, countries, governments, or communities	· International policy development has been influenced by research. · International agencies or institutions have been influenced by research. · Quality of life in a developing country has improved.
Impacts on academia: Impacts where the beneficiaries are students, pedagogic practices, or other academic activities that are not only the candidate's own discipline	· Student engagement or learning practices have improved. · Teaching practices have been influenced by research. · Policies on education are improved (can overlap with impact on policies, above). · New effective programmes of study have been introduced. · The building of future capacity (e.g. through teaching and training the next generation) has been influenced by research. · Societal and reputational impacts, including • the establishment of reputation for the group (and ultimately for the country as a whole) • the advancement of understanding of the world around us -- advancing the forefront of knowledge, and enabling new avenues for future discovery, including interdisciplinary avenues)

Appendix 2

The following table, adapted from the REF 2021 guidance document (Annex K, pages 103-113), shows a glossary of output types:

Category	Physical or digital output	Definition
(Parts of) books		
Authored book	Actual book	An authored book written entirely by a single author or by joint authors who share responsibility for the whole book. Includes: • scholarly books • research monographs • textbooks based on significant research (as defined above) by the author(s) • revisions/new editions of the above, providing this includes substantial new research material • novels, plays and screenplays • collections of plays, poems, short stories or other creative writing by the author(s).
Edited book	Actual book (if the edition is in multiple volumes, submit representative volume in the first instance)	A book or volume in which individual chapters or contributions have been written by different authors. The editor must have had sole responsibility or be identified as having made a substantial contribution to the editing, choices for inclusion and underpinning process of investigation. Includes: • edited books or volumes • textbooks or encyclopaedias where significant background research is required • annotated anthologies where research informs the annotations • revisions or new editions of the above providing this includes substantial new research material • literary translations, where these contain significant editorial work in the nature of research.

Chapter in book	Actual book or hard copy of chapter including a copy of the page(s) of the book that bear the title, publisher, editor and publication	This category includes contributions to edited books. Includes scholarly work, such as: • chapters in edited books • entries in textbooks incorporating significant research content • entries in scholarly editions • entries in revisions or new editions providing this includes substantial new research material. • translations where these contain significant editorial work which constitutes research.
Scholarly edition	Actual scholarly edition	An edition of another author's original work or body of works informed by critical evaluation of the sources (such as, earlier manuscripts, texts, documents and letters) often with a scholarly introduction and explanatory notes or analysis on the text and/or original author. This may include a translation of the original text(s) where this constitutes part of the research.
Journal article		
Journal article	Actual journal article	A scholarly paper, usually on a specific topic, published in an externally circulated scholarly or professional journal that has an ISSN. Includes: • full research articles • critical scholarly texts which appear in article form • review articles, where these meet the definition of research for the REF • evidence synthesis, including systematic reviews, analyses, meta-analyses, metasyntheses, where these meet the definition of research for the REF • rapid communication (short papers, usually published swiftly, in scholarly journals presenting original material) • discussion paper (short articles in scholarly journals that critically address specific results or data provided in a published research paper) • creative articles, including photographic essays.

Conference contribution		A conference paper or other contribution published in conference proceedings. The conference proceedings will usually have an ISSN or ISBN and may be published in a number of formats such as: • volume of proceedings • special or normal edition of a journal • book or a monograph • website. Submitted outputs may include: • full written papers that appear in published conference proceedings • other conference contributions which meet the definition of research.
Working paper		Research papers disseminated to encourage discussion and suggestions for revision. This may be through pre-print dissemination, lodging in an institutional repository or self-publication for distribution.
Physical artefacts		
Artefact	Photographic/ visual record of output (paper and/or DVD/CD/ USB)	Artefacts, objects or craftworks, exhibited, commissioned or otherwise presented or offered in the public domain, for example visual arts, craft and cultural creations. This may take the form of moving image, sonic, visual or other digital media or written text, or a combination of these, as appropriate, to enable the panel to access the research dimensions and/or the researcher's contribution to the artefact and to assess its significance, originality and rigour. Includes (but is not limited to): • illustration • sculpture • media installations • ceramics • jewellery • metalwork • buildings • cultural artefacts such as large permanent public sculptures. The material submitted should provide sufficient information to allow the panel to assess the research process, research insights, and time and manner of dissemination.

Devices and products		An element, system or substance developed to perform a particular function, set, or combination of functions. Incorporates developing the concept and the design and development of any chemical, mechanical, electronic and software components, and where appropriate the overall system architecture. • use may be functional, aesthetic or commercial • may be physical including chemical or compound, i.e. medicines • may include digital/virtual products for particular functions, i.e. gaming, analysis, display • may include services, i.e. transportation, energy supply, public broadcasting, healthcare systems • may be associated with the manufacturing, extraction and refinement of other devices.
Exhibitions and performances		
Exhibition	Representation of the output (e.g. recording or photographic/ visual record) and evidence of year of dissemination (paper and/or DVD/CD/USB)	A single or series of public events, or short-term, long-term or permanent installations, at which works of interest are displayed. This may take the form of moving image, sonic, visual or other digital media or written text, or a combination of these, as appropriate, to enable the panel to access the research dimensions and/or the researcher's contribution to the exhibition and to assess its significance, originality and rigour. Submissions can be: • solo exhibitions • curation of exhibitions • contributions to collaborative group exhibitions. Submissions can include: • original artistic works and/or designs • historical, political, social, technical/technological or scientific research and information • works exhibited in a gallery, museum, artist's book or electronic format • works exhibited in non-standard environments • curating an exhibition. The material submitted should provide sufficient information to allow the panel to assess the research process, research insights, and time and manner of dissemination.

Performance		A live or recorded performance (by, for example, an actor, musician, dancer, conductor, artist) to an external audience. The 'author' can have one (or more) of a variety of major roles (e.g. lead performer, director, writer) in the production, which should meet the REF definition of research. The role should be specified within the additional details required, with details of other participants involved in the research. This may take the form of moving image, sonic, visual or other digital media or written text, or a combination of these, as appropriate, to enable the panel to access the research dimensions and/or the researcher's contribution to the performance and to assess its significance, originality and rigour. Includes (but is not limited to): • performance of a play, musical, opera, concert, television or radio production, performance artwork • theatre productions (stage play, mime, circus, puppet show, variety act, comedy show) • concerts and recitals (music or dance) • broadcast performances and other modes of presentation • production of an audio/visual medium (such as CD or DVD recording) • artistic direction of a staged production • input into a theatre production (for example, design, dramaturgy). The material submitted should provide sufficient information to allow the panel to assess the research process, research insights, and time and manner of dissemination.
Other documents		
Patent/published patent application	Published patent application/granted patent (paper)	Granted patents, copyrights, trademarks, or registered designs on specific products or processes. Patents can have been granted in the UK or another patent-awarding country. The patent should have been granted for the first time during the assessment period.
Composition	Audio recording (if available) and/or score and evidence of year of dissemination (paper and/or DVD/CD/USB)	An original published/publicly available score, first performance or first recording by a record label of a musical composition. Includes (but is not limited to): • compositions created while being played for example, electronic compositions, jazz improvisation • published/publicly available score • recordings • sound component of a film or video, lyrics, multimedia composition • commissioned works

		• combinations or developments of the above. The material submitted should provide sufficient information to allow the panel to assess the research process, research insights, and time and manner of dissemination.
Design	Photographic/visual record of design and evidence of year of dissemination (paper and/or DVD/CD/USB)	A creative research/problem-solving output in the form of design drawings, books, models, exhibitions, websites, installations or built works. This may take the form of moving image, sonic, visual or other digital media or written text, or a combination of these, as appropriate, to enable the panel to access the research dimensions and/or the researcher's contribution to the design and to assess its significance, originality and rigour. Includes (but is not limited to): • fashion design • textile design • graphic design • interior design • industrial design • architectural design • multimedia design • sound design • exhibition design (i.e. not the content of the exhibition) • theatre design • other designs. The material submitted should provide sufficient information to allow the panel to assess the research process, research insights, and time and manner of dissemination.
Research report for external body	Hard copy of report bearing year of publication /dissemination.	Non-confidential reports, commissioned and/or funded by an external organisation, including reports for private companies, government departments and nongovernmental organisations. May also include non-commissioned reports.
Confidential report for external body	Hard copy of report and evidence of year of receipt (e.g. letter, email, delivery notice)	Confidential reports commissioned and/or funded by an external organisation, including reports for private companies, government departments and non- governmental organisations. For clarity, confidential material is not in scope of the open access requirements (see main text, paragraphs 223 to 224 for details of in-scope outputs).

Digital artefacts		
Software	n/a	Originally researched, created and published software (computer programs and their associated documentation, consisting of a set of instructions written by a programmer) or database products of commercial quality, which has been made publicly available. Includes (but is not limited to): • operating systems • utilities • application programs • interactive multimedia • video games • logic systems. The material submitted should provide sufficient information to allow the panel to assess the research process, research insights, and time and manner of dissemination.
Website content	Content as at date of publication e.g. a date certified electronic copy of content (DVD/CD/USB) or date-stamped printout of content (paper)	A collection of material which embodies research and is undertaken on a systematic basis specifically for dissemination through a website and/or as an interactive approach to allow users to engage directly with the process or products of the research. Web content is the textual, visual, or aural content encountered as part of the user experience on websites. Include (but is not limited to) text, images, sounds, videos and animations. May present factual information, analysis or data, or fictional, imaginative and/or creative work, using pictorial, video, audio, etc.
Digital or visual media	Either a copy of the published DVD, CD or other visual output; or for outputs that were broadcast, a digital or other visual copy of the content and evidence of year of dissemination	Research outputs presented in digitised and/or audio-visual format. This may take the form of moving image, sonic, visual or other digital media or written text, or a combination of these, as appropriate, to enable the panel to access the research dimensions and/or the researcher's contribution to the output and to assess its significance, originality and rigour. Includes (but is not limited to): • films • documentaries • audio-visual presentations • computer games • animation.

		Encoded in digital format, machine readable and presenting information and forms of communication not limited to verbal and text-based means. The material submitted should provide sufficient information to allow the panel to assess the research process, research insights, and time and manner of dissemination.
Research data sets and databases	n/a	Submissions may include: • Data sets: May come in a variety of formats, for instance in spreadsheet, but also any collection of data on which analysis can be performed. Most commonly a data set corresponds to the contents of a single database table, or a statistical data matrix, where every column of the table represents a particular variable, and each row corresponds to a given member of the data set. • Databases: Collections of data specifically organised and presented for the ease of viewing, retrieval and analysis. May comprise multiple data sets. Often characterised by data field structuring and searchability tools. The material submitted should provide sufficient information to allow the panel to assess the research process, research insights, and time and manner of dissemination.

Other		
Translation	The actual output (paper or USB)	A translation of a work or body of works by another author or authors, informed by critical evaluation of the sources (such as earlier manuscripts, texts, documents and letters), and by critical analysis of the work's original cultural context for the new readership. Translations may also include a scholarly introduction and explanatory notes or contextual analysis. Translation may enhance existing understanding of the material in question and may provide evidence of creativity in its own right.
Other	Either the actual output or a representation of the output; and, if not clear from the output, evidence of year of dissemination (paper and/or DVD/CD/USB)	Other forms of assessable output meeting the definition of research but not captured within any of the above categories. Includes (but is not limited to): • new materials • structures • images • buildings • food products and processes • published geological and/or geomorphological maps • creative bodies of enquiry • design processes / programme of research • multi-platform projects • curatorial projects • a creative writing collection (a number of related works that were published in forms other than a book length collection) • a collection of creative and/or critical work (for example, related articles, books, choreographic materials, essays, dramaturgical works, films, recordings etc.) on a related topic that address different aspects of a single project and are collectively greater than the sum of their parts • substantial dictionary or encyclopaedia entries and groups of short items including groups of entries.