

Quick introduction to the PBRF

**What is the PBRF for?**

The PBRF is designed to encourage and reward excellent research in the tertiary education sector. This entails funding TEOs based on their research performance. From 2007, more than $200 million per annum will be allocated to TEOs through the PBRF.

The PBRF contributes to the success of the Tertiary Education Strategy (TES), supporting its objectives of:

• excellent research performance is encouraged and rewarded

•stronger accountability and enhanced performance reporting for tertiary education research.

**How does the PBRF work?**

The PBRF provides research funding based on three elements:

• the Quality Evaluation, which assesses the quality of researcher’s outputs

• Research Degree Completions (RDC)

• External Research Income (ERI).

The most significant element is the Quality Evaluation. This assesses the research performance of TEOs by evaluating the individual researcher’s research outputs, peer esteem, and contributions to the research environment. This element is what a staff member contributes to. The other two components (RDC and ERI), are the responsibility of your TEO.

**How often do Quality Evaluations occur?**

The first evaluation round took place in 2003, the second in 2006 and the third in 2012. The next evaluation will take place in 2018.

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| **What happens during the Quality Evaluation?** |
| 1. TEO researchers and research managers read the Performance-Based Research Fund (PBRF) Guidelines *(the TEC are currently preparing new 2018 guidelines and these will be circulated as soon as they come to hand).*  2. TEOs determine researcher eligibility   |  |  | | --- | --- | | 3. Participating researchers prepare evidence portfolios  4. By 20 July 2018, TEOs submit EPs that are likely to meet the requirements for a funded Quality Category to the TEC  5. The TEC check EP data and assign EPs to panels.  6. Peer-review panel members assess the EPs before meeting, and then meet to assign Quality Categories  7. EP Quality Categories are moderated  8. The TEC Board approve the results  9. The TEC send results to the TEOs and release the public report  10. Complaints were dealt with | | | **What is an EP?**  An evidence portfolio is like a research CV. The three components (see below) together give you an opportunity to say, “Here is my very best research, and here are the other ways I can show what I’ve been doing in the research environment over the past six years.” The “very best things” are your nominated research outputs and the “other ways” are the “other research outputs”, “peer esteem”, and “contribution to research environment” parts of the EP.  **Why is the EP so important?**  Submitting an accurate, high-quality EP is crucial. The EP affects the quality scores assigned to TEOs, subjects, and nominated academic units, as well as the funding assigned to TEOs. The Quality Evaluation measure is used to allocate 60 percent of PBRF funding, so completing EPs accurately and adhering closely to the Guidelines is critical. | |

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| **The three evidence portfolio components**  The EP is made up of these three key components, which have very different weightings. | |  |
| **Research outputs (RO)**  This consist of up to four of the best pieces of work you have produced in the assessment period – these are your nominated research outputs (NROs) – and up to 12 other research outputs. The research output carried a 70% weighting |  |
| ***Peer esteem (PE) – under revision for 2018***  *This is about how others view you as a researcher – for example, whether you are a member of relevant societies, have been invited as a speaker to conferences, or have been awarded fellowships. This component carries a 15% weighting* |  |
| ***Contribution to the research environment (CRE) – under revision for 2018***  *This relates to the contribution you are making to the research culture in your organisation, in New Zealand, and internationally. This could include organising conferences, performance events, or exhibitions, attracting external research income, or supervising masters or doctoral-level student research. This component carries a 15% weighting* |  |