If the additional information is essential to any evaluation criteria, you should also refer to it in the main case for support. The following example from a successful application shows how a discussion of research ethics is incorporated into the case for support narrative:

EXAMPLE 21

INCORPORATING ETHICS

In this example, a discussion of research ethics in the methodology section of the case for support is used to strengthen the applicants' decision to use secondary data sources.

> The main challenges stem from the secretive nature of rendition and the sensitivity of the material. The research will be based on documentary sources rather than engagement with human subjects. This is a deliberate move intended to limit any further suffering that interviewing victims of rendition might produce, since the interview process can be highly traumatic for victims of torture, as it forces them to relive their experiences, and can even emulate the interrogation process.
>
> Since detainees that have been released have given lengthy testimonies to their lawyers, there is no need to further subject them to trauma by re-interviewing them, especially, as has already been the case, individuals have been willing for their testimonies to be released by their lawyers. Nevertheless, it may be that some of the testimonies need to be treated as confidential materials, with only certain levels of attribution permitted. In such cases, careful attention will be paid to the instructions of the lawyers in question and their clients regarding the use of material, including ensuring the anonymity of informants as requested, carefully protecting their data, and ensuring the safe storage of any such testimonies. *Rendition and Detention Project*

This discussion of ethics in the case for support supports the 'success' proposition in demonstrating this approach is likely to answer the question in the most appropriate and effective way.

'Irrelevant' requirements

You may also come across sections of the application template that seem inappropriate, completely irrelevant or that seem to distort your account of the project. If this is the case, one of the following usually applies:

- The section is genuinely irrelevant and you will not be penalised for stating this (e.g. ethical review for a project with no human participants or animals)

- You need to adapt your design or rethink elements of the project in order to meet mandatory requirements (e.g. impact, public engagement, project management)
- Your project is unsuitable for this funding agency and you should reconsider your application

If you cannot decide which of the above applies to you, turn to the detailed funding agency guidance or evaluation criteria for more information. Alternatively, contact the agency secretariat or – best of all – an experienced grants' committee member. They will advise on the status of the section in question.

There are three particular elements in the average application template that researchers often find problematic: the timetable, the project management section and the impact statement.

Workplans and timetables

Applicants often feel that it is impossible to predict when each element of activity will take place and how long each component will take. There is no way round this. The funding agency expects you to be confident and specific about what you will do, who will do it, when you will do it and how long it will take.

Your best bet is to give the most plausible account you can of your research programme. If there are good reasons why you cannot adhere to you original plan and the changes do not contravene funding agency regulations, you may well have some flexibility during the life of the project.

However, the timetable in your application document will be closely scrutinised and an unrealistic approximation will lose you the grant. Ensure that you calculate and justify your potential timings carefully.

EXAMPLE 22

FELLOWSHIP TIMETABLE

The following timetable for an extended research visit by an overseas scholar helps justify the length of the fellowship and the overall value of the visit:

Part 1 (a shorter phase) is preparatory. It will lay the foundation for the more extended practical project to follow in May/June. Preparation will involve:

- initial casting
- collation of research materials and texts for devising
- 3 research seminars
- 2 Leverhulme lectures
- the setting of tasks to be pursued by students under staff supervision.

Part 2 is focused on realising the practice-as-research project. It will involve the following stages:

- 6 weeks of devising rehearsals punctuated by weekly Leverhulme lecture/presentations that draw from and comment on the creative process
- consultation sessions with individual practitioner/researchers to tease out responses to the work and their reflections on moments of practice
- presentation of a public performance at the School of Arts summer festival over 3 nights
- post-performance reflection and wider dissemination linked to the presentation of documentation. *Theatre and Performance Visiting Fellowship*

In many cases, the timetable for a project is only created because the funding agency requires one in the application template. You may find that this expectation enhances your project design as it forces you to consider the likely timing and order of each activity component.

Project management

Funding agency decision makers do not assume that your project will run smoothly without evidence to support your claims. If your project is of sufficient scale and the funding agency requires it, you will be expected to articulate your plans for formal project management. If your proposed research is complex, proper project management will be an important way of justifying your *success* proposition.

This is not a task to take on the day before your deadline. Depending on the project, you may realise that you need to recruit a steering group, budget for regular project meetings and come up with a convincing project management schedule.

This can take a considerable time and should be incorporated into your project design stage rather than left until the last minute. Properly planned, high-profile project management activity also enhances the impact of your research and helps convince readers that your project is important (i.e. the *importance* and *value* propositions).

EXAMPLE 23

THE IMPORTANT ADVISORY BOARD

The *Web Authoring Project* case for support presents the impressive advisory board below the project title and is very effective in establishing the importance of the project and impressing decision makers as they start reading:

SEMANTIC WEB AUTHORING TOOL (SWAT)

Investigators: Richard Power, Donia Scott (Open University); Robert Stevens, Alan Rector (Manchester)

Advisory Board: Bedirhan Ustun (World Health Organization); Sam Brandt (Siemens); Catherine Dolbear (Ordnance Survey); Ken Lunn (NHS, Connecting for Health); Mark Musen (Stanford); Carole Goble (Manchester). *Web Authoring Project*

In this case, including such an impressive Advisory Board as a sub-title of the application helps the 'foot in the door' task by capturing the attention of readers and exciting them about the potential reach of the project.

A formal project management programme can also help convince decision makers in other ways, as the next example shows:

EXAMPLE 24

INTEGRATING PROJECT MANAGEMENT

The multi-partner *Software Testing European Project* assigns project management its own work package and set of objectives.

The objectives of the management structure and policies are:

1 to ensure timely delivery of expected results
2 to implement the communication procedures for reporting and reviewing
3 to undertake contingency planning – identifying and analysing any potential risks, and to determine an appropriate action plan to minimise such risks
4 to organise project workshops and interact with relevant open source and standardisation initiatives
5 to coordinate with related EU and national projects including relevant STREP, IPs and NoEs
6 to monitor any gender, ethical and other socio-economic issues arising in the project. *Software Testing European Project*

This application makes explicit uses of the project management work programme to support both the *success* and *value* propositions. In both of these examples, project management arrangements are integral to the project design.

Impact and engagement

Impact and Public Engagement requirements ask you to show how your project may benefit non-academic beneficiaries. In most cases, you will be expected to specify a formal programme of activity that communicates your outcomes beyond academic circles.

This is problematic for many researchers but exceptions from impact requirements may only be made for limited categories of 'blue skies' projects. In any case, you may find it hard to excite non-specialist readers if you can make no link between your research and the possibility of social, health or economic benefit.

A complete lack of economic and social impact at any level may cause difficulties in your efforts to support the *importance* proposition.

Consequently, you may have no choice in this matter. The funding agency provides guidance on the sort of information and activity that is acceptable. You should read this at an early stage in the application development process and build in relevant, specific initiatives to your overall project design.

A last-minute description of cosmetic, implausible impact activity directed at vague or unrealistic audiences (such as 'a newsletter for senior politicians') is likely to damage your chances.

EXAMPLE 25

REALISTIC IMPACT

The *Memory Research Project* provides a good example of how the applicant takes a piece of basic research and provides realistic and specific arrangements to communicate the results outside academia.

> Work Programme One will lead to several publications in high-impact psychology journals, such as *Psychological Science, Cognition, Journal of Experimental Psychology: Learning, Memory and Cognition,* or *Learning and Memory*. Findings will also be presented at conferences such as the Conference of the European Society for Cognitive Psychology (Europe, Aug 2013), the Annual Meeting of the Psychonomic Society (USA, Nov 2012, 2013 and 2014), and the Congress of International Association of Applied Linguistics (Worldwide, 2014). Work Programmes Two will be disseminated in high-impact journals such as *Journal of Neuroscience, Journal of Cognitive Neuroscience,* or *Neurobiology of Learning and Memory*, and conferences such as the Cognitive Neuroscience Society Annual Meeting (USA, 2014) and the Neurobiology of Language Conference (USA, 2014).

> On the applied front, initial discussions have taken place with commercial language tuition providers, Rosetta Stone™, to show them how my research findings could contribute to the tuition softwares they devise. Yearly meetings with their research team led by Dr. Duane Sider are planned for the whole duration of the project.

> To reach non-academic research users, the BCBL website will also regularly post news from the project, and media activities with relevant trade journals (such as *Teachers Magazine* in the UK; *Periodismo Científico y Divulgativo* and

Psicología y Educación in Spain), science new agencies (such as *Basqueresearch* and *Alphagalileo*) are planned. Furthermore, towards the end of the project, a one-day workshop on the issue of language learning and reconsolidation will be hosted by the BCBL. It will feature five invited speakers, including two speakers from the BCBL, two speakers from the UK and one speaker from the US. It is impossible at this stage to be precise as to format and number of attendees, but we plan 30 self-funded participants. *Memory Research Project*

Note that industry contacts are mentioned by name, as are the titles of non-academic publications that might find the work of interest.

EXAMPLE 26

REALISTIC PUBLIC ENGAGEMENT

The potentially controversial *Research Animal Project* shows an appropriate level of public engagement activity for a project that could be dangerous to the Principal Investigator if communicated to a wider public.

> **Public Engagement in Science:** Members of the research group regularly give presentations on developing improved strategies for optimising animal welfare, and have participated in poster presentations to MPs and MEPs, and maintain a website (www.ahwla.org.uk) to disseminate our own and others' results in animal welfare research. *Research Animal Project*

Once more, specific details and link to a website are provided to reassure referees and committee members that the engagement activity has been actively considered and that the proposed activity is appropriate, realistic and achievable.

Conclusion

After reading this chapter, you should have a set of techniques that help you take your 'generic' case for support and map it quickly and effectively on to a specific funding agency template. You will also know how to extract elements of the case for support and repeat, summarise or expand them elsewhere in your application template. The next chapter deals with developing the right arguments and evidence to support your key propositions and to show that your project meets all the evaluation criteria.