

APPENDIX 1 - RESEARCH SPECIFICATION

Researchers' Use of Libraries and other Information Sources: current patterns and future trends

Purpose

1. The purpose of the study is to provide a detailed, up-to-date picture of what stored information of all kinds researchers in the UK require access to, of how they work with the sources and use the information, and of major emerging trends in these patterns, including variations in needs between academic disciplines. This will contribute of considerations on the options for generating and validating alternative models for building and managing a distributed national research information resource. It will form part of a broader programme of fact-finding and dialogue with the higher education community undertaken by a new group – see paragraph 2 below.

Background to the Study

2. The HEFCE and the British Library, in partnership with the HE funding bodies for Scotland, Wales and Northern Ireland and the national libraries of Scotland and Wales, have jointly established a new Research Libraries Strategy Group with the terms of reference at Annex A. The Group is expected to produce a single report, in the summer of 2002, making proposals for a new national strategy to ensure that UK researchers in all disciplines continue to have access to world class information sources – that is, to all of the research materials, including materials in print and electronic form, that they need in order to produce work of national and international excellence. The Group is working to a 10 year strategic planning horizon.

3. As part of its preparatory work the Group will be consulting widely within the academic and library communities to establish what are considered to be the current and emerging future needs of UK researchers, and what provision will be required to meet these. The Group also wishes to undertake a more focussed enquiry to provide objective evidence on how researchers are using libraries and other information sources in practice and how this may be expected to change especially as more material becomes available online. The present study will form a major element in that enquiry.

4. The Group takes as its starting point the observations that:

- a. providing all of the information resources required by UK researchers is now beyond the capacity of any single library;
- b. no individual HEI can maintain library and information resources meeting the needs of all of its researchers;
- c. we do not yet have in place adequate arrangements to ensure that researchers' needs are met through collaborative action;
- d. developments in IT offer a means of improving access but also the possibility of a further increase in the volume and complexity of information to be managed.

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5. The Group has adopted a broad definition of research, researchers and research materials:

a. covering the needs of all UK based researchers, from PhD students to established researchers of international repute and including those who are not employed by HEIs but who require access to broadly the same range of research materials and information. The Group recognises that information needs and working methods may differ for researchers in the natural sciences, social sciences and humanities.

b. defining “research materials” and “information” to include all types of structured information and stored research outputs to which researchers may require access; and the full range of media, structures and locations in which these are (or may be) stored and made available including material held in the national libraries and other non HE locations.

6. A key issue for the Group will be to identify achievable changes in the collection and management strategies of research libraries, individually and collectively, which would result in researchers having better access to more of the information sources that they need. In practice this will mean finding a balance, within available funding that may not increase significantly, between:

a. ensuring that researchers have easy access to materials (especially regularly used materials) in ways which reasonably reflect their preferred way of working and using those materials;

b. reducing duplication of holdings, especially of less used materials and of those that are also available online; and

c. ensuring that the All respondents distributed national collection contains more different items that researchers would wish to use than at present, and that they can gain reasonably easy access to these.

Objectives

7. The study therefore aims:

a. To provide objective evidence of the nature, range and volume of material that researchers in different disciplines require access to, the nature of access required and how they currently use the material in their research. This includes all material, text or other structured data, in printed or electronic form, held in libraries or elsewhere.

b. To investigate the implications for the research process of where materials are located. Balancing researcher preferences and ways of working against resource constraints, what achievable patterns of location and accessibility of information sources are optimal?

c. To establish how far researchers currently access research materials on line, the perceived advantages and shortcomings of accessing materials in this way, and the relative significance of the Internet as a research tool.

d. To identify and analyse evidence for probable changes in how researchers access and use research materials across the next decade, indicating how quickly and in what directions change is occurring or can be

foreseen.

- e. For all of these questions, to analyse the extent of difference in needs and practice between identifiable subgroups of researchers, related to research discipline or to other factors.

Scope and method

8. It will be essential that the study covers a sufficiently wide field to draw conclusions with confidence in relation to the needs and practices of researchers at large and to the key differences in these between subgroups of researchers (certainly by subject, possibly also by level of research or employment pattern). The chosen research method should produce a body of evidence which is robust, objective and quantified as far as possible; but should also lead to insights which help the Group to interpret the data. It will be important to collect and present evidence both for how researchers are using information sources now (including identifying forward-looking practice) and for how they would exploit the developments in information provision postulated above.

9. In order to cover the broad field of enquiry set out above, the study will need to engage in some depth with a carefully chosen sample of researchers. In order to test possible hypotheses about age- and discipline-rated variance in working methods and in the type and range of material required, the sample will need to cover a range of academic disciplines and to include younger researchers – those studying for a doctorate or at the beginning of their careers – as well as senior figures.

10. The study will need to be conducted within, and be closely related to, the Group's broader plans for gathering evidence and views on these matters. We would welcome proposals for a study to include some form of focus group meetings with groups of active researchers, which might be run jointly with the Group's secretariat and attended by one or two members of the Group. We also have it in mind the possibility of issuing through the Internet, towards the end of the study, a discussion paper setting out its emerging findings and inviting comments on these.



Research Support Libraries Group

RESEARCHERS' USE OF LIBRARIES AND OTHER INFORMATION SOURCES

Thank you for taking the time to help in this project by completing this questionnaire

If you would rather complete the questionnaire on-line then please go to the URL given in the letter – to do so requires either Internet Explorer 5, or Netscape 6 or above.

Please answer every question unless instructed otherwise. Most questions can be answered by simply ticking the relevant box(s), or by circling the number corresponding to your answer

Others require you to write in an answer – please answer these as fully as possible

Please note that all researchers are being sent the same questionnaire, so the response options have to cover all disciplines – some may be less relevant to your area of work

If you have any queries on the questionnaire then please feel free to contact The Research Partnership: 01404 881176 or rslgsurvey@researchpartnership.org.uk.

If you have more general questions about the work of the RSLG please contact Vanessa Conte at HEFCE: 0117 931 7254 or v.conte@hefce.ac.uk

Reference number:

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SECTION A: INFORMATION SOURCES AND SERVICES

A1 **Which of the following types of information sources do you currently use in your research?** Note that we are not interested in how or where you get the information from, rather whether you currently use them or not. *Please choose one of the following options for each source by circling the relevant number:*

- 1 Use, and essential to my research
- 2 Use, but not essential
- 3 Do not use

A2 **How do you envisage your use of these changing over the next 10 years?** *Please choose one of the following options for each source by circling the relevant number:*

- 1 Will use more
- 2 Will be no change
- 3 Will use less
- 4 Don't know how use will change

Information source	A1 Use			A2 Change in next ten years			
Printed journals – academic (i.e. articles have to be refereed)	1	2	3	1	2	3	4
Printed journals – other (not refereed)	1	2	3	1	2	3	4
Books and current publications	1	2	3	1	2	3	4
Newspapers	1	2	3	1	2	3	4
Rare books and manuscripts	1	2	3	1	2	3	4
Maps and charts	1	2	3	1	2	3	4
Photographs/images	1	2	3	1	2	3	4
Moving images and sound recordings	1	2	3	1	2	3	4
Artefacts	1	2	3	1	2	3	4
Microfilm and microfiche	1	2	3	1	2	3	4
Bibliographic tools, indexes and abstracting services (printed or on-line)	1	2	3	1	2	3	4
Electronic full text services	1	2	3	1	2	3	4
Electronic journals and other electronic publications	1	2	3	1	2	3	4
Electronic pre-print archives of articles or research papers	1	2	3	1	2	3	4
Computerised datasets of primary data	1	2	3	1	2	3	4
Electronic bulletin boards	1	2	3	1	2	3	4
Electronic alerting services	1	2	3	1	2	3	4
Expert discussion groups	1	2	3	1	2	3	4
Other – write in	1	2		1	2	3	4

SECTION B: PROVIDERS OF INFORMATION

B1 Information sources for research can be obtained from many providers, either in person or electronically. Which of the following providers do you currently use?
Please remember to include all that you access on-line. *Please choose one of the following options for each provider by circling the relevant number:*

- 1 Use, and essential to my research
- 2 Use, but not essential
- 3 Do not use

B2 How do you envisage your use of these changing over the next 10 years? *Please choose one of the following options for each provider by circling the relevant number:*

- 1 Will use more
- 2 Will be no change
- 3 Will use less
- 4 Don't know how use will change

Provider	B1 Use			B2 Change in next ten years			
	1	2	3	1	2	3	4
Own private collection	1	2	3	1	2	3	4
Colleagues/conferences/researcher networks	1	2	3	1	2	3	4
Departmental resources	1	2	3	1	2	3	4
(Home) university library	1	2	3	1	2	3	4
(Home) university museum or archive collection	1	2	3	1	2	3	4
Local public library	1	2	3	1	2	3	4
Local record offices	1	2	3	1	2	3	4
Local/regional museum	1	2	3	1	2	3	4
(Any) other university library	1	2	3	1	2	3	4
Research institutes library, for example, the Wellcome Trust	1	2	3	1	2	3	4
National museums, for example, the British Museum, Imperial War Museum	1	2	3	1	2	3	4
Public Record Office and other national archives	1	2	3	1	2	3	4
British Library	1	2	3	1	2	3	4
National Library of Wales	1	2	3	1	2	3	4
National Library of Scotland	1	2	3	1	2	3	4
Other copyright libraries where copies of UK published materials are deposited	1	2	3	1	2	3	4
Libraries/museums/archives outside the UK	1	2	3	1	2	3	4
Other – write in	1	2		1	2	3	4

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B3 Overall, how well do your libraries (departmental or own university) in your own locality meet your research needs?

Very well	<input type="checkbox"/>
Fairly well	<input type="checkbox"/>
Not very well	<input type="checkbox"/>
Not at all well	<input type="checkbox"/>

B4 In what ways could the range of facilities and services in your local libraries be improved or expanded to better meet your research needs? Please write in your response below

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B5 What difficulties, if any, do you have using other libraries? Please tick any that apply

Problems with rights of access	<input type="checkbox"/>
Difficulty with ordering books ahead/reserving journal etc.	<input type="checkbox"/>
Time to get there	<input type="checkbox"/>
Charges for use, or other additional costs	<input type="checkbox"/>
Other difficulties – write in:	<input type="checkbox"/>

.....

No difficulties	<input type="checkbox"/>
No difficulties – do not use any other libraries	<input type="checkbox"/>

B6 Overall, how important, or not, is physical access (not on-line access) to libraries for your research?

Very important	<input type="checkbox"/>
Fairly important	<input type="checkbox"/>
Not very important	<input type="checkbox"/>
Not at all important	<input type="checkbox"/>

B7 And how do you see this changing over the next 10 years? Do you think that physical access (not on-line access) to libraries for your research will become ...

More important	<input type="checkbox"/>
Will remain the same	<input type="checkbox"/>
Less important	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

SECTION C: ACCESS AND DISCOVERY METHODS

C1 **There are many ways of accessing or discovering the various sources of research information from providers. Which of the following research methods do you currently use? Please choose one of the following options for each method by circling the relevant number:**

- 1 Use, and essential to my research
- 2 Use, but not essential
- 3 Do not use

C2 **How do you envisage your use of these methods changing over the next 10 years? Please choose one of the following options for each method by circling the relevant number:**

- 1 Will use more
- 2 Will be no change
- 3 Will use less
- 4 Don't know how use will change

Access or discovery method	C1 Use			C2 Change in next ten years			
	1	2	3	1	2	3	4
Consult printed books or journals	1	2	3	1	2	3	4
Consult primary materials such as manuscripts/archives or artefacts	1	2	3	1	2	3	4
Consult surrogates of primary materials such as microfilm copies	1	2	3	1	2	3	4
Browse through collections of books or other materials	1	2	3	1	2	3	4
Search catalogues (on-line and card catalogues)	1	2	3	1	2	3	4
Use enquiry and research assistance	1	2	3	1	2	3	4
Use inter library loans	1	2	3	1	2	3	4
Use document delivery services	1	2	3	1	2	3	4
Access online electronic books or articles	1	2	3	1	2	3	4
Use other library technology (photocopying, scanning, printing out)	1	2	3	1	2	3	4
Other – write in	1	2		1	2	3	4

SECTION D: ACCESSING ELECTRONIC SOURCES OF INFORMATION

D1 **What is your primary (i.e. most used) and secondary (i.e. next most used) access point for electronic sources of research information?** *Please tick one in each column*

	Most used	Next most used
At home		
In own office		
Elsewhere in department		
In central library services (home university)		
In other central services (home university)		
In library services (other university)		
In local public library		
Other – write in:		

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D2 **How important is each of the following search methods to you when finding electronic sources?** *Please circle one of the following options for each method:*

- 1 Very important
- 2 Fairly important
- 3 Not very important
- 4 Not at all important
- 5 Do not use this search method

Method	Importance				
'Generic' web search engines	1	2	3	4	5
Subject gateways/portals (like those in the Resource Discovery Network, or gateways provided by professional societies)	1	2	3	4	5
Institutional or departmental gateways/portals (maintained by e.g. library or department)	1	2	3	4	5
Personal portals (maintained by individual researchers)	1	2	3	4	5
Digital libraries/archives (e.g. The Data Archive, MIMAS, EDINA, AHDS service providers, Qualidata, BUFVC, NDAD)	1	2	3	4	5
Pre-print archives	1	2	3	4	5
Bibliographic databases, abstracting and indexing services	1	2	3	4	5
On-line catalogues for your own institution's collections	1	2	3	4	5
'Subject ' mailing lists/alerting facilities/discussion groups	1	2	3	4	5
Other – write in:	1	2	3	4	

D3 **Using electronic and on-line research information sources requires the researcher to find, access and use information. To what extent do you think this is easier or not compared with more traditional means of research in your field? Please tick one of the following options for each aspect**

Compared with more traditional methods, doing this electronically is ...	Finding information	Accessing information	Using information
A lot easier			
Slightly easier			
About the same			
Slightly more difficult			
A lot more difficult			

D4 **Have you received any formal or informal training (including advice and hands-on assistance) in the last two years on how to find, access or use electronic information and other on-line resources?**

Yes → answer D5
 No → skip to D6

D5 **Can you please give some examples of these training inputs you have received in the past two years, starting with the most recent ? Please write in details below**

Date (most recent first)	Type of training – what, where and from whom

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D6 EVERYONE PLEASE ANSWER: To what extent do you feel that you need any more training, advice or guidance on how to find, access or use electronic information sources and on-line material? Please tick one option below and follow the instructions

- Need a lot more training, advice or guidance → answer D7
- Need some more training, advice or guidance → answer D7
- Need a little more training, advice or guidance → answer D7
- Need no more training, advice or guidance → skip to D8

D7 What is it that you would like to know (more) about? Please tick any that apply

- Resources available through home university library and how to access them
- Specialist on-line search and retrieve skills and techniques
- How to filter online information effectively to meet my needs
- Locating high quality information sources on the web quickly and effectively
- How to find and/or create online archives
- Ways of keeping up to date with what is available
- Other – write in:

.....

NOW SKIP TO D9

D8 Why do you feel that you don't need any further training, advice or guidance? Please tick any that apply

- Confident that I can find what I need
- Others find information/do research for me
- No time for training
- Training rarely of any help or usefulness
- Other – write in:

.....

D9 EVERYONE PLEASE ANSWER: Do you make use of any advice and help in searching for electronic and on-line resources offered by your departmental or own university library? Please tick one option below

Yes – write in details of the advice and help used:

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- No – no help or advice offered
- No – help and advice offered, but not used
- Don't know if any help or advice offered

SECTION E: VIEWS OF ELECTRONIC SOURCES OF INFORMATION

E1 Please list the main advantages of electronic sources of research information (for example electronic journals, databases), over more traditional research resources and providers in your subject area?

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E2 And please list their main disadvantages?

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E3 Given below are a number of statements that other researchers have made about on-line and electronic sources of research information. To what extent do you agree or disagree with each statement? Please circle one of the following options for each statement

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly
- 6 Don't know

Statement	Opinion					
There is less control over the quality and provenance of material made available electronically	1	2	3	4	5	6
I can now do better research because of electronic and on-line information sources	1	2	3	4	5	6
There is too much information available now	1	2	3	4	5	6
External databases make physical collections less important	1	2	3	4	5	6
It's more difficult to find information on-line compared with other methods	1	2	3	4	5	6
More comprehensive information is available on-line	1	2	3	4	5	6
I have to rely on others more when searching electronically	1	2	3	4	5	6
Some of the research information I need is now only available on-line	1	2	3	4	5	6
I would still like access to printed copies as well as electronic access	1	2	3	4	5	6
Research now takes more time	1	2	3	4	5	6

E4 What do you think has been the overall impact on quality of research of these newer electronic research methods in your field?

Has the quality of research Please tick one option below

- Improved a lot
- Improved slightly
- Stayed the same
- Deteriorated slightly
- Deteriorated a lot
- Don't know

SECTION F: CLASSIFICATION

These questions are asked so that we can group together the replies of different types of researchers. We will not look at the replies of individuals. All details given will be treated in the strictest confidence, as explained in the accompanying letter.

F1 **Into which age band do you fit?**

Up to 24	<input type="checkbox"/>
25-29	<input type="checkbox"/>
30-39	<input type="checkbox"/>
40-49	<input type="checkbox"/>
50-59	<input type="checkbox"/>
60 or over	<input type="checkbox"/>

F2 **Are you?**

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

F3 **Which one of the following best describes your current situation?**

Professor	<input type="checkbox"/>	Principal research fellow	<input type="checkbox"/>
Reader	<input type="checkbox"/>	Senior research fellow	<input type="checkbox"/>
Senior lecturer	<input type="checkbox"/>	Research fellow	<input type="checkbox"/>
Lecturer	<input type="checkbox"/>	Research assistant	<input type="checkbox"/>
		PhD/MPhil student	<input type="checkbox"/>

Other – write in:

.....

F4 **Could you please indicate the approximate division of your time between the following tasks? Please enter approximate percentage for each activity**

	%:
Research	<input type="text"/>
Teaching	<input type="text"/>
Other tasks (e.g. admin)	<input type="text"/>
	100%

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F5 **Do you do your research primarily alone or as part of a team?**

Primarily alone	<input type="checkbox"/>
Part of a team	<input type="checkbox"/>

F6 **Do you supervise research conducted by others?** *Please tick any that apply*

Yes – supervise research students	<input type="checkbox"/>
Yes – supervise other researchers	<input type="checkbox"/>
No	<input type="checkbox"/>

F7 **Are you willing to help with any further research on this subject?** *Please tick any that apply*

Responding to web/postal questionnaires	<input type="checkbox"/>
Taking part in a telephone interview	<input type="checkbox"/>
Taking part in a face to face interview	<input type="checkbox"/>
Attending focus group	<input type="checkbox"/>
None of above	<input type="checkbox"/>

F8 **If you are willing to help with further research, then please write in your preferred contact details below. Please note that we will not contact you for any other purpose.**

Name:

Full postal address (including postcode):

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Direct telephone:

Fax:

E-mail:

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

PLEASE RETURN IT IN THE REPLY-PAID ENVELOPE ENCLOSED

APPENDIX 3 - SUMMARY OF FOCUS GROUP TOPICS

Topics for the 3 'preparatory' focus groups

(University of Brighton, 26/09/01; King's College London, 10/10/01;
University of Newcastle, 7/11/01)

Importance and use of Higher Education Libraries and other sources

- How important are research resources in local HE libraries and why?
- do participants use resources in more distant HE libraries and why?
- What key information resources do participants habitually use in/from either local or other HE libraries?
- Does increasing 'hybridicity' (i.e. mix of traditional print-based and electronic information resources) of HE libraries assist or constrain research activities?
- What are the key information sources (national, regional, non HE) that support participants' research, other than those delivered through HE libraries?

Impact of electronic Information sources

- How much importance do participants place on electronic information sources in your research? Is this changing the way they access and use information?
- Are participants comfortable with using electronic information sources without having access to printed copies?
- How much do participants now use information intermediaries (e.g. library staff, research assistants or others) in searching for and retrieving information?
- Do pattern of use change with the advent of electronic information sources?
- What are the arguments, if any, in favour of end-user access to information sources (i.e. direct access to electronic information sources without using information intermediaries)?
- Does the nature of research itself change as a consequence of the increased role and availability of electronic information?
- How much confidence do participants have in web-based information sources and web-based search engines?

Training, skills and awareness

- Do participants feel 'aware' of the range and availability of information sources and services in their research field, both locally and nationally?
- Have participants taken part in, or considered, training to raise awareness of and ability to access information sources? What were the outcomes?
- Do participants think skills deficits, such as inadequate IT skills, or information-seeking skills, have or can have an impact on the quality of their research and the research outcomes?
- Has the time and effort invested by participants or their colleagues in learning how to use electronic information sources and services been rewarded? in what ways?
- How much do participants rely on informal sources of information - such as contact networks, informal discussion lists or correspondence - to raise their awareness of research information and the skills to access it?

Topics for the five 'validating' focus groups

(University of Edinburgh, 11/03/02; University of Birmingham, 12/03/02; Manchester Metropolitan University, 14/03/02; University of Bristol, 15/03/02; HEFCE Offices, London (postgraduates), 20/03/02)

Discovery, access and use of different types of information

- Do participants use: Books / current publications; Newspapers; Still images; Maps & Charts; Moving images and sound; Artefacts; Bibliographic tools and other 'gateways into information'; Pre-print and (e-print) archives; Other?
- How important are all these for their research?
- How do they discover and access these information sources?
- Do participants maintain private collections? Containing what?
- Do participants expect their pattern(s) of use (and discovery and access) to change? If yes, what are the drivers for change? And barriers?

Current and future use of external sources of information

- Do participants use other university libraries? If so, why? If not, why not? What are the main barriers to access, if any?
- Do participants use the British Library (BL)? If so, how (remote access or in person)? If not, why not? Changes in use of BL?
- Other copyright libraries (National Libraries of Wales and Scotland, Oxford University, Cambridge University and Trinity College Dublin): Do participants use any of these? Remote access or in person? Barriers to access?
- Are inter Library Loan and document delivery important to participants? Direct or through home university library service? Do they think use will change?
- Museums: do participants use these for research purposes? If so, how? If not, why not? Do they think this will change?

Use of online and electronic information sources and the role of ICT

- Are participants comfortable with electronically accessible information? Main advantages / disadvantages? Changes over the next 10 years?
- Is it essential for the technology to work better (e.g. standard approaches to interfaces, searching, authentication etc)?
- Do participants use 'generic' search engines / portals (like Google, Yahoo, Excite etc.) to trace information; and/or 'mediated' subject (or institutional) gateways where experts have selected and described sources?
- Do they, for some electronically available information, require physical access, regardless of improvements in ICT? Which ones? Is this going to change?
- Do participants perceive or expect electronic sources and ICT tools for delivery and access to impact on quality of research? Information overload?

Training and awareness:

- Do participants now require new skills? If so, what are these? Different for starting researchers then others?
- is formal training needed, or informal, peer-to-peer, within a team? Self-study? Subject specific? Are younger researchers better 'equipped'?
- How aware are participants, in their own opinion, of available resources (electronic / online and paper) relevant to their area of research?
- Do online services affect ability to keep up with resource provision? Do participants use current-awareness / alerting services? Who provides these?
- What is the role they see for librarians and other information professionals (in relation to e.g. access to external sources; electronic information provision; training and awareness)? Changes in the next 10 years?

APPENDIX 4 - DEFINITION OF SUBJECT AREAS CLUSTERS

Subject Area Clusters used in this report and for analysis of data are identical to the umbrella groupings for Units of Assessment used in the 2001 Research Assessment Exercise¹. These are:

- I. Medical and Biological Sciences
- II. Physical Sciences and Engineering
- III. Social Sciences
- IV. Area Studies and Languages
- V. Humanities and Arts

These five clusters are defined below.

Cluster I. Medical and Biological Sciences	
UoA No.	Unit of Assessment
1	Clinical Laboratory Sciences
2	Community based Clinical Subjects
3	Hospital based Clinical Subjects
4	Clinical Dentistry
5	Pre Clinical Studies
6	Anatomy
7	Physiology
8	Pharmacology
9	Pharmacy
10	Nursing
11	Other Studies and Professions Allied to Medicine
13	Psychology
14	Biological Sciences
15	Agriculture
16	Food Science and Technology
17	Veterinary Science

Cluster II. Physical Sciences and Engineering	
UoA No.	Unit of Assessment
18	Chemistry
19	Physics
20	Earth Sciences
21	Environmental Sciences
22	Pure Mathematics
23	Applied Mathematics
24	Statistics and Operational Research
25	Computer Science
26	General Engineering
31	Mineral and Mining Engineering
27	Chemical Engineering
28	Civil Engineering
29	Electrical and Electronic Engineering
30	Mechanical, Aeronautics and Manufacturing Engineering
32	Metallurgy and Materials

¹ see <http://www.rae.ac.uk/PMembers/umbrella.htm> (accessed 17 May, 2002)

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Cluster III. Social Sciences	
UoA No.	Unit of Assessment
33	Built Environment
34	Town and Country Planning
35	Geography
36	Law
37	Anthropology
38	Economics and Econometrics
39	Politics and International Studies
40	Social Policy and Administration
41	Social Work
42	Sociology
43	Business and Management Studies
44	Accountancy
68	Education
69	Sports related Subjects

Cluster IV. Area Studies and Languages	
UoA No.	Unit of Assessment
45	American Studies
46	Middle Eastern and African Studies
47	Asian Studies
48	European Studies
49	Celtic Studies
50	English Language and Literature
51	French
52	German, Dutch and Scandinavian Languages
53	Italian
54	Russian, Slavonic and East European Languages
55	Spanish
56	Linguistics

Cluster V. Humanities and Arts	
UoA No.	Unit of Assessment
57	Classics and Ancient History
58	Archaeology
59	History
60	History of Art, Architecture and Design
61	Library and Information Management
62	Philosophy
63	Theology, Divinity and Religious Studies
64	Art and Design
65	Communication, Cultural and Media Studies
66	Drama, Dance and Performing Arts
67	Music

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