

**Tertiary Education
Commission**
Te Amorangi Mātauranga Matua



Centres of Research Excellence Performance Measurement Framework Guidelines

Published by the Tertiary Education Commission

Te Amorangi Mātauranga Matua

National Office

44 The Terrace

PO Box 27048

Wellington, New Zealand

14 March 2020

ISBN 978-0-478-32065-7

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1. Introduction

The overriding aim of the Centres of Research Excellence (CoREs) Performance Measurement Framework (PMF) is to get a clear understanding of how CoREs are progressing towards achieving the impacts stated in their Impact Statements. The quantitative measures included in the PMF contribute towards this understanding by providing a set of monitoring data that provides context for looking at outcomes and impacts.

The determination of design of the CoRE funding mechanism issued by the Minister for Education under section 159L of the Education Act 1989 states that the Tertiary Education Commission (TEC) may impose conditions on funding to ensure that host institutions are adequately accountable to the TEC for the use of the funding.

Individual CoREs should use the PMF as a basis to tell their 'performance story' in their Plans and Annual Reports. The Plans should describe:

- › what a CoRE intends to achieve,
- › how the CoRE's activities and outputs will contribute to these strategic outcomes and impacts, and
- › how they will be measured through research milestones and key performance indicators (KPIs).

Annual Reports will then detail the evidence of the progress made in delivering towards these strategic outcomes and impacts. It is important for accountability purposes that the CoREs are able to demonstrate the value of the public's investment.

Plans and Annual Reports must be closely aligned to the requirements of the PMF, and CoRE Annual Reports will, at a minimum, include all the information and data required in the PMF (including the use of electronic reporting where required). As well as annual reporting, an external review of CoRE performance will take place at mid-term in the funding round. The scope of this review will be clarified closer to the time.

The PMF is the foundation for performance reporting and monitoring arrangements between the Ministry of Education (MoE), the TEC and CoREs. The data collected through the PMF will be used by TEC to monitor the use of funding while the MoE will use the data to assess the overall value of the CoRE Fund over time. The key focus is on whether the CoREs are making adequate progress towards achieving their stated impacts. The data will be reviewed in the context of the CoRE and its stated impacts. It is also recognised that it may take some time for new CoREs to gather momentum.

Accountability for the performance of the CoRE will rest with the host institution. Therefore it will be the responsibility of the host institution to monitor and manage the performance of the CoRE.

2. Intervention logic model

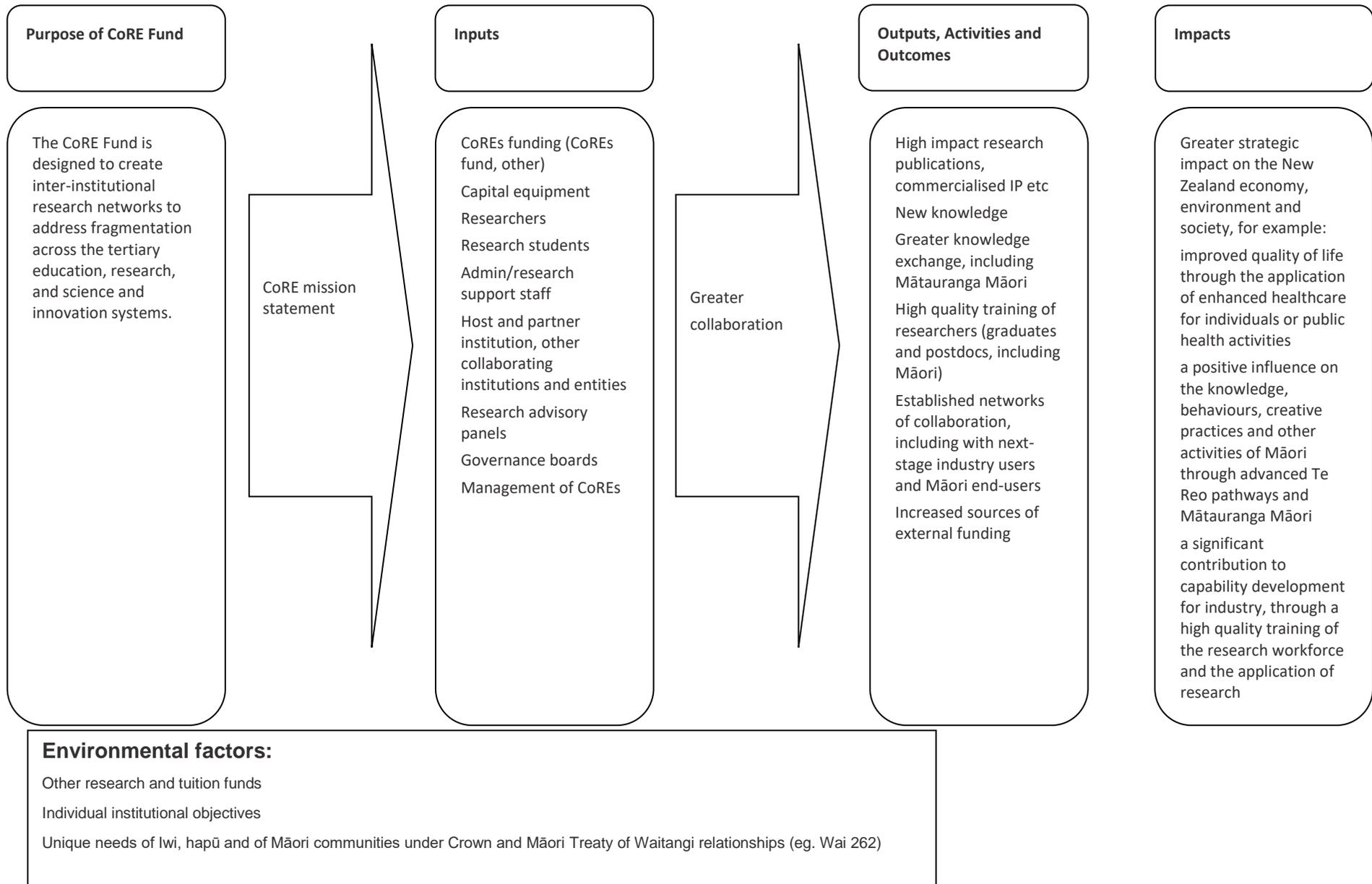
The CoREs fund was established in 2001 to support growth in research excellence and the development of world class researchers in areas of existing excellence that are important to New Zealand's future development. A CoRE demonstrates academic strength as well as progress towards impacts with public good and/or economic benefits.

The CoREs policy was designed to address fragmentation across the tertiary education, research, and science and innovation systems. Research expertise is widely distributed across New Zealand's tertiary education institutions and Crown Research Institutes. In a small country like New Zealand, a widely distributed system is a barrier to concentrated research effort in academic disciplines.

Unlike other government funding models to support research and development, the CoREs Fund (and the Performance-Based Research Fund) has a significant focus on tertiary education outcomes through training graduate students and supporting research links to teaching. CoREs are funded following a fully contestable, curiosity-driven, bottom-up process that allows them to self-identify how their research fits into national priorities.

The intervention logic model for the CoREs fund is set out in Figure 1.

Figure 1: CoRE intervention logic model



3. An overview of the PMF

An overview of the structure of the PMF is presented in Table 1. This categorises the components of the PMF into themes (areas of interest) identified in the mission statement for the fund. The themes identified in the framework are:

- › Research carried out by CoREs,
- › CoREs as an element in the tertiary education system,
- › CoRE collaboration and collaborative practices within CoREs,
- › Engagement by CoREs with end users and stakeholders, and
- › The role of CoREs at a national and international level.

Within each theme is a description of what general area of performance is being assessed, whether a standardised approach is taken to performance measurement, and notes on how the data is collected.

In addition to the explicit themes, there are other implicit themes within the framework. For example, internationalisation is not identified as an explicit theme in the PMF, but several measures have an international element to them, such as collaboration.

The overview of the PMF identifies where the performance reporting by CoREs will be done in a standardised manner. For example, the reporting of peer reviewed research outputs will be done in a standardised manner, with common classifications of research outputs and a common approach to attribution. The data specifications for this are described in Section 4.

However, we recognise that each CoRE is unique in its focus and mission, meaning it is not possible to measure some of these themes in a standardised way. Information on areas such as the strategic outcomes of the CoRE and how the CoRE undertakes knowledge exchange activities will be gathered, analysed and reported in ways that reflect the characteristics of the CoRE and its focus. More detail on how performance will be measured in these areas is presented in Section 5.

Table 1: Overview of CoREs performance measurement framework

Performance theme	Description	Standardisation of performance measurement	Notes
Research carried out by CoREs	Progress toward defined impacts with public good and/or economic impact	No	Narrative/case studies will illustrate achievement of this. Measured through research outputs (articles, books, prizes etc), distinctions. Measured through changes in headcount.
	Research solves major challenges	No	
	Undertakes excellent/leading edge research	Yes	
	Encourages diversity and inclusion in research activities	Yes	
	Contributes to the objectives of the Vision Mātauranga policy	No	
CoREs as an element in the tertiary education system	Key investigators are involved in training students and new/emerging researchers	Yes	Derived from analysis of unit record data for staff, students and research outputs. Narrative/case studies will illustrate achievement of this.
	Academic strength	Yes	
	Delivers skills needs for the future workforce (including entrepreneurship)	No	
	Supports development of skills/education for Māori and Pacific People and contributes to Ka Hikitia	No	
	Commits to equity and wellbeing outcomes and encourages diversity and inclusion in its teaching activities	Yes	
CoRE collaboration and collaborative practices within CoREs	Facilitate wider stakeholder debate on issues of significance	No	Collection of unit record data for research outputs. Narrative/case studies will illustrate achievement of this. Assessment will be built into the mid-term review
	Inter-institutional participation and exchange	No	
	Building wide networks	No	
	Depth of partnerships	No	
	Clarity of benefits of host/partner contributions	No	
	End-user collaboration (translation and application)	No	
	Collaboration with regulatory policy makers	No	
Engagement by CoREs with end users and stakeholders	Research translation	No	Collection of unit record data for research outputs. Narrative/case studies will illustrate achievement of this. Assessment will be built into the mid-term review
	Uptake and knowledge transfer	No	
	Commitment of partners to collaborative policies	No	
The role of CoREs at a national and international level	Forming national and international networks	No	Narrative/case studies will illustrate achievement of this. Derived from analysis of unit record data for research outputs Assessment will be built into the mid-term review
	Competitive advantage	No	
	Commercialisation	No	
	Strong links to global R&I	No	
	Maori economic growth partnership	No	
	Contributes to increased wealth creation	No	
	Contribution to increased innovation	No	

4. Electronic data collection specifications

As well as presenting a narrative and case studies in annual reports, CoREs are required to submit performance data electronically to the TEC. The specifications of the data requirements are presented in Table 2. It is expected that this data will align with the CoREs' annual reports.

TEC will provide excel templates to record the data. These are to be returned at the same time as the annual reports. The templates contain further information on what is to be reported.

We expect unit record data to be submitted to enable agencies to undertake further analysis of each CoRE performance. The agencies will link the CoREs' unit record data to other data in administrative datasets. For example, the electronic collection of research output details will allow for additional analyses of networks of collaboration and citation analysis. It also allows for the easier identification of duplicate entries, which has been identified as an issue in past reporting.

Table 2: Annual electronic data collection specifications

Theme	Data to be submitted	Descriptor
Research output	Lists of peer reviewed research outputs by type	Types of research output to be reported include: journal publications, books, book chapters, invited conference keynote/presentation, prizes and distinctions of significance and other. See Excel template for unit record details to be submitted for each research output.
Human capital development	Lists of students	List of students studying at the CoRE with the following details reported: year, TEO name, institution ID, l_name, f_name, qualification level, FTE, status (continuing study, completed qualification, did not complete qualification), graduate destination (further study in NZ, employed in NZ employed in NZ in Māori organisation/entity, etc), gender, ethnic group and iwi affiliation.
Human capital development	Immediate destinations of graduating students	Counts of graduates by immediate post-study destination. Categories are: further study in NZ, further study overseas, employed in NZ other, employed in NZ in Māori organisation/entity, employed overseas, other
Research capability	Staffing data	List of researchers with the following details: year, TEO name, l_name, f_name, ORCID identifier/institutional identifier, FTE, position title (principal investigator, associate investigator, postdoctoral fellow, research technician, administrative/support) job title (professor, associate professor etc), gender, ethnic group, and iwi affiliation.
Research protection	Inventions/patents	Number of invention disclosures, patent applications, patents granted and patents commercialised.
Commercialisation	Number of spinouts	Count of number of spinouts and market value
Commercialisation	Counts of licenses granted	Counts of licenses by country of source (NZ, overseas, total)
Commercialisation	Total income from licenses	Income from licenses split by country of source (NZ, overseas, total)
Research protection	Number of invention disclosures	Counts of the number of invention disclosures
Funding distribution	Value of CoRE funding distributed	Funding distributed to each partner in the CoRE
Financials	Income/expenditure by CoRE	Income/expenditure statements showing revenue by source and expenditure by category. See Financials template.

Note: See the associated Excel template for more details.

5. Performance measurement in non-standardised areas

The PMF contains areas which will not require a standardised approach to reporting. These are in the broad themes of: realising impact, national and international role, engagement with end users, and collaborative practice. The section below outlines the general approach that will be taken to reporting and performance measurement in these areas.

5.1 Realising impact¹

Purpose

The TEC will agree with the host institution an Impact Statement (Statement), formerly referred to as an outcomes statement for each CoRE. This Statement must describe and demonstrate how the CoRE will deliver or contribute towards high-level impacts for New Zealand's economy, society, and environment. The Statement must also align with the government's CoRE mission statement and will underpin monitoring, and engagement with the CoRE.

Host institutions can report on additional Key Performance Indicators (KPIs) not specified in the PMF, which will demonstrate how the CoRE is progressing in delivering its impacts.

The links between a CoRE's activities and outputs and their intended impacts should be clearly articulated in the Statement and in future reporting to the TEC.

Definitions of impacts, outcomes, and outputs.

There is a distinction between the impacts, outcomes, and outputs.²

Impacts are the changes to the economy, society or environment beyond contribution to academic knowledge and skills.

Outcomes are the mechanisms that lead to impacts by use or application of research outputs. They are usually not under the full control of the researcher(s) or institution(s) that developed the outputs.

Outputs are the knowledge and skills that are developed by research activities. Delivering outputs is normally considered the responsibility of the researcher(s) or institution(s) performing the research activities.

Activities directly or indirectly generate new knowledge and new applications of knowledge including identifying research problems and opportunities.

Examples of impact

A CoRE's activity can have multiple impacts that benefit New Zealand's economy, society, and environment. A sample of possible broad impacts and specific outcomes which contribute towards these impacts are included below for information.

¹ Adapted from the 'Science Foundation Ireland Research Outcome Framework', January 2013.

² Adapted from: The impact of research position paper, Ministry of Business, Innovation and Employment, January 2019

Economic and Commercial

These are impacts where the outcomes are on businesses, either new or established, or other types of organisation which undertake activity that may create wealth.

Examples of outcomes which contribute to these impacts may include:

- › The performance of an existing business will be improved, through the introduction of new, or the improvement of existing, products, processes or services; the adoption of new, updated or enhanced technical standards and/or protocols, or the enhancement of strategy, operations or management practices.
- › Spin-out or new business is created, will establish its viability, or generate revenue or profits.
- › Industry, other organisations, or charitable foundations are investing in their own research and development through research collaboration.

Societal

These are impacts where the outcomes are on individuals, groups of individuals, organisations or communities, whose quality of life, knowledge, behaviours, creative practices and other activity will be influenced positively.

Examples of outcomes which contribute to these impacts may include:

- › Public debate is stimulated or informed by research.
- › Public awareness, attitudes, and understanding is enhanced by CoRE engagement with them with research of social or cultural significance.
- › Research contributes to community regeneration.
- › Research strengthens relationships and activities which give effect to the Treaty of Waitangi.

Public policy and services

These are impacts where the outcomes are on government, non-governmental organisations (NGOs), charities and public sector organisations, and society - either as a whole or groups of individuals in society.

Examples of outcomes which contribute to these impacts may include:

- › In delivering a public service, a new technology or process will be adopted or an existing technology or process improved.
- › Policy debate will be stimulated or informed by research evidence.
- › Policy decisions or changes to legislation, regulations or guidelines will be informed by research evidence.

Advancing Te Reo Māori and Mātauranga Māori

These are impacts that benefit Māori as individuals, groups of individuals, whānau, Māori organisations or Māori communities whose quality of life, knowledge, behaviours, creative practices and other activity will be influenced positively through advanced Te Reo pathways and Mātauranga Māori. CoREs are expected to deliver impacts that benefit these communities and it is expected that these impacts will be developed in careful and meaningful consultation with Māori stakeholders.

Illustration of excellence in the context of indigenous research should include evidence of building and maintaining of ongoing meaningful relationships that accelerate impact. This can be through indigenous publications, illustrating the extent to which the research has the engagement and support of the community being served, contribution to building Māori capability and capacity, and the transformational potential for Māori communities.

Examples of outcomes which contribute to these impacts may include:

- › Revitalisation and recovery of iwi dialect, culture and customs.
- › Mātauranga Māori pedagogy and pathways that advance and accelerate outcomes for Māori students and the New Zealand education system.
- › Stronger global business channels, ROI and more R&D for Māori businesses and Māori authorities/collectives and Iwi/hāpū asset managers.
- › Stronger community capability and resilience through collaborative, strengths-based approaches which enhance tino rangatiratanga or self-determination of Māori people, whānau, hapū and iwi.

Advancing Pacific People

These are impacts where the impacts benefit Pacific People as individuals, groups of individuals, Pacific organisations or Pacific communities whose quality of life, knowledge, behaviours, creative practices and other activity will be influenced positively. It is expected that these impacts will be developed in careful and meaningful consultation with Pacific stakeholders.

Illustration of excellence in the context of Pacific research should include evidence of building and maintaining of ongoing meaningful relationships that accelerate impact. This can be through illustrating the extent to which the research has the engagement and support of the community being served, contribution to building Pacific capability and capacity, and the transformational potential for Pacific communities.

Examples of outcomes which contribute to these impacts may include:

- › Revitalisation and recovery of dialect, culture and customs.
- › Culturally appropriate pedagogy and pathways that advance and accelerate outcomes for Pacific students and the New Zealand education system.
- › Stronger global business channels, ROI and more R&D for Pacific businesses, authorities and collectives.
- › Stronger community capability and resilience through collaborative, strengths-based approaches.

Health

These are impacts where the outcomes are on individuals (including groups of individuals) and families/whānau whose health outcomes will be improved or whose quality of life will be enhanced (or potential harm mitigated) through the application of enhanced healthcare for individuals or public health activities.

Examples of outcomes which contribute to these impacts may include:

- › A new drug, treatment or therapy, diagnostic or medical technology will be developed or adopted.
- › Patient health outcomes will be improved through, for example, the availability of new drug, treatment or therapy, diagnostic or medical technology, improvements to patient care practices or processes, or improvements to clinical or healthcare guidelines.
- › Disease prevention or markers of health will be enhanced by research.
- › The costs of treatment or healthcare will reduce.
- › Quality of life will be improved by new products or processes through, for example, improved water quality or access to healthcare.
- › Animal health and welfare will be enhanced by the CoRE's research.

Environmental

These are impacts where the outcomes are on the natural environment and/or the built environment, together with societies, individuals or groups of individuals who benefit as a result.

Examples of outcomes which contribute to these impacts may include:

- › The environment will be improved through the introduction of new products, processes, or service; the improvement of existing product, processes or services; or the enhancement of strategy, operations or management practices.
- › The management or conservation of natural resources, including issues around global competition for energy, water and food resources, or end-user uptake of initiatives will be influenced or improved.
- › The management of an environmental risk or hazard will be improved.

Capability

These are impacts where the outcomes are on individuals, groups of individuals, organisations or communities whose understanding and/or engagement with research will be increased.

Examples of outcomes which contribute to these impacts may include:

- › Improved scientific and technical skills of current and future workforce and/or increased awareness and engagement in science
- › Increased public engagement in science and science literacy (eg. changes to education or the school curriculum will be informed by research)
- › Public debate will be stimulated or informed by research

- › Public interest and engagement in science, engineering and mathematics will be stimulated, including through the enhancement of related education in schools
- › The awareness, attitudes, education and understanding of the public will be enhanced by engaging them with research of social or cultural significance
- › Increased productivity of the workforce through improvements in health, work environment etc.

5.2 National and international role

CoREs should articulate their national and international roles and provide evidence of the impact they have had through collaboration, contribution to policy and provision of expertise to other governments and organisations.

CoREs should also articulate how they work with other entities such as National Science Challenges to increase the overall benefit for New Zealand.

5.3 Engagement with end-users and collaborative practice

There are a variety of approaches that CoREs can take to engagement and collaborative practice. Performance reporting in this area will not be fully standardised.

CoREs must describe how research findings have been exploited and used by end-users, and how research plans have been jointly developed with end-users and stakeholders. In addition, we will be looking for evidence of meaningful engagement with Māori and Pacific communities, the contribution these groups have made to the research programme and the extent to which the research has the engagement and support of the community being served.

One area of knowledge exchange which may be analysed in a standardised manner by agencies is details of downloads of published research. There is no requirement for CoREs to undertake this work as the unit record journal article data will be used to derive this information.

There are also a variety of approaches that CoREs can take in public engagement activities and CoREs must describe how research findings have been communicated to the general public.

5.4 Management

This is not formally part of the return, but strong governance and management is part of the selection criteria and it is important that CoREs demonstrate this throughout the funding period. In this area, CoREs must provide evidence that the advice received from its strategic research advisory panel(s) has been used to shape the CoRE's strategy and research programme (eg, identification of risks and opportunities, contributing to research excellence).

Annual reporting of the evidence of good management practice must include at least the following:

- › progress made on delivering on the research plan,
- › appropriate resource allocation,
- › sound processes in place (such as internal reviews), and
- › a high-quality risk assessment framework that includes the headings in the table below.

Risk	Likelihood <i>(on a scale of 1-5, 5 being highly likely)</i>	Potential impact on the CoRE <i>(on a scale of 1-5, 5 being a major impact)</i>	Mitigation plan/s in place

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CoREs must also report using the financial reporting template (attached). Financial information must be appropriately comprehensive and transparent, and variances between the budget and actuals must be explained.

6. Performance measurement in standardised areas

In standardised areas, Government agencies will monitor the performance of the CoREs using the data submitted as part of the electronic submission (see Table 2).

Government agencies may also undertake additional analysis as set out in Table 3.

Table 3: Performance measures that may be calculated by and used by agencies from the electronic data submission

Theme	Metric	Descriptor	Notes
Research output	Research output per FTE	Total research outputs divided by number of FTEs	Measure of productivity calculated from electronically submitted research output and staffing data.
Research output	Publication profile	Distribution of publications by publication venue – for journals and conferences	To be derived by agencies from electronically submitted lists of journal articles and used as contextual factor when analysing bibliometric data such as citations.
Human capital development	Students per FTE	Total number of CoRE students divided by number of FTEs	Measure of productivity calculated from electronically submitted student and staffing data.
Human capital development	Students qualifications per FTE	Total number of CoRE students completing qualifications divided by number of FTEs	Measure of productivity calculated from submitted student and staffing data.
Human capital development	Demographics of students	A breakdown of the students at the CoRE by demographic characteristics. This includes: age, residency, ethnic group	To be derived by agencies from the unit record student lists provided electronically. The breakdowns of CoRE students may be compared to breakdowns of the whole of the NZ system (with a specific focus on Māori students). This analysis is for monitoring rather than funding purposes.
Human capital development	Demographics of graduating students	A breakdown of graduating students by demographics. This includes: age, residency, ethnic group	To be derived by agencies from the unit record student lists provided electronically. The breakdowns of CoRE students may be compared to breakdowns of the whole of the NZ system (with a specific focus on Māori students). This analysis is for monitoring rather than funding purposes.
Human capital development	Leaving cohort analysis	Counts of leaving cohorts by whether completed qualification successfully or not by level	To be derived by agencies from the unit record student lists provided electronically
Research capability	Staffing data demographics	Demographic breakdown of staff	Agencies may report on demographic breakdowns of staffing based on the unit record collection (with a specific focus on Māori staff). This analysis is for monitoring rather than funding purposes.
Human capital development	Longer-term destinations of graduating students	Counts of graduates by destination and level by years post-study. Destinations are: further study, employed, overseas, other. Post-study median incomes	To be derived by agencies using existing datasets. <u>CoREs do not need to collect data for this measure.</u> This may include analysis of industry of employment in NZ. Comparisons may be made with the whole of the NZ system.

Collaboration	Networks of collaboration	Identification of networks/collaborators using journal article publication	This data will be derived by agencies from the unit record journal article data collection. This may include looking at international collaboration.
Research excellence	Academic impact	Citation analysis of journal publications normalised for subject and year of publication. Including: percentile analysis (e.g. what % of publications in top 10% of cited publications) and average rate of citation	This data will be derived by agencies from the unit record data collection of journal articles.
Knowledge exchange	Downloads of research	This uses bibliometric data to measure downloads of research and who by.	This measure will be derived by agencies using the unit record journal article data to link to bibliometric databases and report on how many downloads and who by.

Notes: This list may be added to by Government agencies.

7. Additional performance measures outside of those in the PMF

CoREs can add additional performance measures they feel best demonstrate the value and impact of their contributions.

8. Annual reporting to the TEC and published annual reports

8.1 Annual reporting to the TEC

All information and data in the PMF must be reported as a component of the CoREs annual reporting to the TEC.

8.2 Publishing annual reports

CoREs must publish an annual report that includes key performance data. Publishing performance data is an essential part of the accountability of CoREs to the public for their Crown funding. Published annual reports also provide information that can be used by members of the public, the media, researchers and analysts who look to understand the performance of the tertiary education and innovation and research systems.

Although each CoRE is responsible for the content of its published annual report, there are certain minimum requirements that must be met. These are set out in Table 4.

Table 4: Minimum requirements for published annual reports

Area	Requirements
Strategic Impacts Statement	The CoRE must report on the progress it has made on delivering towards the Impact Statement.
Statement of service performance	The CoRE must report on: Its activities and outputs Its work with students Its knowledge exchange and public engagement activities Any other outputs the CoRE has produced, including any commercialisation work, any patenting, any policy advice developed and given, any community support provided.
Financials	The CoRE must show the amount of CoRE funding it has received from the TEC and how it was spent.
Management	The CoRE must report on its management and governance structure and related activities
Researchers	The CoRE must list the names of researchers at the CoRE and what institution(s) they are affiliated with. The position title of the researcher is also required (ie principal investigator, associate investigator).
Partner organisations	The CoRE must list its partner organisations
Table of statistics	The CoRE must publish statistics each year as set out below in Table 5.

*CoREs must ensure they have the informed consent of students and researchers before publishing their details (including photos) in the annual report.

Table 5: Summary data table to be included in any published version of CoRE annual reports

Broad category	Detailed category	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	
Value of CoRE funding from TEC (\$M)										
FTEs by category	Principal investigators									
	Associate investigators									
FTEs by category	Postdoctoral fellows									
	Research technicians									
	Administrative/support									
	Research students									
	Total									
	Headcounts by category	Principal investigators								
		Associate investigators								
Postdoctoral fellows										
Research technicians										
Administrative/support										
Research students										
Total										
Peer reviewed research outputs by type	Books									
	Book chapters									
	Journal articles									
	Invited conference keynote/presentation									
	Prizes and distinctions									
	Other (PBRF category)									
	Total									
Commercial activities	Number of licenses									
	Income from licenses									
	Patent applications									
	Patents granted									
	Invention disclosures									
	Spinouts (note whether cumulative or actual)									
	Capitalisation value of spinouts									
Students studying at CoRE by level	Doctoral degree									
	Masters									
	Other									
	Total									

Note: The data presented in this table is a high-level summary. Data reported in annual reports should be in alignment with reports to the TEC under the PMF.

One purpose of the PMF is to ensure there is more consistency in reporting between CoREs. However, because of the differences in mission and focus between CoREs, it is expected that CoREs will exercise their own judgement to determine whether and to what extent the measures relate to the work of the CoRE.

9. Guidelines for the submission of data

This section presents guidelines on which inputs and outputs must be attributed to a CoRE, given that researchers/investigators will have multiple roles and be funded from multiple sources. Also, CoREs will fund their research in different ways.

Due to the collaborative nature of the CoREs, it is acknowledged that statistical data on staff and students may overlap with reporting to other funding bodies such as Marsden or MBIE. CoREs reporting should include all staff and students funded by the CoRE. Duplicates will be corrected if statistical data is merged with data from other funding bodies (e.g. for the MBIE-led New Zealand Research Information System (NZRIS)).

9.1 Research outputs

Research outputs must be reported by the CoRE if they resulted from research activity that was (in whole or in part) directly funded by the CoRE.

Reporting of 'other' outputs must use PBRF research output types.

9.2 Students

Research students must be reported by the CoRE if:

- › the CoRE financially supports the student through stipends, scholarships or payment of research overheads; and/or
- › their research (in whole or in part) is financed through funding provided for the CoRE research programme.

The FTE reported must be the Equivalent Full Time Student (EFTS) component of their research thesis studied in that year. Each student must have an institutional identifier. Graduate destination must be the first destination after completion of the research degree.

9.3 Staff

Both headcounts and full-time equivalents (FTE) of staff must be reported by CoREs. Researchers should be reported with the position and job title they have had for the largest portion of the reporting year.

Researchers/investigators must be reported by the CoRE if the researcher/investigator:

- › is contracted by the CoRE, and
- › they and/or their research (in whole or in part) is financed through funding provided for the CoRE research programme.

In reporting FTEs of staff, CoREs must follow the same approach that they used in the initial application process to the Royal Society. The FTE allocated to a researcher must be a fair representation of work and commitment. ORCID identifiers should be provided where available.

9.4 Intellectual property

Commercialisation data must be reported by the CoRE if the research involved in generating the commercialisation income was financed in whole or in part from CoREs funding. Inventions, licenses and patents should be reported in the years they were disclosed/granted, not as a cumulative total across the funding period.

9.5 Funding to partners

The amount of CoREs funding distributed to each partner must be stated for each year of the funding period.