

Co-produced research



We hope you all enjoyed the workshop.

Below is some information you might find useful – this includes some explanations of what we mean by co-produced research and some pointers drawn from feedback provided by Brigstow seedcorn projects, plus some initial reading.

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Brigstow Seedcorn Projects

We thought it might be helpful if we set out how Brigstow asks applicants to frame their co-produced projects. You can browse/search the projects funded by Brigstow at <https://brigstowinstitute.blogs.bristol.ac.uk/>.

Brigstow expects all seedcorn projects to be driven by a research question that is co-created by everyone involved in the project. Depending on the research question, the research may need a range of disciplines in the university (interdisciplinarity) and/or might require diverse partners within and outside the university working together (co-production) to bring their different knowledge and expertise to bear. Projects should be co-created, co-designed and co-led, and Brigstow values co-making as part of the research process. It also encourages project teams to aspire to equity amongst the team members with everyone's expertise respected, and trust and open communication across the team.



The following outlines what Brigstow means by interdisciplinary and co-produced research that involves critical making as part of its process:

Interdisciplinary research

(Or trans-disciplinary, multi-disciplinary or omni-disciplinary research) brings together people with different knowledge, expertise, skills and ideas. We are particularly interested in bringing university researchers from different schools or faculties together for the first time to undertake seedcorn projects (for example literary scholars and mathematicians in [Maths Poems](#), or vets and social scientists in [Poo Patrol](#)).



Co-produced research

Values that knowledge takes many forms and lies within different areas and people. With co-produced research, the framing of the research question is driven equally by the needs of the external partner and the university partners. It recognises that multiple expertise is necessary to undertake research, and that this is especially the case with the 'Living Well' remit that characterises Brigstow. Here lived knowledge is as important as academic knowledge (for example social and literary historians and a community arts charity in [Telling Stories about Learning Difficulties](#), or public health researchers, sociologists, medical educationalists, community groups and individuals in [How do you Move?](#))

Critical making

Moves beyond talking together, to making together as a process in the research project. It invites people to think creatively and value the process of making over and above what is made. Don't underestimate the value of using an object or space to elevate beyond language and to communicate ideas within and beyond the project group.



Words of Wisdom

The following are Words of Wisdom that were offered by previous Brigstow seedcorn projects and might help guide you when planning your project.

- Be clear at the application stage about how much time the project will take, **what the contribution of each team member will be** and what other resources you might need. Remember that not all time across the university and beyond is equal.
- It is good to have commitment to the project from all team members. Projects should be **co-created and co-led**.
- **Ensure all members of the team are involved in all parts of the research process.** If you want someone to be involved but they can't commit the same amount of time as the rest of the team, why not include them as a critical friend instead?
- **Ideas should flow between all team members** - avoid one-way flow of information and ideas. The knowledge generated by the project should be mutually beneficial.
- Be prepared to **step outside of your discipline and experiment** with methods and approaches, and output formats you may not have worked with before.
- Don't underestimate the value of frequent, face-to-face (or online!) meetings with the team. Remember that there is **value and learning from those discussions**, as well as pursuing the project itself.
- The **projects are generative** - while there might be some immediate outputs, many projects have taken months, or even years for the research to develop, secure further funding, crystallise approaches, and create hard outputs.



Checklist



Brigstow also includes a checklist for applications – some of these points are more detailed but might also be useful when framing a co-produced research project. It also outlines critical points for discussion and agreement with the whole team before embarking upon a research project.

- Do you all agree on the idea for the application/research project? Have you discussed roles and responsibilities, how the decision making process will take place and how to resolve differences?
- How are you going to work together? How often are you going to meet (and who's going to organise the meetings)? Do any of your team or collaborators or audiences have specific access requirements? When will you review progress and amend, if necessary, what you're planning to do?
- Have you discussed what data you will be collecting? Who will own it? Who will deal with the ethics application?
- Have you discussed what information or produce will be generated? Who will own it? What intellectual property (IP) does each party bring to the project? Have you all looked at the University of Bristol guidance on IP?
- Have you discussed the outputs of the project? Remember that there can be various outputs but be realistic about what can be achieved. Have you agreed who takes responsibility for certain outputs and what each person will contribute towards them?
- Have you all agreed who will be paid and when? How much will different people be paid and what needs to be delivered before payments are made?
- Have you estimated the cost of the involvement of the team accurately? Remember that if applying for funding, many awards are 'cash limited' so for the purposes of costing the project, non-university partners will need to be clear about whether they are self-employed and/or VAT registered, or whether they are eligible to be engaged as a casual worker on the project (and be registered with the university's Temporary Staffing Service (TSS)).
- Have you costed in your meetings accurately? This will include any costs for non-university partners/research assistants to attend the meetings.
- Have you discussed any plans for what might happen if an application for funding is unsuccessful or what might happen after the project, if it is funded?

Reading and Other Resources



The UKRI programme, Connected Communities (<https://connected-communities.org/>), was a multi-million pound initiative that funded projects using co-produced research approaches to look at the changing nature of communities in various contexts. The programme has now finished and some work will have been superseded, but it's still a good place to look for relevant projects and outputs.

A report, *Creating Living Knowledge*, was produced in 2016 by the programme which has some really useful information such as the different traditions of co-produced, co-designed, co-led projects, negotiating competing desires within a project and the problem with money! (amongst other topics) You can find the report at https://connected-communities.org/index.php/project_resources/creating-living-knowledge-report/

As mentioned above, you can view Brigstow-funded co-produced projects at <https://brigstowinstitute.blogs.bristol.ac.uk/>.

NIHR have produced some guidance on co-producing a research project in health, 2019- https://www.invo.org.uk/wp-content/uploads/2019/04/Copro_Guidance_Feb19.pdf

The many shades of co-produced evidence. A report produced by the Carnegie Trust on the challenges and opportunities around co-producing evidence for participatory social policy and practice, 2018 - <https://www.carnegieuktrust.org.uk/publications/the-many-shades-of-co-produced-evidence/>

'Four principles for practising and evaluating co-production – a view from sustainability research', 2020 - <https://blogs.lse.ac.uk/impactofsocialsciences/2020/01/22/four-principles-for-practising-and-evaluating-co-production-a-view-from-sustainability-research/>

Exploring the frontiers of research co-production: the Integrated Knowledge Translation Research Network concept papers, 2019 - <https://www.biomedcentral.com/collections/IKT>

What is co-production? (2016) Short film produced by the Know your Bristol project. You can view this film and two others around collaborative mapping and history at <https://knowyourbristol.blogs.bristol.ac.uk/2016/04/08/3-big-questions-3-short-films/>

Jessica Hammett, Ellie Harrison, Laura King, Art, Collaboration and Multi-Sensory Approaches in Public Microhistory: Journey with Absent Friends, *History Workshop Journal*, Volume 89, Spring 2020, Pages 246–269, <https://doi.org/10.1093/hwj/dbaa010>

Common Cause Research Building Research Collaborations between Universities and Black and Minority Ethnic communities. <https://www.commoncauseresearch.com/report/>

Jessica Hammett and Ellie Harrison, Caring for our collaborators and ourselves in public engagement: <https://livingwithdying.leeds.ac.uk/2018/10/15/caring/>

Against Creativity reference

Mould, O., (2018) *Against Creativity*. Verso.

Reading and Other Resources continued



Books

Banks, S.; Hart, A.; Pahl, K. and Ward, P. (2018) Co-producing Research - A Community Development Approach. Bristol: Policy Press

Gibson-Graham, J.K.; Cameron, J. and Healy, S. (2013) Take Back the Economy: An Ethical Guide for Transforming Our Communities, University of Minnesota Press. <https://www.communityeconomies.org/take-back-economy>

McDermont, M., Cole, T., Newman, J. and Piccini, A. (2020) Imagining regulation differently: co-creating for engagement. Bristol: Policy Press

Area, Volume 51, Issue 3, September 2019

Special section: Geographies of co-production: Learning from inclusive research approaches at the margins [listed as in the special issue]

- Holt, L, Jeffries, J, Hall, E, Power, A. Geographies of co-production: Learning from inclusive research approaches at the margins. Area. 2019; 51: 390– 395. <https://doi-org.uoelibrary.idm.oclc.org/10.1111/area.12532>
- Clayton, J, Vickers, T. The contingent challenges of purposeful co-production: researching new migrant employment experiences in the North East of England. Area. 2019; 51: 396– 404. <https://doi-org.uoelibrary.idm.oclc.org/10.1111/area.12409>
- Purcal, C, Fisher, KR, Robinson, S, Meltzer, A, Bevan, N. Co-production in peer support group research with disabled people. Area. 2019; 51: 405– 414. <https://doi-org.uoelibrary.idm.oclc.org/10.1111/area.12441>
- Fudge Schormans, A, Wilton, R, Marquis, N. Building collaboration in the co-production of knowledge with people with intellectual disabilities about their everyday use of city space. Area. 2019; 51: 415– 422. <https://doi-org.uoelibrary.idm.oclc.org/10.1111/area.12492>
- Murray, V. Co-producing knowledge: Reflections on research on the residential geographies of learning disability. Area. 2019; 51: 423– 432. <https://doi-org.uoelibrary.idm.oclc.org/10.1111/area.12491>
- Leyshon, C, Leyshon, M, Jeffries, J. The complex spaces of co-production, volunteering, ageing and care. Area. 2019; 51: 433– 442. <https://doi-org.uoelibrary.idm.oclc.org/10.1111/area.12504>

Reflections on the Impact agenda in Geography [listed in date order]

Pain, R., Kesby, M., & Askins, K. (2011). Geographies of impact: Power, participation and potential. Area, 43, 183– 188.

Reading and Other Resources continued



Slater, T. (2012). Impacted geographers: A response to Pain, Kesby and Askins. *Area*, 44, 117– 119.

Pain, R. (2014). Impact: Striking a blow or walking together? *ACME: An International E-Journal for Critical Geographies*, 13, 19– 23.

Robinson, J. A., & Hawthorne, T. L. (2018). Making space for community-engaged scholarship in geography. *The Professional Geographer*, 70, 277– 283.

Selected readings on co production and participatory research in geography

Culpin, I., Dermott, E., Ives, J. & MacLeavy, J. (2021), Tangible co-production? Engaging and creating with fathers. *Area*. <https://doi.org/10.1111/area.12691>

Hill, R., Walsh, F J., Davies, J., Sparrow, A., Mooney, M., Wise, R. M., & Tengö, M., (2020). Knowledge co-production for Indigenous adaptation pathways: Transform post-colonial articulation complexes to empower local decision-making, *Global Environmental Change*, 65, <https://doi.org/10.1016/j.gloenvcha.2020.102161>.

Langill, J.C., (2020) The co-production of gendered livelihoods and seasonal livelihoods in the floodplains of the Peruvian Amazon, *Gender, Place & Culture*, DOI: [10.1080/0966369X.2020.1781796](https://doi.org/10.1080/0966369X.2020.1781796)

Mason, K. (2015). Participatory action research: Coproduction, governance and care. *Geography Compass*, 9, 497– 507. <https://doi-org.uoelibrary.idm.oclc.org/10.1111/gec3.12227>

Wynne-Jones, S., North, P., & Routledge, P. (2015). Practising participatory geographies: Potentials, problems and politics. *Area*, 47, 218– 221.

Opportunities and Support

The AHRC funded SWW DTP would be keen to engage with researchers if you would like to discuss a research group/ series of conferences following this event (you don't have to just be DTP students to be part of this). Please contact swwdtp-enquiries@bristol.ac.uk for further info on how they can support you.

The ESRC-funded SWDTP has a wide range of funding pots to support academic research and collaborative, cohort building, impact and placement activities. There's funding for SWDTP Students, Non-SWDTP Students and Academic Colleagues, so do take a look!

Details of all opportunities are available on the SWDTP website at <https://www.swdtp.ac.uk/funding-for-current-students/>

If you still can't find what you're looking for, please send an email through to the SWDTP Enquiries Mailbox (swdtp-enquiries@bristol.ac.uk) or fill in the contact form (<https://www.swdtp.ac.uk/contacts/>) and someone will get in touch to talk things through.