

# Writing Research Grant Applications

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# Programme

## Things you Need to Know

- Where to get a handout
- Are you ready to start?
- Why You Need a Magic Formula
- The Magic Formula
- Sub-projects
- Aims and Objectives
- Application-Writing Strategy
- Writing Guidelines
- Recipe to Create the Magic Formula
- How the structure works

## Exercises

- **Promise** Sentence Exercise
- **Implementation** Sentences
- **Problem** Sentences
- Write the **Project & Next** Sentences
- Write the Global Sales Pitch
- Review Exercise
- Examples

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- How will they benefit?
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**Your application will need to answer all these questions.**

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How to turn a small number of ideas into a large number of grant applications

- Different Outcomes? (Derrington method)
- Different Datasets? (Dr Pig method)
- Different collaborators/consortia/industrial partners
  - Your central skill contributes to different questions.
  - Check collaborators before you commit
- Different Approaches to Answer the same Question?
- Different Combinations of Sub-Projects

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Before you follow an example, test it:- find one-line answers to the following questions:-

1. What is the overall aim of the project?
2. What makes the project important?
3. What are the overall research methods?
4. State the 3 or 4 main problems the project needs to solve
  - a Why is each one important?
  - b How will the project solve the problem?
5. What will happen after the project is done?

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- If finding and writing down those answers takes more than 10 minutes, the answer is "No".

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- Create tag phrases
- No Homonyms: ambiguity is your enemy.
- Short paragraphs (~6 paras per page)
- Short Sentences (easier if you avoid adverbs, adjectives and nominalisations)
  - And know when to use the passive (e.g. "Rules were made to be broken.")
- Use Headings and Sub-Headings
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- Useful Software (if you don't like the tools in MS Word)
  - The Writers' Diet
  - HemingwayApp also available as a text editor.

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- You can make it more pompous and long winded by using a few adjectives to describe the nominalisation:-
  - We will undertake a detailed, rigorous and searching analysis of ...

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- Background comes before project description
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- 3 is the perfect number of sub-projects, but 4 is OK.
- Don't create a hostage situation.
  - A sub-project that cannot be done unless a previous sub-project produces a result that it is not certain to produce.

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Why wouldn't you just use the key sentences?

- Overall Aim
  - **Promise + Importance** sentences
- Specific Aims
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No Synonyms

- **Problems** = Aims = Research Questions = Hypothesis Tests
- Sub-projects = Work Packages = Objectives
- If the funder makes you use more than one term, tell the reader they mean the same thing.

## Why you need a magic formula \*\*\*

The Case for Support must persuade the funder to fund your project.

1. What do funders want?
  - This tells you what information the Case for Support must include.
2. How do funders make decisions
  - This tells you the requirements for the Case for Support.
  - You need a magic formula to meet them.

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## 4. WOULD A GRANT BE WORTH THE VALUE for MONEY?

- Are the resources requested Necessary, Sufficient, and Proportionate (for the project)



# The Importance Proposition \*\*\* \*\*

- How you convince the reader your project is important to the funder
- Content (Introduction & Background)
  - Literature review gives evidence for importance of direct outcomes
  - Evidence about indirect outcomes in details of project, institutions, & investigators

## Organisation

- Global Sales Pitch: (Elevator Pitch) **“The Project is Important”**
- First two key sentences . . .
  - Make a convincing promise about what the project will deliver
  - Say what makes it important (to the funder).

# The Success Proposition \*\*\* \*\*

- How you convince the reader your project will be successful.
- Content: (background & description of project)
  - Will research activities deliver outcomes?
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- **Implementation** (Methods/Research Plan)
  - Describe the research in each of 3 sub-projects
  - Make it clear that the sub-projects will solve the problems.
  - Sub-projects can be referred to as "OBJECTIVES" or "WORK PACKAGES".
- Always match the background to the research plan, even when they are entries on a form.

# The Competence Proposition \*\*\* \*\*

- How you convince the reader that you are competent
- Content: (background, description of the project, track record, cv, publication list)
  - Evidence that the team has the necessary skills in publications (quality and authorship).
  - Evidence that PI and institution can deliver the project in track record & facilities.

## Organisation

- Mention of all relevant previous work and all relevant facilities, infrastructure and other support in:-
  - Track record and Environment section
  - CV
  - Background to case for support

# The Value for Money Proposition \*\*\* \*\*

- How you convince the reader your project is value for money
  - Especially important if your resource package is unusual
    - NEVER try to compete on price
- Content: (description of the project, justification of resources)
  - Evidence that the resources requested will be used
  - Evidence that the resources requested are the most appropriate of their kind and good value
  - Evidence that the institution is contributing

## Organisation

- Mention resources (grant and institutional) in the description of how the research will be done
- Justify choices and costs in Justification of Resources section

# Which question do you start with? \*\*\* \*\*

- IMPORTANCE?
  - Pick an important question
    - Start the literature review
    - .....

That's how you write a zombie grant...





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- May have 'user' representation
- Supported by secretariat

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- Designated members' reports
  - Oral report by 2 or 3 members who have read the application.
  - Usually lasts < 5 minutes

## The Decision: what is the process? \*\*\* \*\*

- Designated members report on the proposal
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- All members in the discussion can influence the score.
  - No matter how little they know.
  - And how little time they have spent reading your proposal.

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Perhaps you need a Magic Formula

# The Magic Formula \*\*\* \*\*

## Components

1. The Key Sentence Technique
  - Key Sentences
2. Layout
3. Tag Phrases
4. Repetition

# The Key Sentence Technique \*\*\* \*\*

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- Use the key sentences as the **S**ummary
- and as the **I**ntroduction.
- Every Reader gets the same picture, no matter what they read
  - Summary only
  - First few lines of the case for support
  - Every word of the case for support.

# The Key Sentences \*\*\* \*\*

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- 6 **Project:** Introduce the project.

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- 6 **Project**: Introduce the project.
- 7-9 **Implementation**<sub>1-3</sub> Describe a sub-project and say what problem it solves.

# The Key Sentences \*\*\* \*\*

## Ten Key Sentences to Make the Case for your Project

- 1 **Promise** What will your project do, and why should we believe you?
- 2 **Importance** What makes your project important?
- 3-5 **Problem**<sub>1-3</sub> State a problem and, if necessary, say why it's important.
- 6 **Project**: Introduce the project.
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- 10 Says what happens **Next**
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  - Depends on the funder and on what makes the project important.
- 11- Some funders require section on track record & environment
  - Add a key sentence saying what achievement demonstrates each important skill
  - And a key sentence describing each major component of infrastructure

PIPPIN “An excellent person or thing” *Oxford English Dictionary*



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1. Message on first line of paragraph (ASSERT then JUSTIFY)
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## 2. White space above each paragraph

- Readers' eye movements land on blank lines.
  - Speed-readers will read first line of every paragraph.
  - Browsers will only read first lines.
  - Detail readers will know what to expect in each para

## Tag Phrases \*\*\* \*\*

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### Problem Key Sentence

We need to know **the relationship between the performance of single neurons and the performance of the whole visual system** in order to establish the likely contribution of single neurons to perception.

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### Problem Key Sentence

We need to know **the relationship between the performance of single neurons and the performance of the whole visual system** in order to establish the likely contribution of single neurons to perception.

### Implementation Key Sentence

We will record single neurons during perceptual tasks and calculate sensitivity functions for neural responses and for task performance in order to characterise **the relationship between the performance of single neurons and the performance of the whole visual system**.

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- Key sentences and tag phrases start off messy and long-winded, like these.
  - You have to edit them to make them effective.



## Tag Phrases in Use \*\*\* \*\*

- Start of a **Problem** sub-section in the background.

### The perceptual capabilities of single neurons in cortical area V1

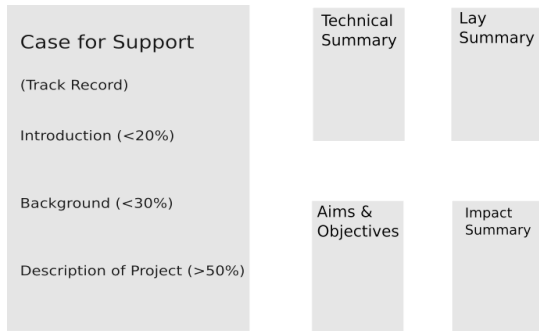
We need to know **the perceptual capabilities of single neurons in cortical area V1** in order to establish the potential contribution of V1 to perception. The potential contribution can be assessed using a range of perceptual tasks, such as visual pattern discrimination, object discrimination, and motion-detection. For any such task, we can infer the contribution of cortical area V1 to that task from the relationship between the perceptual capabilities of single neurons and the perceptual capabilities of the individual.

- Description of corresponding **Implementation** Sub-project

### Measuring **the perceptual capabilities of single neurons in cortical area V1**

We will measure neural responses as functions of stimulus strength during perceptual tasks in order to calculate **the perceptual capabilities of single neurons in cortical area V1**. Stimuli from a set that covers a range of strengths will be presented repeatedly in random sequences under computer control. The computer will record responses during the presentations, and during equivalent periods when no stimulus is presented, for off-line spike sorting and analysis.....

## Re-cycle Text From Case for Support



- Repeat key sentences and tag phrases
  - to provide common structure, and
  - to link
- Maintain structure and order

# Resources \*\*\*

## What's been funded?

- Research Council Project Summaries
  - <http://gtr.rcuk.ac.uk>
- ERC Summaries
- Leverhulme Awards 2016

## Advice on writing:- [www.parkerderrington.com/blog](http://www.parkerderrington.com/blog)

- How to construct a project
- The key sentences
- Catalogue

\*\*\*

# The Recipe \*\*\*

## Process

- Make sure you have a fundable project
- Prepare your Ingredients
  - Implementation sentences
  - Problem Sentences
  - Project & 'Next' Sentences
  - Elevator Pitch
- Build the Case for Support
- Write a Grant in 10 Steps

## Implementation sentences \*\*\* \*\*

Describe a sub-project and say what problem it will solve.

We will measure neural responses as functions of stimulus strength during perceptual tasks in order to calculate the perceptual capabilities of single neurons in cortical area V1.

- There will be three.
- The sub-projects will solve the three **problems** in order.
  - Define the sub-projects before you define the **problems**
- Common mistakes
  - Failing to describe research
  - Failing to say what problem it solves
  - Forgetting to use the same description as the **problem** sentence.
  - Changing the syntactic structure unnecessarily
  - Too long
- Examples

# Problem Sentences \*\*\* \*\*

State a research problem (& why it's important)

We need to know the perceptual capabilities of single neurons in cortical area V1 in order to establish the potential contribution of V1 to perception.

- There will be three
- They will state the problems that are solved by the **implementation** sub-projects
- Common mistakes
  - Different statement of the research problem from that in the corresponding **implementation** sentence
  - Describing the sub-project instead of stating the problem
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# Project & 'Next' Sentences \*\*\* \*\*

## Project

- **Project** sentence summarises the project in whatever way is appropriate
- If they only read 1 sentence about your project, it will be this one.
- Summarise the project or state its scope.
- Go beyond the **promise** sentence

## Next Sentence

- Introduces your discussion of what will happen after the research is complete
- It will depend to a certain extent on whether the importance is academic or practical or both.
  - e.g. State in about 40 words what you will do to maximise the benefit from the project.

## Elevator Pitch \*\*\* \*\*

Also known as “Global sales pitch”; makes the Importance Proposition

- **Promise** Sentence should have 3 parts:-
  1. What the project aims to achieve, in ‘big picture’ terms (too vague for insiders).
  2. What you actually expect to achieve (too detailed for outsiders).
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- **Importance** sentence says what it is that makes the outcome important. For example....
  1. Quantify the real-world problem it will help to solve.
  2. Say what it will allow us to do that we can't do now.
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Caring for the 1.2 million UK stroke survivors costs over £1.7 billion a year.

# Build the Structure \*\*\* \*\*

- Standard Structure: Key sentences as Introduction and Skeleton
- Variations
- ESRC Aims and Research Questions
- EPSRC Guidance
- Suggested Structure for EPSRC

# Standard Structure \*\*\* \*\*

## 3. Methods - five sections - describes the Project - **Write it First**

- **Project** Describe the project as a whole.
- **Implementation / Sub-project section x 3** Each describes a sub-project and shows that it solves the corresponding **problem**.
- **'Next'** Say what will happen after the project (impact?). Then add detail.

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4. Track record (required by MRC, BBSRC, EPSRC, NERC); create your own key sentences - **Write it anytime after the Methods**

# Standard Structure \*\*\* \*\*

2. Background - four sections - sells the project - **Write it after the Methods.**
  - **Importance** section explains what makes the project important.
  - **Problem** section x 3, each explains one of the problems/aims/research questions.
3. Methods - five sections - describes the Project - **Write it First**
  - **Project** Describe the project as a whole.
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# Standard Structure \*\*\* \*\*

1. Introduction - All the Key Sentences - **Write it Last.**
  - **Problem** key sentences can be research questions, aims or hypotheses.
  - **Implementation/sub-project** (and **Project** and **Concluding** key sentences) can be objectives.
2. Background - four sections - sells the project - **Write it after the Methods.**
  - **Importance** section explains what makes the project important.
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### 1. Moving sub-components around

- e.g. BBSRC require you to introduce the 'Research Plan and Methodology' with the Overall Aim & Specific Objectives. Can do this by having separate introductions for the Background & Methods sections. Or by double-naming the introduction, see below

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## 2. Using composite titles to avoid repetition

- e.g. ESRC ask both for aims and for research questions: call each aim a research question.
- EPSRC ask for 4 sections covering same topic 'Background', 'National Importance', 'Academic Impact' and 'Research Hypotheses & Objectives' [solution here](#)
- BBSRC problem (above) can be solved by writing the Aims and objectives as subsections of the introduction.

## ESRC Aims and Research Questions \*\*\* \*\*

- ESRC guidance suggests separate subsections for aims and research questions:-
  - The introduction should set the aims and objectives of the study in context. It should briefly sketch .....
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- Make it clear that the research questions and the aims are the same; e.g.
  - “We have three research aims which are expressed in our three research questions”.
- From that point on, do not switch: pick one of the terms and use it consistently.

Previous Track Record (up to 2 sides)

Description of proposed research and its context (6 sides)

- Background
  - Introduce topic and explain academic and industrial context
  - Demonstrate understanding of related work
- National importance
  - Contribution to other disciplines, economy & society.
  - Long term effects; relation to national strategic needs.
  - Fit with UK research & EPSRC's [portfolio, research areas & strategy](#).
- Academic Impact
  - Describe academic impact
  - Explain collaborations; justify Visiting Researchers
- Research Hypothesis and Objectives
  - Set out your research idea or hypothesis
  - Explain why the proposed project is novel and timely
  - Identify the overall aims of the project, and the measurable objectives
- Programme and Methodology
  - Detail and justify research methodology
  - Describe the work programme & milestones for each member of the team,
  - Explain how the project will be managed.



# Composite Titles to Comply with EPSRC Guidance <sup>\*\*\* \*\*</sup>

## 1. Track Record

- If you don't need 2 pages for your track record, put pilot data in the track record section.

## 2. Background (5 sections)

- Aim, Research Hypothesis and Objectives.** This is a standard introduction that uses all the key sentences in order.
- National Importance and Academic Impact section.** This and everything that follows is the same as the standard structure. It uses the **Importance** Sentence followed by details that cover the topics specified by EPSRC.
- v. **Problem** sections as for standard structure

## 2. Programme and Methodology. (5 sections)

- Project** sentence & subsection;
- iv. **Implementation sub-projects** 1-3
- v. **'Next'** section - Must include milestones and explain how the project will be managed.

## Examples \*\*\*

- Key Sentences 1-5 (Background)
- Key Sentences 6-10 (Project)
- Aims and Objectives
- Elevator Pitch
- Tag Phrases

## Example Key Sentences \*\*\* \*\*

Key Sentences 1-5 Give the background and context

- 1 **Promise** The project aims to enable improvements in training social workers by analysing the role of writing in social work practice using an integrated ethnographic and linguistic methodology.
- 2 **Importance** Social care costs 27 billion pounds annually and problems arising from errors in writing increase the risk of harm to service users.
- 3 **Problem<sub>1</sub>** We need to know the writing practices of professional social workers.
- 4 **Problem<sub>2</sub>** We need to know the institutional writing demands of contemporary social work.
- 5 **Problem<sub>3</sub>** We need to understand how writing practices shape professional social work.

## Example Key Sentences continued \*\*\* \*\*

Key Sentences 6-10 describe the project

- **Project** Our methodology integrates ethnographic description, discourse analysis and tracking the production of texts.
- **Implementation<sub>1</sub>** We will carry out an ethnographic study, in order to characterise the writing practices of professional social workers
- **Implementation<sub>2</sub>** We will analyse texts and explore how writing is managed alongside other commitments to characterise the institutional writing demands of contemporary social work.
- **Implementation<sub>3</sub>** We will use discourse analysis and track texts relating to specific cases to understand how writing practices shape professional social work.
- **'Next'** We will develop effective writing practices that will improve training and practice of social work.

## Example Aims and Objectives \*\*\* \*\*

- Our project has three aims, which are to answer our research questions:-
  1. What are the writing practices of professional social workers?
  2. What are the institutional writing demands of contemporary social work?
  3. How do writing practices shape the nature of professional social work?

## Example Aims and Objectives \*\*\* \*\*

- Our project has three aims, which are to answer our research questions:-
  1. What are the writing practices of professional social workers?
  2. What are the institutional writing demands of contemporary social work?
  3. How do writing practices shape the nature of professional social work?
- Our project will answer the three research questions by pursuing the following three objectives:-
  1. We will carry out an ethnographic study, in order to characterise the writing practices of professional social workers
  2. We will analyse and quantify texts and explore how writing is being managed alongside other commitments in order to characterise the institutional writing demands of contemporary social work.
  3. We will use discourse analysis and track the trajectories of texts relating to specific cases in order to understand how writing practices shape professional social work.

## Example Elevator pitch \*\*\* \*\*

### Promise

- The central aim of the project is to enable improvements in training and practice of social work by analysing the role of writing in social work practice using an integrated ethnographic and linguistic methodology.

### Importance

- Social care costs 27 billion pounds annually in the UK and problems arising from errors in writing increase the risk of harm to service users.
- Check for Tag Phrases.

## Example Tag Phrases \*\*\* \*\*

- Our three aims are to answer the following three research questions:-
  1. What are **the writing practices of professional social workers?**
  2. What are **the institutional writing demands of contemporary social work?**
  3. How do **writing demands and practices shape professional social work?**
- Our project will answer the three research questions by pursuing the following three objectives:-
  1. We will carry out an ethnographic study, in order to characterise **the writing practices of professional social workers.**
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  3. We will use discourse analysis and track the trajectories of texts relating to specific cases in order to understand **how writing demands and practices shape professional social work.**



# How the Structure Works \*\*\* \*\*

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1. **Introduction** (summarises whole case for support using all key sentences)
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2. **Background** (Literature review=> **Promise** is Important; Solving **problems** is criterion for success)
  - **Importance**: Sells promise => *IMPORTANCE PROPOSITION*
  - **Problem<sub>1</sub>**: Explains **Problem<sub>1</sub>**
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3. **Methods / Research Programme** (Project is value for money & will be successful)
  - **Project**: Introduces the project.
  - **Implementation<sub>1</sub>**: How sub-project 1 will solve **Problem<sub>1</sub>**
  - **Implementation<sub>2</sub>**: How sub-project 2 will solve **Problem<sub>2</sub>**
  - **Implementation<sub>3</sub>**: How sub-project 3 will solve **Problem<sub>3</sub>**
    - Mention resources used in research => **VALUE for MONEY PROPOSITION**
    - Explains how Project solves **Problems** => **SUCCESS PROPOSITION**
  - **Next**: Says what happens after the project.
    - Expectations depend on funder & on importance proposition.

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  - **Next**: Says what happens after the project.
    - Expectations depend on funder & on importance proposition.
4. Some funders require section on track record & environment
  - Track record demonstrates all necessary skills

## Write a Grant in 10 Steps \*\*\* \*\*

1. You can start as soon as you have thought of a viable project.
2. Check that the project is suitable for your chosen funder and funding scheme.
3. Divide the project into sub-projects and assemble the information you need to describe each and to explain its importance.
4. Initiate the costing process & institutional approvals in parallel with the writing.
5. Draft your Key sentences in this order:-
  - i. **Implementation** sentences.
  - ii. **Problem** sentences.
  - iii. **Project** and '**Next**' Sentences
  - iv. **Importance** sentence.
  - v. **Promise** sentence

If you need a lay summary, begin working to prepare and test it.

6. Draft the case for support.
7. Add any funder-specific information or sections to the case for support.
8. Draft any required information on the project timetable and project management.
9. Assemble the budget and write the Justification of Resources
10. Finalise any attachments and summaries you need to submit.

## Promise Sentence Exercise \*\*\* \*\*

Why is the first sentence important?

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Why is the first sentence important?

- It has to be good enough to want to read your application
- They will have 99 other applications.
  - They know most of them are headed for the shredder.
- They also have a TV.
- What will make them want to read your application?



## Promise Sentence Exercise \*\*\* \*\*

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    - What are the elements?
1. A project that is likely to advance an important area of knowledge.
  2. A project that is likely to be successful.
  3. Evidence that you are competent to carry out the project.

# The Perfect **Promise** Sentence \*\*\* \*\*

Three Elements

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## Three Elements

1. What the project will achieve, in 'big picture' terms.
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# The Perfect Promise Sentence \*\*\* \*\*

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1. What the project will achieve, in 'big picture' terms.
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2. How it will achieve it (a more specific and detailed statement of the goal).
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# The Perfect Promise Sentence \*\*\* \*\*

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1. What the project will achieve, in 'big picture' terms.
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## The Exercise \*\*\* \*\*

1. Interview your neighbour (3 mins)
2. Swap roles and interview again (3 mins)
3. Write a promise sentence for your neighbour's project (2 mins)
4. Write a Sentence for your own Project (2 mins)
5. Optimise and discuss.

## The Exercise \*\*\* \*\*

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The information you need to gather in your interview is:-

1. What the project will achieve, in 'big picture' terms.
2. How it will achieve it (a more specific and detailed statement of the goal).
3. An example of your achievements using that approach.

**eg** This project aims to identify a potential treatment for stroke by using an in vitro brain slice model to optimise synthetic metabolic inhibitors discovered in my laboratory.



## Review Exercise \*\*\*

- Take a summary from <https://erc.europa.eu/projects-and-results/erc-funded-projects>
  - We have taken this one
- Find the **promise** sentence or its elements.
  - Can you improve it?
- Find the **importance** sentence or its elements.
  - Can you improve it?
- Identify or write a set of **implementation** and **problem** sentences for the project.
- Identify or write a **project** sentence
- Identify or write a **'next'** sentence

## Promise sentence elements \*\*\* \*\*

### Cities in Global Financial Networks: Financial and Business Services and Development in the 21st Century

- The project will provide a robust evidence base crucial in shaping future rounds of investment by and in financial and business services, and policies towards financial and business services by governments and other organisations.
- In doing so, we will develop a new theoretical framework, called the Global Financial Networks, which positions financial and business services and their networks in the broader economy.

from this summary

## Importance sentence elements \*\*\* \*\*

- Financial and business services, including law, accounting, and business consulting, have been one of the most dynamic sectors of the world economy, with a fivefold rise in real value added since 1980.
- Although financial and business services are central to the processes of globalisation, financialisation, urbanisation and development, our understanding of the sector in the context of tumultuous changes of the early 21st century is partial.
- We urgently need groundbreaking frontier research to better understand the nature and dynamics of financial and business services, and their implications.

from this summary

## Problem sentence elements \*\*\* \*\*

1. How have the financial and business services firms and centres been affected by the global financial crisis and the Eurozone crisis?
2. How are they changing in response to new financial regulation, the expected shift of economic activity to the Asia-Pacific region, and the digital revolution?
3. What are the impacts of financial and business services on urban, regional, and global development?

from this summary

## Implementation Sentence elements \*\*\* \*\*

This project is designed to address this challenge by focusing on three objectives:

1. mapping the financial and business services sector and its transactional networks worldwide;
2. analysing strategies of financial and business services firms, as well as policies towards financial and business services and their institutional environments in cities;
3. explaining the impacts of financial and business services, their strategies, and place-specific factors on growth, stability, and inequality at urban, regional, national and global level.

from this summary

## Project Sentence elements \*\*\* \*\*

Using a mixed-methods approach, we will document the development of financial and business services and their consequences, cutting through the hype of financial centre indices, and through the fog of ideologically charged debates on the virtues and vices of the financial sector.

from this summary

## 'Next' sentence elements \*\*\* \*\*

One of the outcomes of the project will be the world's first ever atlas of finance.

from this summary

## Cities in Global Financial Networks: Financial and Business Services and Development in the 21st Century

Financial and business services (FABS), including law, accounting, and business consulting, have been one of the most dynamic sectors of the world economy, with a fivefold rise in real value added since 1980. Although FABS are central to the processes of globalisation, financialisation, urbanisation and development, our understanding of the sector in the context of tumultuous changes of the early 21st century is partial. How have the FABS firms and centres been affected by the global financial crisis and the Eurozone crisis? How are they changing in response to new financial regulation, the expected shift of economic activity to the Asia-Pacific region, and the digital revolution? What are the impacts of FABS on urban, regional, and global development? We urgently need groundbreaking frontier research to better understand the nature and dynamics of FABS, and their implications. This project is designed to address this challenge by focusing on three objectives: mapping the FABS sector and its transactional networks worldwide; analysing strategies of FABS firms, as well as policies towards FABS and their institutional environments in cities; explaining the impacts of FABS, their strategies, and place-specific factors on growth, stability, and inequality at urban, regional, national and global level. In doing so, we will develop a new theoretical framework, called the Global Financial Networks, which positions FABS and their networks in the broader economy. Using a mixed-methods approach, we will document the development of FABS and their consequences, cutting through the hype of financial centre indices, and through the fog of ideologically charged debates on the virtues and vices of the financial sector. One of the outcomes of the project will be the world's first ever atlas of finance. The project will provide a robust evidence base crucial in shaping future rounds of investment by and in FABS, and policies towards FABS by governments and other organisations.

More summaries at <https://erc.europa.eu/projects-and-results/erc-funded-projects>