Building postgraduate communities through the delivery of research leadership academies

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Acknowledgements

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Content of presentation

- Context

- Kingston RISE Research Leadership Academy
- NIHR ARC South London Research Leadership Academy (free/open nationally from 2024 – EoI open)

- Key Findings from 2022 cohorts

- Q&A/Discussion

Context

- As ADR – Faculty need - 2020

- UK Government's Research and Development People and Culture Strategy (2021)

    "a more inclusive, dynamic, productive and sustainable research and development sector in the UK, in which a diversity of people and ideas thrive. Therefore, it is essential to increase access to high-quality training, promote research communities and broaden the range of postgraduate development support."

- Need for research leadership development of diverse teams across disciplines and sectors

- Changes in how research leadership is seen and perceived – collaborative endeavor - eg 2023 UKRI Resume format

Delivering annually 2022-2026 (Research study from 2023)

Aims to understand the contribution of research leadership academies to professional learning and research capacity development

Concordat Platform of Practice case study:
https://concordatplatformofpractice.vitae.ac.uk/case-studies/kingston-university-s-rise-research-leadership-academy

Purpose of the Academies

To support participants to:

- reflect on their personal vision for their research career

- develop a deeper understanding of their research leadership qualities

- develop skills to design and deliver research projects and impact

- understand the value of stepping up for leadership opportunities

- understand how to strategically lead research at local/national/international levels

- understand how to organise, give and receive mentorship/coaching

Target audience, recruitment and access

- **Open to:** eligibility criteria for academies based on remit and funder   (PhD students included in both)

- **Briefing events:** run online, in advance, to provide further information and answer questions

- **Diversity:** Recruitment communications encourage people from diverse backgrounds and levels of experience to apply

- **Access:** scheduled to fit around the academic/ practice delivery and potential caring responsibilities of participants

Example of application website see: NIHR ARC South London Applied Research Leadership Academy | ARC South London

EoI flink- or 2024 NIHR Academy has 190 registrations

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Participant data collected

- **Data captured at application about:**

  Name/email

  Organisation/Affiliation

  Level of research experience (Level 1-6 self-assessed)

  Reasons for wanting to apply (written text answers)

  EDI monitoring (increased between 2022-2023 eg NIHR now one third from under represented groups)

- **Data captured during programme**

  Session feedback and evaluation of live sessions

- **End of programme evaluation** (comprehensive online survey when programme ends in June asking about engagement, perceived value, impact and suggestions for improvement)

- **Yearly follow up (from 2024)**

Flexible programme design

- **Duration:** every Wednesday lunchtimes January-June
     (lectures all recorded)

- **3 Personal objectives** for the academy - can be used towards a personal research plan

- **Achievement:** participants who complete at least 25 hours receive an Academy certificate, which they can add to their professional development portfolio

Applicant's intentions and motivations for participation

(Personal objectives expressed in application form)

➢ Learning and understanding research leadership skills

➢ Project management skills, e.g., costing proposals, financial management

➢ Enhanced research skills, e.g., grant writing, applying for funding, research impact

➢ How to develop and lead effective research teams and collaborations

➢ Develop credibility or confidence to lead research

➢ Gain experience for career progression

ARC Programme content

Introduction to other participants and guidance through the programme

- Expert research leaders' accounts of their academic journey, challenges and successes

- Leadership qualities development e.g., resilience, authenticity, inter-disciplinary perspectives, equality

- Action Learning Sets (ALS) peer-mentorship that runs throughout the course

- Skills training e.g., costing bids and contracting awards, project management, stakeholder engagement

- Research excellence, impact and quality assessment e.g., accessing centres of research excellence (REF 3*/4*)
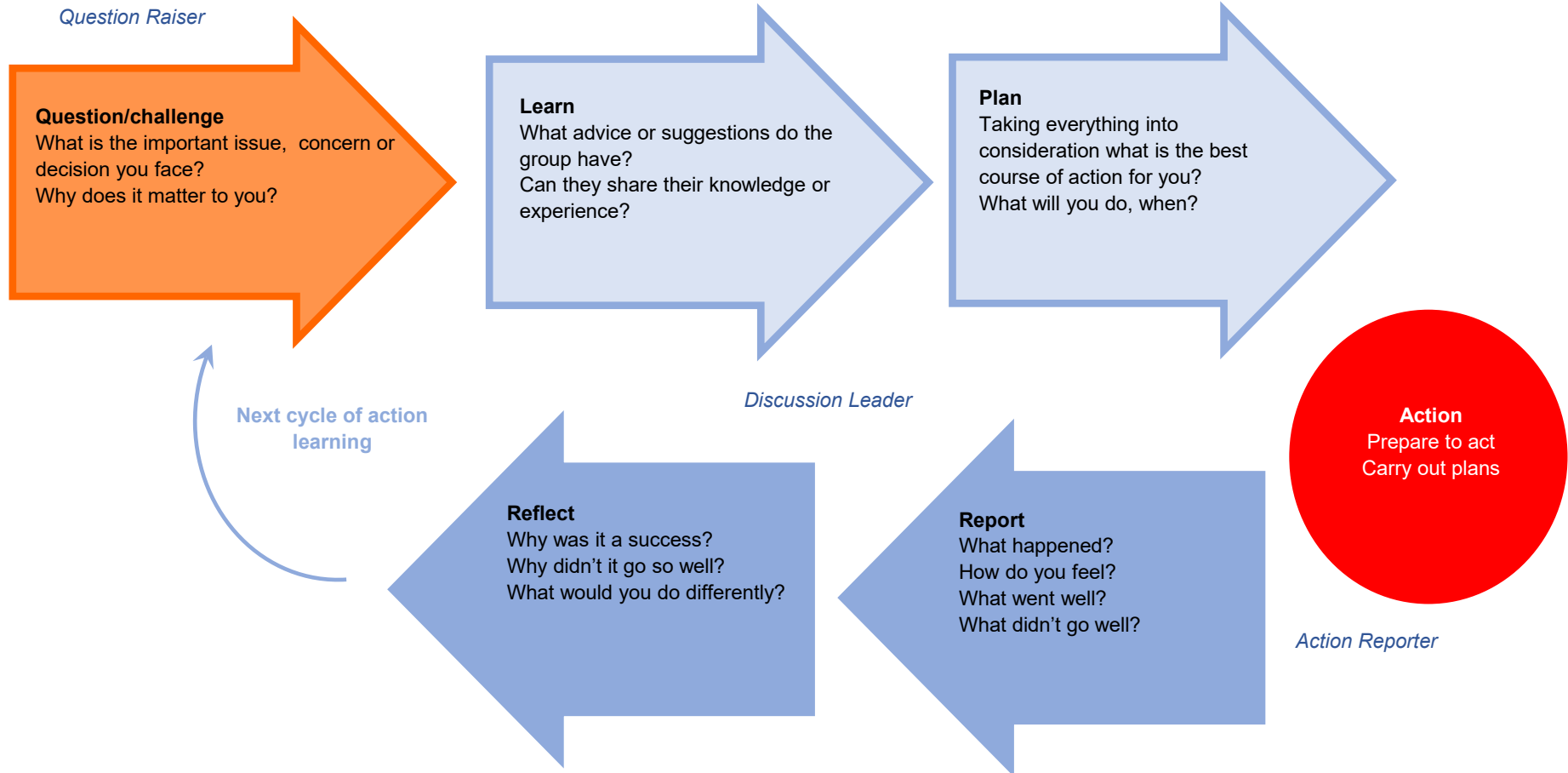
- One-to-one mentorship (1 hour with an experienced mentor) and mentorship/coaching training session

Flexible access to information and online events which are recorded and uploaded to the website

Programme evaluation and review of impact

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ARC Core lecture programme	Expert speakers
• **Introduction to the Academy**	Professor Cilla Harries (Academic Lead), ARC South London Deputy Theme Lead for Capacity Development, Head of Graduate Research School and Researcher Development, Kingston University
• **Action Learning Sets: Plan, format, and why action learning sets work**	Prof Cilla Harries & Savannah Workman, Kingston University
• **International partnership building (Palliative Care Theme)**	Prof Richard Harding, Vice Dean (International) and Director and Global Lead, Cicely Saunders Institute of Palliative Care, Policy & Rehabilitation, KCL
• **Research at the NHS Coal Face: navigating the challenges, facilitators and systems**	Visiting Prof Gita Rhamdharry, Kingston University, Consultant Allied Health Professional in Neuromuscular Diseases, UCLH
• **Costing up and managing grant applications and funders rules**	Jane Haycocks, Research Development Manager, Research and Impact Team, Kingston University
• **Contracting and project management including NIHR contracting**	Brenda Bih, Research Operations, Kingston University
• **Health Inequalities/Diversity in PPI**	Savi Hensman, Patient, Service User, Carer and Public Involvement Coordinator ARC South London & Prof Tushna Vandrevala, Professor of Health Psychology, Kingston University
• **Responsibility, fairness, performance and equality in research careers**	Emerita Prof Fiona Ross CBE, Kingston University & REF 2021 EDAP member
• **Being politically research savvy (governmental & national drivers)**	Emeritus Prof Tom Quinn, Emeritus Professor of Cardiovascular Nursing, Kingston University
• **How to form and run research collaborations/consortia (ARC Director)**	Sir Prof Graham Thornicroft, Professor of Community Psychiatry at the Centre for Global Mental Health and the Centre for Implementation Science, King's College London
• **Research leadership in social care (Social Care Theme)**	Prof Jill Manthorpe CBE, Professor of Social Work, King's College London
• **Research capacity building and research leadership in midwifery and maternity research**	Prof Jane Sandell CBE, Professor of Social Science and Women's Health, King's College London
• **Your research: route to impact and developing a theory of change**	Prof Fiona Jones, Professor of Rehabilitation Research Kingston University, founder and CEO of 'Bridges self-management'
• **My Health Service Research Journey – including some things I have learnt from membership of three research ethics committees and four National Institute of Health Research Funding panels**	Prof Vari Drennan MBE, Professor of Health Care & Policy Research, Kingston University
• **How to engage Black and minoritised women in research; a workshop with a service user voice/engagement specialist**	Agnes Agyepong, Founder and CEO of Global Black Maternal Health
• **Creating Excellent Research Environments**	Prof Cilla Harries, ARC South London Deputy Theme Lead for Capacity Development
• **Research Mentorship/Coaching**	Prof Cilla Harries & Dr Jackie MacRae, Associate Professor, Director of Research, Centre for Allied Health, St George's University of London

Action Learning Sets for Peer Learning

Question Raiser

Question/challenge
What is the important issue, concern or decision you face?
Why does it matter to you?

Learn
What advice or suggestions do the group have?
Can they share their knowledge or experience?

Plan
Taking everything into consideration what is the best course of action for you?
What will you do, when?

Action
Prepare to act
Carry out plans

Discussion Leader

Next cycle of action learning

Reflect
Why was it a success?
Why didn't it go so well?
What would you do differently?

Report
What happened?
How do you feel?
What went well?
What didn't go well?

Action Reporter

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2023 NIHR ARC Academy

- 74 registered: 20 from training and research, 33 research, 20 clinical, 1 public and patient involvement.

- 44% completed the EDI survey - one third from under-represented groups.

- 30 from NIHR ARC South London; 25 from NIHR ARC North Thames and 6 from NIHR ARC Northwest London

- First session **in person** on 25 Jan. Participants trained to lead action learning sets

Professional development outcomes and impact

- **High satisfaction** (post-course feedback)

  - 100% agreed the course met or exceeded their expectations
  - 91% agree or strongly agree the information is pitched at the right level for them
  - 87% said they are likely or very likely to recommend the course to a colleague or friend
  - 78% agree or strongly agree that the course covers relevant topics

- **Professional development** (self-reported impact)

  - Confidence to lead a research study or take on a research leadership role
  - More proactive at making contacts and joining collaborations
  - Completed a grant application or gained research funding/fellowship
  - Built new links with patient groups or patient involvement in research
  - Wrote a research article or book chapter
  - Successfully completed a PhD or master's degree
  - Clearer about research career aspirations and goals
  - Supporting others in their clinical academic career development
  - More strategic about research impact
  - Too soon to tell!

- **Programme improvement:** enhanced learning opportunities and new guidance for action learning sets

Expert speakers

"All speakers were experts on their fields and excellent role models."

Peer learning

"We used the space as an informal place to talk about career aspirations and worries, and just sharing them often helped."

Impact

"It gave me new knowledge, skills, and insight on developing and running large research projects, programmes, and consortia. It also offered new perspectives on how to build strategy and impact."

Overall experience

"This was an exceptional experience. Really appreciate being part of this first cohort."

What I would like you to do!

- Think about the role of research leadership academies in building postgraduate communities – and where we would like to be!

- What we can do to engage underrepresented groups

- Access our evaluation reports e.g. concordat website (RISE) and https://arc-sl.nihr.ac.uk/sites/default/files/uploads/files/Leadership%20Academy%20Evaluation%20report%202022%20cohort_1.pdf

- Linked In Professor Priscilla Harries

- Twitter Cilla_Harries

- Share EoI link for NIHR Academy