



**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

# **Towards Strategic Professional Researcher Skills and Training Provision: Supporting Research Impact in the Faculty of Health Sciences**

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TCD FHS Research Forum  
December 7th, 2021



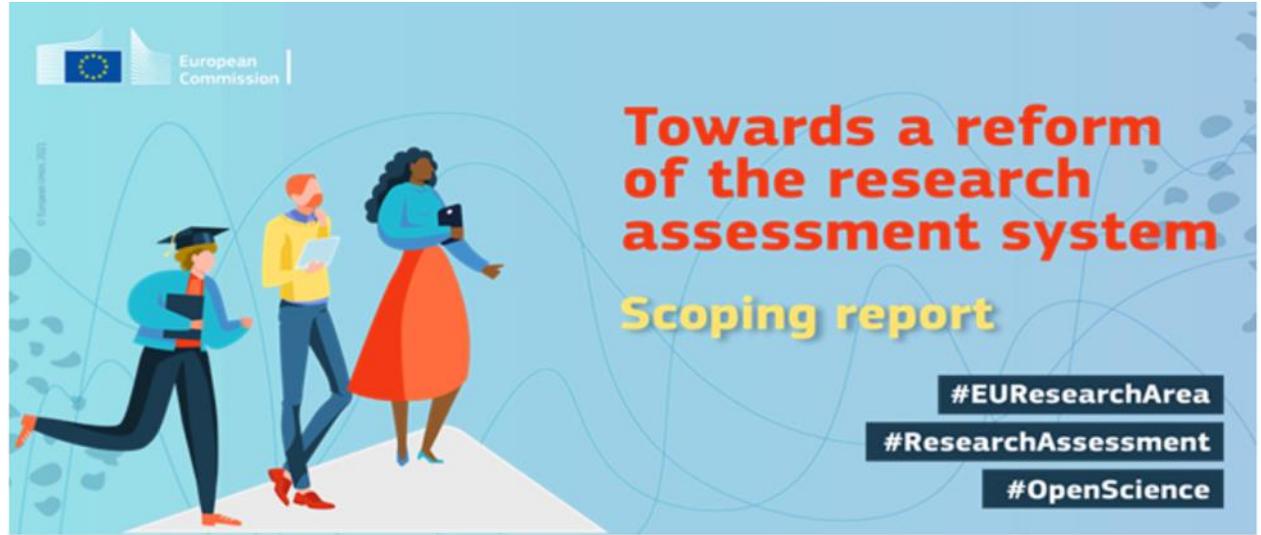
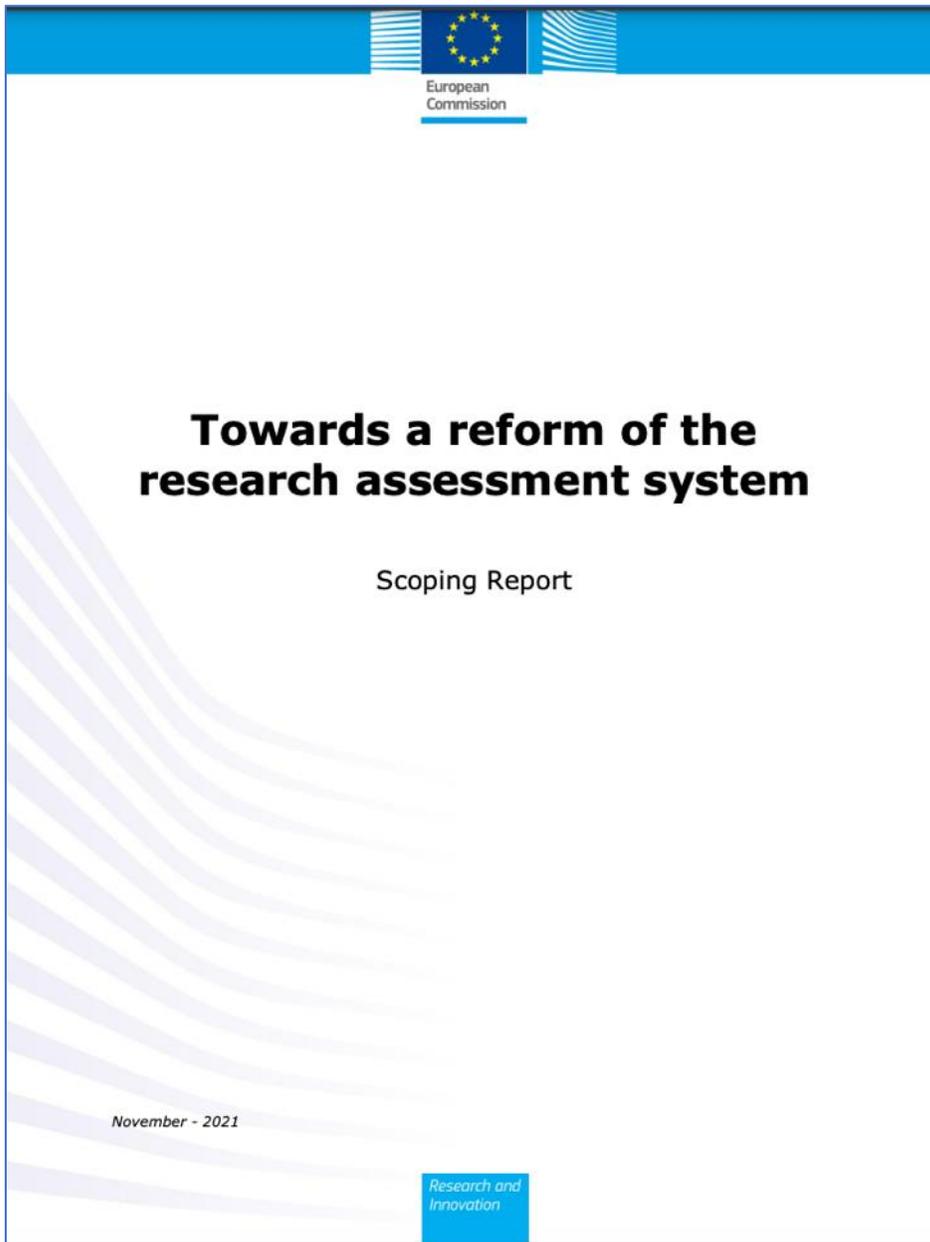
**Mariya Gabriel, EC**  
Commissioner, DG Innovation,  
Research, Culture, Education  
and Youth.

“We will develop an **enhanced Framework for Research Careers** within the EU European competence framework and analyse the trends in the research labour market careers, skills and talent.

It will work as an **Observatory on Research Careers** to monitor and recommend measures to facilitate circulation of researchers. Indicators such as remuneration, mobility patterns and employment conditions need to be taken into account ...

... We will also address issues affecting researchers, such as the **recognition of the research profession and qualifications in national legislations**, precarious working and employment conditions.

... Finally yet importantly, **we need to reform the assessment of researchers and research and incentivise more open collaboration, social engagement, knowledge and data sharing.”**



ANNEX

**Joint ERAC Standing Working Groups<sup>1</sup> Task Force  
on researchers' training, incentives and evaluation in Open Science and Open Innovation  
(‘Triangle Task Force’)  
Guideline Paper  
Research evaluation in a context of Open Science and gender equality**

**Executive summary**

This report provides stakeholders involved in research evaluation reforms with a set of guidelines that aim at fostering both Open Science and gender equality. Both topics are key dimensions in the implementation of a new European Research Area and provide policy and decision makers, funders as well as researchers with a unique opportunity to substantially renegotiate, through evaluation, the social roles and responsibilities of publicly funded research, as well as to rethink the science system as a whole.

The report elaborates on six general principles, which are considered as being central in the development and implementation of research evaluation procedures that better support Open Science as well as gender equality: *Foster the diversity of open research ecosystems; Promote inclusiveness and collective involvement in the design of Open Science and research evaluation policies; Encourage a responsible attitude in research evaluation; Foster transparency in research evaluation and trustworthiness in the added value of Open Science and gender equality; Provide the right incentives through evaluation; Create a virtuous circle between training and evaluation.*

**“Promote a virtuous circle between training and evaluation”**



- joint ERAC Standing Working Groups Task Force on researchers' training, incentives and evaluation in Open Science and Open Innovation - Triangle Task Force (2021)  
<https://data.consilium.europa.eu/doc/document/ST-1201-2021-INIT/en/pdf>

<https://op.europa.eu/en/publication-detail/-/publication/36ebb96c-50c5-11ec-91ac-01aa75ed71a1/language-en>

# CONCEPTUAL MODEL OF THE EU COMPETENCE FRAMEWORK FOR RESEARCHERS



Important to keep in mind that:

- The development process is still ongoing
- All competences are equally important & interrelated
- Each stakeholder can use the Framework as a starting point to address its own needs
- Researchers need to develop competences in all 7 areas, but should not acquire the same or the highest level of proficiency for all competences

*This slide is from An De Coen,, IDEA Consult:*

## Research careers

- **Difficulties accessing academic jobs:** demand exceeds the number of available positions
- **Changes in career progression approaches:** moving away from focusing only on publication record.
- **Diversity of research careers:** More and more researchers are following alternative career paths, yet these paths are still unknown
- Need to foster **international and intersectoral interoperability** of research careers

## EU Policy

- EC's communication on the new ERA for R&I: **delivery of a toolbox of support for researchers' careers**
- Developing a **reference framework** with learning outcome descriptors cf. European Skills Agenda
- The Council of EU confirmed the importance of developing a framework for the **recognition of the research profession at European level**
- the European Skills, Competences, Qualifications and Occupations (**ESCO**) classification **is currently being updated** to include a set of skills and occupations for researchers

*This slide is from An De Coen,, IDEA Consult:*

# Focus



## Objectives

- Identify a set of key **competences** that researchers need for a **successful research career**, both inside and outside academia
- Describe these competences to establish a **shared conceptual model** that all players in the field of research can refer to and to increase visibility and awareness of the transferable skills researchers have



## The EU Competence Framework for Researchers is...

- A **shared understanding** within the research community of researchers' competences to empower individuals and to help institutions to support them
- Not normative but rather **inspirational**: the framework should inspire actions based on a shared understanding but leaving freedom and flexibility to institutions to decide how to use it
- **Forward-looking** but still connected to today's challenges. Skills are constantly evolving over time: the framework will need to be adapted over time to reflect those changes.



## Scope

- Individuals employed in **research activities across all sectors** ('researcher' cf. Frascati manual)
- Research support staff (administrative duties, lab technicians, project management) would not be the primary target group of the framework
- Typically associated to individuals having a **PhD** (or working towards obtaining one)

*This slide is from An De Coen,, IDEA Consult:*

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# How can ResearchComp Framework support?

- **Researchers/Research organisations:**

- self-evaluation, setting learning goals, identifying training opportunities and facilitate job search
- Appraise your existing activities or resources against the competence framework
- Show the value of your activities and resources by highlighting those that successfully address the competences in the framework

- **Policymakers**

- Monitor researchers competences and to support curricula development
- Plan and design education and training offers



# Some of the vast range of organisations involved in Open Science information & training in Europe

Association of Learned and Professional Society Publishers
COAR
Creative Commons
CRISTIN
CSC IT
Digital
Education/Training (46%)
Workshops (64%)
Recommendations or Guidelines (64%)
Webinars (36%)
German Research Institutions
International Association of Agricultural Librarians and Documentalists (IFLA)
Jisc
Knowledge Exchange
Knowledge Unlatched
LIBER
OAPEN Foundation
OASPA
Open Library of Humanities
OpenAIRE
Right to Research Coalition
Science Europe
Spanish National Research Council (CSIC)
SPARC Europe
SURF
Young European Associated Researchers network

As well as publications etc. in 2015-16 these agencies provided:

- Education/Training (46%)
- Workshops (64%)
- Recommendations or Guidelines (64%)
- Webinars (36%)

Targeting



Policy makers
Researchers
Library staff
Research managers
Research funders
Publishers
Early career researchers incl. PhDs
Business / industry / SMEs / start ups / entrepreneurs
Students
Other

Focusing on:



Open Access
Open Data
Research data management
Research infrastructure
Legal matters incl. digital rights, copyright, licensing
Research assessment / evaluation
Text and data mining
Research / academic integrity
Preservation
Research information / CRIS management
Open Education Resources
Other

### Research Training Framework

Faculty of Medicine

#### Useful links

Academic Health Science Centre

The Academy of Medical Sciences

Clinical Academic Training and Careers Hub, CATCH

London Postgraduate Medical and Dental Education

Medical Research Council (MRC)

NIHR Imperial BRC

NIHR Academy

Wellcome Trust

Home / Faculty of Medicine / Study / Clinical Academic Training Office / Research Training Framework

## Research Training Framework



# Clinical Research Training Framework

### Clinical Research Training Framework

The Imperial College Academic Health Science Centre has developed the Clinical Research Training Framework to **define and develop the skills that an academic clinician of any professional background requires in order to support clinical research.**

The Framework supports clinical staff in the AHSC organisations to develop a detailed understanding of research, and research skills, to allow them to become more directly involved in the mission of the AHSC: to accelerate the translation of research discoveries into improvements in human health. The Framework will facilitate staff to support NIHR and industry trials, or develop their own clinical-academic careers by proposing competencies, skills and training and suggesting opportunities and resources offered within the AHSC (and beyond).

Completion will signify that the individual has extensive core skills and knowledge of clinical research, which would be of use both in supporting clinical research but also enhancing the care provided within the NHS. Successful completion of the Framework does not count as credit towards a formal university course, however, it can be used by staff during appraisal, performance review, revalidation and personal development, and as evidence of research skills acquired.

Overall it is likely to take 1-2 years to complete all aspects of the Framework, and it is expected that a certificate would only be awarded after 2 years.



COVID-19

#### News

Coronavirus (Covid-19): Update for Clinical Academics



#### Congratulations Professor Caroline Alexander

#### News

Caroline Alexander awarded a Professor of Practice (Musculoskeletal Physiotherapy)

Within Trinity ...

Research

Research Strategy 2021-2026

News >

Publications

TCD MED Research Awards 2022

Research Connections

Research Funding

Research Ethics

Research Support

Professional Development

Early Career Researcher Training

Contact Us

## Early Career Researcher Training for Impact – Seminar Series 2021

Early Career Researcher Training for Impact 2021 is a series of lunchtime seminars designed for early and mid-career researchers working in health research, organised by the School of Medicine.

The one hour seminars are delivered by subject experts who share best practice in building researcher profiles and research grant proposals for maximum impact and visibility.

The seminars are scheduled between 12 and 1 pm and the format comprises: (1) Welcome and Introduction by the Chair. (2) Presentation by Keynote Speaker/Trainer (s), (3) Q & A.

Early Career Researcher Training Seminar Topics	Date
Half-day welcome and induction for research postgraduate students	27th October
<ol style="list-style-type: none"> <li>1. Prof Michael Gill, Head, School of Medicine TCD</li> <li>2. Chair: Prof Lina Zgaga, Director, Postgraduate Teaching and Learning, School of Medicine &amp; Associate Professor Public Health and Primary Care</li> <li>3. Prof. Ursula Fearon, Director of Research, School of Medicine &amp; Professor of Molecular Rheumatology, Clinical Medicine</li> <li>4. Edie Davis, Content Manager, Research Information &amp; Open Access. The Library, TCD</li> <li>5. Bridget Gavin Research Impact Officer, School of , Medicine</li> <li>6. Dr. Julie Broderick, Assistant Professor, Discipline of Physiotherapy &amp; Associate Director for PhD studies</li> <li>7. Martin John McAndrew, Postgraduate Student Support Officer, Postgraduate Advisory Service, Senior Tutor Office, TCD.</li> <li>8. Dara O'Mahony, Postgraduate Administrator, School of Medicine,</li> <li>9. Teresa Fox, Postgraduate Executive Officer, School of Medicine,</li> <li>10. Dr. Julie Broderick</li> </ol>	10am - 1pm

[Register here](#) to reserve your place

How to craft a DORA compliant CV & Track Record	11th November
Chair – Professor Ursula Fearon, Director of Research, School of Medicine	10am - 11am

TCD School of  
Medicine  
**Early Career  
Researcher  
Training for  
Impact**  
Seminar Series 2021

Title	Partner (with Research Informatics)	Target Group	Frequency	Time	Format
<b>New Academic Staff Induction</b>	HR	New Academic & Research staff	Bi-Annual	September/October & March	2-hour Workshop
<b>Master Class Programme 'Communicating Your Research'</b>	HR	Early Career Researchers	Annual / Bi-Annual	March/April	2-hour Workshop blended with online <u>Epigeum</u> course 'Communicating Your Research'
<b>'Your Research Impact Health Check'</b>	Schools, Institutes, Research Centres/Groups.	Staff and students	On demand. Many scheduled annual fixtures associated with School research forums / away days.	Year round	Range: 20 minute seminar presentations to 1 hour lectures to 2-hour workshops.
<b>'Research Data Management and Your DMP'</b>	Trinity Research & Innovation	RPOs and other TR&I staff, ERC awardees, ERC potential applicants	On demand; at least once a year	Year round	Typically 1 hour face-to-face session
<b>Horizon2020 and Open Research</b>	Schools, Institutes, Research Centres/Groups.	EC & ERC awardees, potential applicants	On demand; at least once a year	Year round	Typically 1 hour face-to-face session
<b>Academic Promotions/ Tenure applications</b>	HR	Academic staff; Potential applicants	Linked to promotions cycles	Year round	HR Roadshow: 1 hour; 1-to-1 support provided on demand.
<b>Faculty Research Metrics / research evaluation</b>	Faculties, Schools, Institutes	Directors of Research, Academic staff, Admin staff	Linked to Quality Reviews / Evaluation exercises	Year round; Spring focus for Faculty Research Metrics	1 hour workshop; short (10 minute) refreshers..

## TCD Research Informatics Schedule of Research Skills Training for Academic & Research Staff

### *Includes:*

- New academic staff induction
- Early Career Researcher Master Classes
- Faculty Research Forum presentations
- Joint workshops with Schools & research institutes
- Joint events with publisher/s.
- More, including 1-1 training ...

## Learning & Organisation Development

In House Programmes

Staff Induction

[lil.tcd.ie - LinkedIn Learning](#)

Career Planning Supports

Aurora Women in Leadership

Assistant Professor Development Programme

Professional Skills for Research Leaders (PSRL)

Timetable

Application Process

Programme

Mentoring

Contributors

Induction

PSRL Master Classes

Mentoring

Performance Management

Our Team

LEARNING & ORGANISATION DEVELOPMENT / PROFESSIONAL SKILLS FOR RESEARCH LEADERS (PSRL)

## Professional Skills for Research Leaders

The Professional Skills for Research Leaders (PSRL) programme was developed by epigeum, a leading publisher of online courses that specifically target researchers, students, and professional staff in the higher education sector, in consultation with a number of universities worldwide, including Trinity College Dublin.

The PSRL programme is designed to help independent researchers develop their leadership, management and engagement strategies. The programme is targeted at early and mid-career researchers who wish to progress from where they are now to where they want to be professionally by equipping them with the skills needed for professional development in a higher education context.

A new programme and format is currently being redeveloped.

In Spring 2022, the new PSRL Programme will be launched and it will be known as "Advancing your Research Career". New modules will include:

- Actively Managing Your Research Career
- Building a Positive Research Culture
- The Value of Mentoring
- Accelerating the impact of your Research through Engagement
- Funding your Research
- Leadership for Successful Project Management
- Collaboration
- Managing a Research Team
- Communicating your Research
- Continuing Professional Development Plan

More information will be added when it is available.

If you have any questions about the programme please contact [staffdev@tcd.ie](mailto:staffdev@tcd.ie)



Epigeum 'PSRL' course provided via HR

[TCD HR: https://www.tcd.ie/hr/learning-and-development/research-leaders/](https://www.tcd.ie/hr/learning-and-development/research-leaders/)

# TCD Research Skills Programme

## TCD Research Informatics with TCD HR (Staff Development)



	<b>Title</b>	<b>Audience</b>	<b>Delivery</b>
<b>Research Skills 1</b>	<b>Research Metrics and Evaluation</b>	Academic & research staff	Scheduled, Zoom & face to face
<b>Research Skills 2</b>	<b>Promoting Your Work</b>	Academic & research staff	Scheduled, Zoom & face to face
<b>Research Skills 3</b>	<b>Open Access Publishing</b>	Academic & research staff	Scheduled, Zoom & face to face
<b>Research Skills 4</b>	<b>FAIR Data Management</b>	Academic & research staff	Scheduled, Zoom & face to face
<b>Research Skills 5</b>	<b>Publishing and Disseminating Your Research</b>	Academic & research staff	Scheduled, Zoom & face to face
<b>Research Skills 6</b>	<b>Your Research Impact</b>	Academic & research staff	Scheduled, Zoom & face to face

– With more from colleagues in TR&I and other departments

# Research Integrity and Ethics in an Open Scholarship Era CA 7000



NATIONAL FORUM  
FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

Compulsory, 5 ECTS, Online module. Started: 2018 – to date (redesigned with NFETL funding, 2020-2021)  
Audience: all incoming PG research students. Coordination: Niamh Brennan & Monica Sanchidrian

## ASSESSMENT

Assessment Information

## ONLINE SESSIONS

Session 1: Research Integrity and Ethics

Session 2: Copyright, Intellectual Property and Data Protection

Session 3: Research Data Management and the Construction and Application of Data Management Plans

Session 4: Research Communication, Dissemination and Publishing

Session 5: Research Evaluation and Impact in an Open Scholarship Era

## MODULE TOOLS

Module Discussion Forum

Module Learning Journal

## Welcome from the Dean of Graduate Studies

Welc	<b>1. Research Integrity &amp; Ethics</b>	<i>Professor Irene Walsh (CSLS)</i>	cognised
natic	<b>2. Copyright, Intellectual Property &amp; Data Protection</b>	<i>Evelyn Fox (DPO)</i>	ntegrity
and	<b>3. Research Data Management &amp; the FAIR Data Principles</b>	<i>Dr Geoff Bradley (IT Services)</i>	ith
rese	<b>4. Research Communication, Dissemination &amp; Publishing</b>	<i>Niamh Brennan (Research Informatics)</i>	Ve hope
that	<b>5. Research Evaluation &amp; Impact in an Open Scholarship Era</b>	<i>Niamh Brennan (Research Informatics)</i>	se contact
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The concept of open scholarship has radically altered the way in which academic research operates in Europe, providing as it does both opportunities and challenges for research students. In addition, funders are increasingly demanding that researchers, including research students, must, as a pre-requisite to securing grant funding, have undertaken some training in research ethics. Finally, there are increasing pressures on students, as they conduct research, to be aware of and comply with obligations under intellectual property and data protection law and indeed to ensure the proper management of their research data. This course seeks to provide all Trinity PhD students with the tools necessary to navigate these issues as they proceed with their research. This module is mandatory for all incoming PhD students in line with the decision of Graduate Studies Committee (March 2018) and Council (April 2018).

## Module Learning Outcomes

On successful completion of this module, students should be able to:

- Develop the highest standards of ethical integrity in their research
- Critique the basic principles of intellectual property law as they apply to their research
- Investigate the application of Data Protection law in the context of postgraduate research
- Implement best practice standards in research data management and develop an effective Data Management Plan for their research
- Demonstrate awareness of the opportunities that open scholarship provides for them to ensure that their research has maximum impact

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Compulsory, 5 ECTS, Online module. Started: 2018 – to date (redesigned with NFETL funding, 2020-2021)

Audience: all incoming PG research students

## From Session 1: Research Integrity and Ethics:

MENU TRANSCRIPT AND REFERENCES

- 13. International and National Policies on Research Misconduct
- 14. Conflict of Interest
- 15. Declaration of Interest
- ▶ 16. Knowledge Check
- 17. Section 2: Research Ethics
- 18. Research Ethics: Overview
- 19. Data Protection, Research Data Management and Good Publication Practice ✓
- ▼ 20. Special Focus Areas for Research Ethics
  - 20.1. General Guidelines for Human Subjects of Research ✓
  - 20.2. The International Council for Harmonisation of Technical Requirements for Pharmaceuticals for Human Use (ICH)



### Special Focus Areas for Research Ethics

20 of 29

- We will now focus on special focus areas for research ethics.

 <b>Human Subjects</b>	 <b>Pharmaceuticals</b>	 <b>Animals</b>	 <b>GMO and GM Products</b>	 <b>Stem Cells</b>
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Click each tab to learn more about these areas, focusing specifically on the ones that concern your own research and practice. When you are ready, click next to continue.

# Research Integrity and Ethics in an Open Scholarship Era CA 7000



Compulsory, 5 ECTS, Online module. Started: 2018 – to date (redesigned with NFETL funding, 2020-2021)

Audience: all incoming PG research students

## From Session 3: Copyright, Intellectual Property and Data Protection:

MENU TRANSCRIPT AND REFERENCES

- 16. Section 4: The Data Protection Impact Assessment (DPIA) and the Role of the Data Protection Officer (DPO)
- 17. Data Protection Impact Assessment (DPIA)
- 18. Data Protection Officer (DPO): Role and Responsibilities
- 19. Overview of the GDPR
- 20. Are you Conducting Health Research? ✓
- 21. Section 5: Health Research Regulations ✓
- 22. Explicit Consent
  - 22.1. Informed Consent
- 23. Explicit Consent Exemptions
- 24. Health Research Structures and Processes
- 25. Summing up Health Research

### ☰ GDPR and Research

## Explicit Consent

- Explicit consent must be obtained for any health research on Irish patients, with notable exemptions.
- HRR explicit consent:
  - Is equivalent to GDPR explicit consent
  - Is informed consent which the controller has a record of
    - The research participant is provided with a copy in advance of the health research.



**Purpose Specification and International Best Practice**

Click the tab to learn more. Then, click Next to continue.

# We have been asked - What does Health Sciences need?

## 1. Recruit, Nurture, Retain Talent – **CRITICAL**



*(Leaders, early career researchers, promotions, clinicians)*

## 2. Invest in Physical Infrastructure

*(shared facilities, clinical facilities)*

## 3. Research Grant Support (pre and post award)



*(pre- and post-award, RPOs, clinical trials, legal, ethics, GDPR)*

## 4. Improving / Increasing our Impact and Communications



## 5. Data management and reporting (RSS)



## 6. Faculty Research Metrics (FRMs)

*(appropriate, collaborative)*



And which of these can a strategically-designed, professional research skills programme support?

## Professional Development

Special Purpose Certificate

[Adapting our Teaching for Learning Online \(Staff Module\)](#)

[Learning to Learn Online in Trinity \(Student Module\)](#)

[Graduate Teaching Assistants](#)

[Research Supervisor Development Programme](#)

[Workshops & Webinars](#)

[Podcasts Series: Coffee & Cobblestones](#)

PROFESSIONAL DEVELOPMENT / SPECIAL PURPOSE CERTIFICATE

## Special Purpose Certificate in Academic Practice



The Professional Special Purpose Certificate in Academic Practice is a level 9, non-major award that focuses on professional development in academic practice, integrating four interrelated facets: teaching, learning, research and leadership. It carries a credit volume of 15 ECTS.

### Who is the Cert for?

This Professional Special Purpose Certificate in Academic Practice is for academics or academic-related professionals in Trinity, including researchers with teaching responsibilities, part time or adjunct teaching staff, or staff with roles in supporting learning. This module is not open to graduate teaching assistants, who have a [separate programme](#). As the course focuses on application of theory to practice and on reflection and evaluation, all candidates should be in an active teaching or supporting learning role while participating in the course. Applicants to this course would normally hold a minimum of an honours degree or equivalent in any discipline. [Please view our handbook for more detailed information.](#)

This course offers a professional qualification in academic practice and is designed to be flexible, research-informed and practice-based. It encourages candidates to select their own professional development agenda in academic practice, and allows them to develop and evidence their academic practice, knowledge and values throughout their careers at times that are appropriate to them. The Course is based on the premise that everybody educating our students in Trinity should be committed to and supported in achieving an excellent student learning experience.

Upon completion of the certificate staff can undertake further modules to facilitate lifelong learning and help maintain high quality practice throughout their careers.

The SP Cert aligns to Ireland's [National Professional Development Framework](#) which recognises both accredited and non-accredited forms of professional development for academics and those engaged in supporting teaching and learning in the Irish

# A possible model?

## CAPSL Special Purpose Certificate in Academic Practice

<https://www.tcd.ie/CAPSL/professional-development/special-certificate/>

- Would a standardised, authoritative, accredited, professional research skills training programme be useful for the Faculty of Health Sciences?

If so,

- What should be included in such a programme?
- How can staff receive recognition for having completed the programme?
- How can research skills training be designed to support innovative FHS research metrics & ensure understanding and competences in this at all levels?
- Can we work together to develop this concept?





**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**Thank You!**

**The Berkeley Library**