

Succeed and Lead Fellowship Programme



The aim of the Faculty of Education and Health Sciences Succeed and Lead Fellowship Programme is to attract excellent and ambitious postdoctoral talent, create a supportive environment around these individuals putting them on a pathway towards independence and a trajectory towards becoming the next generation of research leader in their chosen field.



Faculty of Education and Health Sciences

Education and Health Sciences (EHS) is rapidly growing Faculty that consists of three Schools (the Graduate Entry Medical School, the School of Education and the School of Allied Health) and three Departments (Nursing and Midwifery; Physical Education and Sport Sciences and Psychology). The **core mission** of EHS is to advance the wellbeing of people by graduating effective and critically reflective scientists, education and healthcare professionals and creating and disseminating knowledge, through research and scholarship that impacts on the social, educational and healthcare needs of people locally, nationally and globally. This mission is underpinned by strong leadership and vision that focuses on the development of people, research excellence and impact. EHS has identified **four priority research areas**; Physical Activity and Human Performance, Social Inclusion, Professional Practise and Education, and Optimising Health. EHS has been to the forefront in developing and embedding a structured PhD programme at the University of Limerick (UL), so it is now time to establish EHS postdoctoral research Fellows and an associated post-doctoral research development programme.

Succeed and Lead Fellowship Programme:

The Succeed and Lead Fellowship Programme provides a suite of academic, research and career development supports to talented and ambitious researchers identified as future leaders in their chosen fields. Each Succeed and Lead fellow will undertake a personalised, training programme while conducting innovative research in education and health sciences. Under the mentorship of world-class researchers at UL, these fellows will produce high-quality research and communicate their work to the academic community and wider public.

The Fellowships have a strong focus on research leadership through cross-Faculty and inter-disciplinary collaboration. Our bespoke and personalised postdoctoral research training programme offers career advancement and training opportunities to support these individuals to fulfil their potential as future research leaders. The Fellows will not only receive direct mentorship from world-class researchers at UL, they will also have an opportunity to engage with key researchers who are members of Institutes and Centres within the Faculty and wider University, as part of their inter-disciplinary training.

UL Research Landscape

The UL research landscape is constantly evolving, our research addresses areas of societal importance including education, languages, healthcare and social inclusion. In addition, our work significantly impacts on sectors that are vital to a knowledge based economy including pharmaceuticals, medical technology, software, food, communications and energy. The UL strategic plan (Broadening Horizons) sets out the institutions ambition to build on our achievements, accentuate our distinctiveness and raise our international profile. UL has identified 5 areas of research strength (advanced manufacturing, software, applied mathematical sciences, materials and health) that are central to realising these ambitions.

The UL research strategy (Excellence and Impact 2020) is ambitious and focused on ground breaking research. This is evident in the recent establishment of the Bernal Institute, a €52 million strategic investment by the University. This institute builds on significant strengths in applied sciences and engineering, has enhanced our critical mass and international reputation in crystallisation, crystal engineering, modelling and fluid dynamics. This institute is unique in Ireland in terms of its scale and ambition and through creative synergies, enhanced research outputs it will have an impact on the on economic, educational and social development nationally and globally.



The Health Research Institute (HRI) is a cross-faculty institute established in response to ULs growing expertise in the health research. The HRI fosters multidisciplinary research collaborations with health practitioners and partner institutions to support discovery and innovation in health and wellbeing. The mission of the HRI is to conduct outstanding person-centred research to enhance health and well-being of individuals and transform the health environment for the population. The research focus of the HRI includes the thematic areas of lifestyle and health, health service delivery and technology enhanced health outcomes. There is a strong alignment between the HRI thematic areas and the EHS research priorities. Both institutes (Bernal & HRI) offer EHS researchers the opportunity for synergistic internal engagement and cross-disciplinary collaboration.

Collaboration and external engagement are embedded within the UL approach to research and innovation. Our expertise and demonstrated leadership has attracted significant and sustained investment to support the establishment collaborative research centres led by UL, including Synthesis and Solid State Pharmaceutical Centre (SSPC), the Pharmaceutical Manufacturing Technology Centre (PMTC), the Irish Software Research Centre (Lero), the Dairy Processing Technology Centre (DPTC), the Irish Centre Composites Research (iComp), Smart manufacturing (CONFIRM) and the National Centre for STEM Education (EPI-STEM). These centres represent an investment, in excess of €200 million, in research partnerships led by UL.

The Research Agenda

Fellows will undertake high quality research with direct mentorship from their research leader. Research project ideas will be co-created by the Fellows and a research leader, leveraging the research interests and achievements of both individuals and aligned to the Faculty priority research areas and cross cutting themes. The initial cohort of six Fellows will undertake research in one of the following areas:

- **Ageing and Health**
- **Health Economics (2 Fellows)**
- **Physical Activity and Health**
- **STEM Education**
- **Social Inclusion**

Fellows were appointed on merit and are affiliated with the relevant EHS School or department having a research leader with necessary expertise in the chosen field. This approach allows the Fellows to have autonomy in driving the research agenda while being closely mentored by their research leader in the supportive environment of a community of Fellows. This will produce high quality, impactful publications and research grant submissions. These outputs will be realized through a synergy across the Fellows, their research leaders and their engagement with staff of the wider Faculty and University. An ethos of academic citizenship will be promoted among the group. They will be afforded opportunities to engage, mentor, organize, represent and share in the spirit of collegiality.

Ethos of Postdoctoral training across EHS

EHS is committed to developing this community of Fellows for the next phase of their careers and developing a widespread network of EHS postdoctoral alumni. The ethos of postdoctoral training across EHS is an ambitious, talent-orientated approach. That is, we attract excellent and ambitious postdoctoral researchers from across the globe and support them during their time in EHS to optimize their academic experience

and opportunities. Therefore, the primary focus is on activities to develop core knowledge and intellectual abilities for high quality, impactful scholarly publications and research grant submissions

There is a growing realisation that postdoctoral researchers need to develop skills and knowledge beyond those traditionally considered important (Sinche, 2017). Therefore, the EHS Succeed and Lead Fellowship Programme also enables Fellows to develop broader skills relating to research engagement and impact, governance and integrity, management and organization and personal effectiveness.

Taken together this postdoctoral training and mentorship will prepare the Fellows for contemporary academia and provide them with transferrable skills should their careers develop outside the traditional academic environment.

Training, Development and Leadership Programme

All Succeed and Lead Fellows participate in a bespoke 18-month development programme that provides a range of professional development opportunities. The RFP is an 18-month development programme that encourages a range of professional development opportunities. This programme will maximize the performance of the research Fellows while in EHS but will also prepare them for future career success.

The Fellows will have access to development opportunities to equip them with the necessary skills for the next stage of their career. The programme, developed as a model of international best practice, provides a blend of formal and informal professional development opportunities to enable the Fellows receive personalized training opportunities, tailored to their individual needs and ambitions. Ultimately, this approach will empower the Fellows to drive their own career advancement, while having support from the research leader, the Faculty, and the wider UL research support services. In addition to gaining detailed content expertise, Fellows will augment their core research skills with professional training, to enhance their personal and professional effectiveness and future career prospects. **Key aspects of the EHS Succeed and Lead Fellowship Programme are outlined below (Fig. 1).**

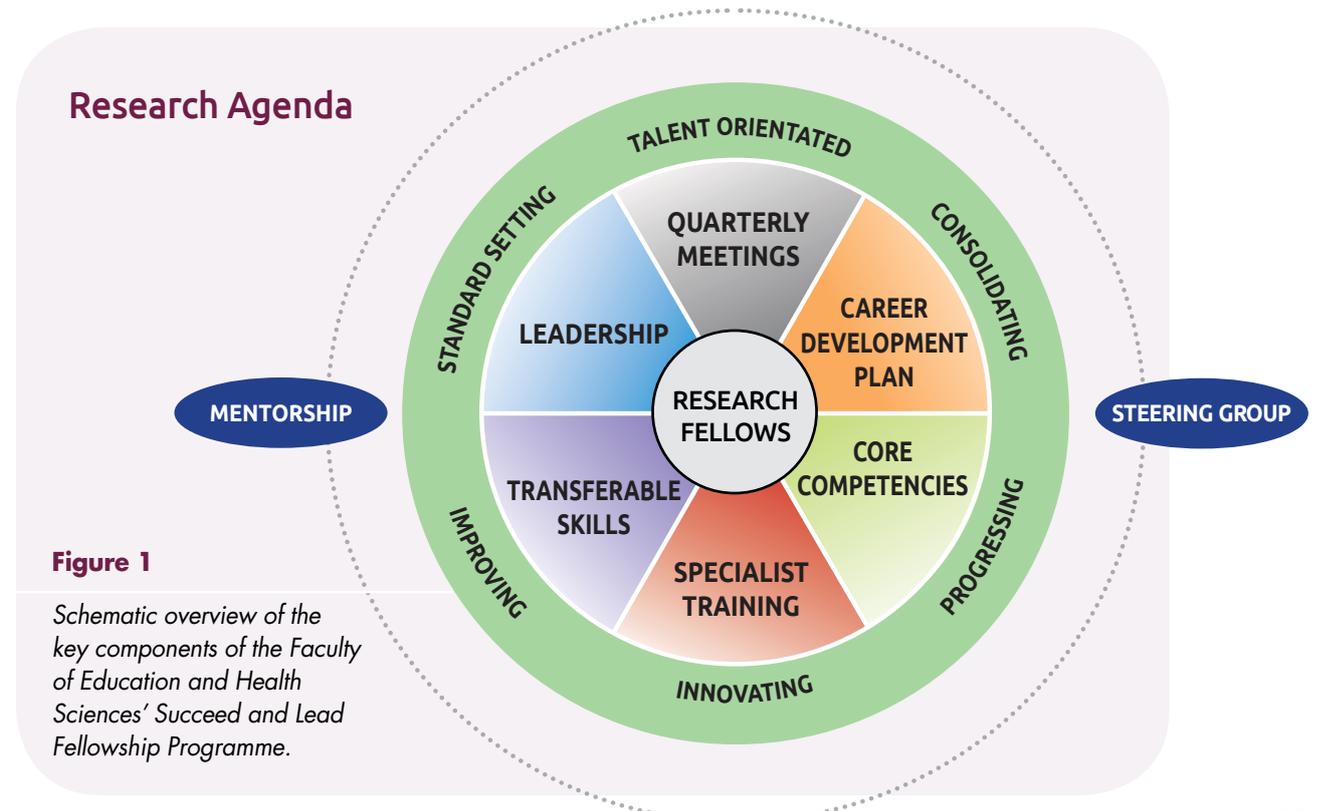


Figure 1

Schematic overview of the key components of the Faculty of Education and Health Sciences' Succeed and Lead Fellowship Programme.

Steering Group

The Succeed and Lead Fellowship Programme is facilitated and overseen by a steering group. Membership of the steering group includes:

Prof. John Forbes (Chair, Health Economics)

Dr Rose Galvin (Senior Lecturer in Physiotherapy)

Prof. Stephen Gallagher (EHS Assistant Dean, Research)

Prof. Merrilyn Goos (Chair, STEM Education)

Ms Alison O Regan (Human Resources Representative)

Dr Patrick Kiely (Senior Lecturer in Molecular Biology)

Prof. Anne MacFarlane (Chair, Primary Healthcare Research)

Prof. Rachel Msetfi (Executive Dean of the Faculty of Education and Health Sciences)

Dr Orla Power-Grant (EHS, Research Funding Officer)

Prof. Catherine Woods (Chair, Physical Activity and Health)

Every 6 weeks the group will meet to discuss progress and oversee the management of the programme. The terms of reference of the steering group are described in Appendix A.

Orientation Session

The Succeed and Lead Fellowship Programme orientation session will be provided by the steering group, together with HR staff and staff of some key support divisions. As part of the orientation process, all Fellows will receive an induction pack induction from Ms Lynn O Doherty, Executive Administrator for EHS.

A welcome and brief orientation to the Schools and Departments of EHS will be provided by the Executive Dean. The aims and content of the Succeed and Lead Fellowship Programme will be detailed (aka 'setting the scene and expectations') by the ADR. Research leaders will provide a brief introduction to the key challenges in their research field and their personal research agenda.

HR will outline the support for researchers, including the use of the researcher performance and career development plan, as well as pertinent HR policies and organisational supports. The orientation session will conclude with a short introduction from each Fellow about themselves and their hopes and aspirations while working at UL.

In the first 2 months of their appointment, Fellows will complete the UL HR induction programme, attend a course on Dignity and Respect, and attend an induction to the Performance Development Review System.

Core competencies

The Succeed and Lead Fellowship Programme is underpinned by the theoretical model of the Vitae® Researcher Development Framework, endorsed by many Higher Education Institutes to which UL subscribes. The Vitae® framework (**Fig. 2**) sets out the knowledge, behaviours and attributes of effective and highly skilled researchers as they progress through their career.

This framework identifies four key learning domains:

Domain A: Knowledge and intellectual abilities -

The knowledge, intellectual abilities and techniques to do research.

Domain B: Personal effectiveness -

The personal qualities and approach to be an effective researcher.

Domain C: Research governance and organisation -

The knowledge of the standards, requirements and professionalism to do research.

Domain D: Engagement, influence and impact -

The knowledge and skills to work with others and ensure the wider impact of research.

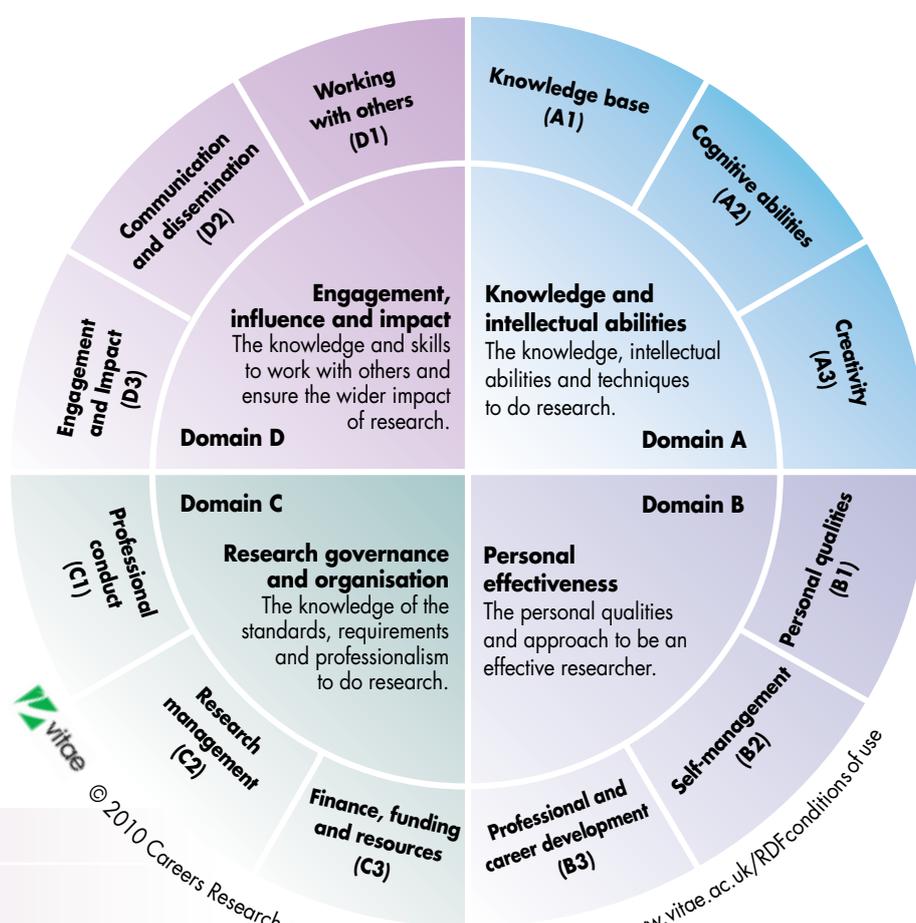


Figure 2

Vitae® Researcher
Development Framework

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These domains form the core competencies that Fellows are expected to achieve by the end of the Succeed and Lead Fellowship Programme. Fellows will undertake the following training, aligned to the competencies:

“The Fundamental Four”

1. **Domain A:** Developing your research output strategy
2. **Domain B:** Mentor/ mentee training
3. **Domain C:** Research Integrity & Grant Writing
4. **Domain D:** Communicating/disseminating your research with impact

The courses will be facilitated by internal or external content experts.

Specialist and core transferable skills training

In conjunction with their research leader, Fellows will complete a researcher performance and career development plan, and a skills audit to identify their training needs (Appendix D).

Fellows can choose from a menu of courses, aligned to Domains A-D, listed below (Fig. 3). To assist in choosing the most suitable courses to meet their needs, a short description and the duration of each course is provided in Appendix C.

Online development toolkit

1. Epigeum

- Research Skills
- Professional Skills for Research Leaders
- Supervising Doctoral Students
- University Leadership and Management
- Blended Learning

2. Elsevier Publishing campus

https://www.publishingcampus.elsevier.com/pages/1/Home.html?utt=d99b5b5b8bea51ff7bf18a0c98ba1f43b5c61-40T&PAGE_NR=1

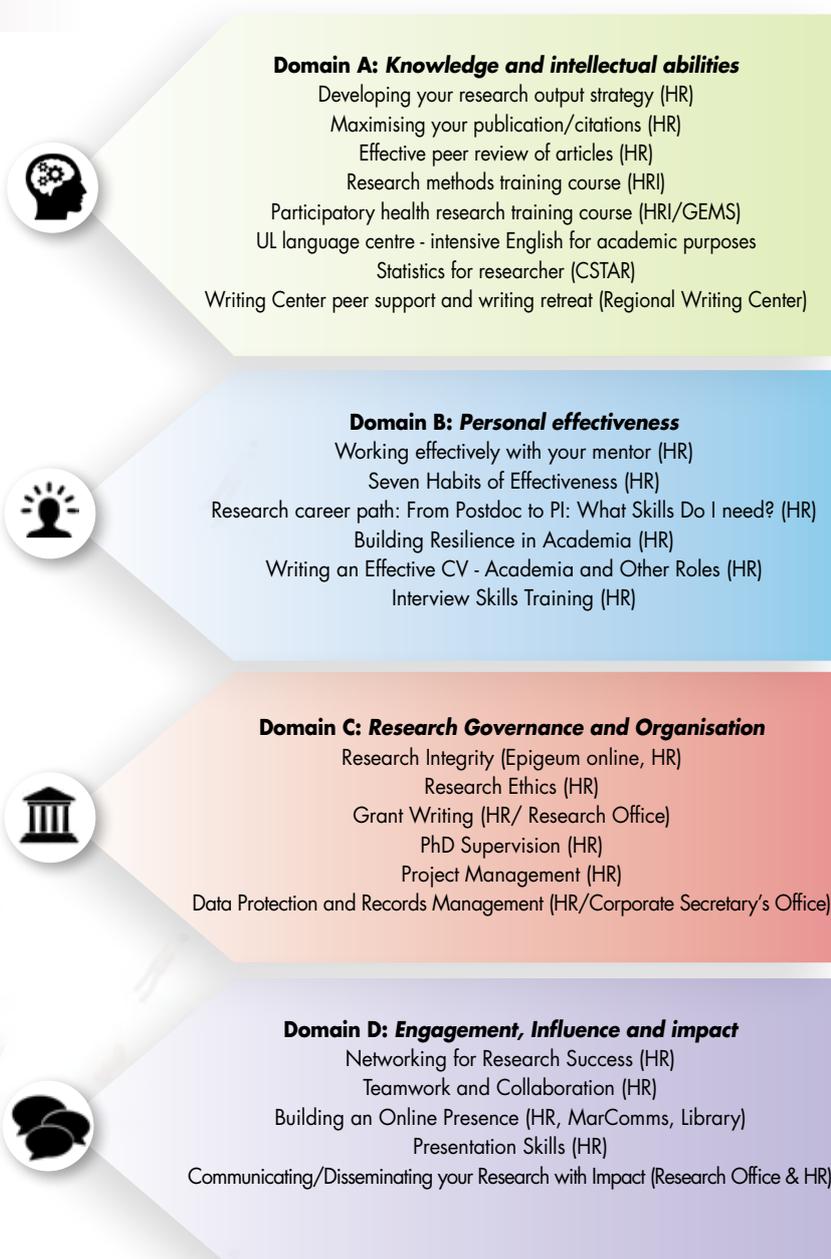
3. Vitae <https://www.vitae.ac.uk/>

Quarterly meeting

Fellows will meet quarterly with the core steering group members (i.e., once every 3 months). The meetings represent a shared learning opportunity. Each Fellow will provide an update on their research and training activities with reference to their career development plan. As CV advancement is an important component of researcher development, this will be specifically addressed at the quarterly meetings. Fellows will be prompted (Pro forma, Appendix B) to consider all experiences that have contributed to their CV advancement, leadership skills and key learning.

Figure 3

University wide training courses and supports relevant to each learning domain.





Feedback will be a two-way process where Fellows will have an opportunity to provide comment or feedback on the programme and to seek guidance from the steering group on any areas of difficulty. These meetings will be used to facilitate Fellows' leadership skills, so each Fellow (supported by their research leader) will organize and Chair these meetings in rotation.

Mentorship

The research leader is the primary research mentor who will oversee implementation of the career development plan. The research leader and Fellow will meet twice annually to review in detail the career development plan.

The quarterly meetings provide a forum for Fellows to discuss aspects of their career development and to seek assistance, as required, from the steering group. Other members of the steering group may offer assistance to Fellows should they have requisite content expertise.

Leadership

Research leadership is an important part of the training programme for the Fellows. These individuals will be expected to assume leadership responsibilities in their core research group, be involved in co-supervising research students, and organise the steering group's quarterly meetings. The Fellows may, for example, wish to develop a regular journal club, facilitated by one (or more) of the research leaders. This format may include one Fellow writing and presenting a synopsis of their chosen topic and others providing constructive appraisal and feedback. To assist with individual publication strategies, a peer review group may be usefully developed.

In the longer term, Fellows may assist in establishing a wider community of postdoctoral researchers to encourage broader networking, across UL and beyond.

Time commitment and schedule

The training development and leadership programme will take place over the initial 18 months of the fellowship.

An additional day will be dedicated to the quarterly meetings. This allows 6 days for elective training (of specialist & core transferable skills, Table 1) to be undertaken, based on the training needs identified through the research performance career development plan and with the agreement of their research leader.

Table 1

Research and development training courses. Courses dates are published at:
<https://www.ul.ie/hr/researcher-support>

**Vitae RDF
Domain**

Topic

Trainer

Domain A: Knowledge and Intellectual Abilities

Developing your Research Output Strategy
Maximising your Publication / Citation
Output
Effective Peer Review of Articles

Research Office, Panel discussion
Research Office, RAND Europe, Library

David Jones

Domain B: Personal Effectiveness

Working Effectively with your Mentor
Seven Habits of Effectiveness
From Postdoc to PI: What Skills Do I
Need?
Building Resilience in Academia
Writing an Effective CV – Academia and
Other Roles
Interview Skills Training

Marie Connolly, HR Division
Alan Lyons, Kinch Lyons
Panel Discussion

Janet Wilkinson, 3x3 Consultancy
Experienced Panel, HR Division, and
Careers Division
Mary Harris, Change Management Ltd.

Domain C: Research Governance and Organisation

Research Integrity
Research Ethics
Grant Writing
PhD Supervision

Project Management
Data Protection and Records Management

Epigeum Online Programme
Paul Reynolds, Edgehill University
Martina Prendergast, Research Office
Graduate School, Panel, and Mary Ann
McDonagh, Payback Solutions
Internal Panel
Maria Connolly, Corporate Secretary's
Office

Domain D: Engagement, Influence and Impact

Networking for Research Success.
Teamwork and Collaboration.
Building an Online Presence.

Intellectual Property & Commercialisation
Presentation Skills
Communicating/Disseminating your
Research with Impact

Louise McNamara, Invisio
TBC
Sheena Doyle, MarComms and Research
Librarian
Technology Transfer Office
Paddy Lavelle
Christine Brennan, Research Office
Paul Bader, Screenhouse Productions

Internal recognition

All provided training is designed to be concentrated and focused, with practical, useful content that provides the Fellows with the requisite skills to achieve key deliverables; aka to conduct high quality research (leading to ISI publications and successful grant applications).

Under guidance from HR, Fellows will develop an e-portfolio of their training record (Appendix E). This portfolio will be used to track the key performance indicators, including what training was undertaken, why and what effect this had on their research agenda or CV advancement. Experiences will be captured through short, self-reflective text.

On completion of their RPF, the Executive Dean of EHS will provide a letter of endorsement for each Fellow, stating that they have successfully completed the programme.

Programme evaluation

Evaluation is defined as “the systematic investigation of the worth or merit of an object” (Program Evaluation Standards, 1994). It can have either formative or summative purposes, and usually both. A formative evaluation is undertaken to inform what is being done while the program is still in progress: the overarching question is “How can we do these things better?” A summative evaluation makes a judgment about the value of the program, and asks “How well did these things work?” (Dent et al., 2014). The evaluation of the Succeed and Lead Fellowship Programme has both formative and summative elements.

The Programme evaluation framework was designed using the following steps:

- **Identify intended outcomes and the processes by which these are to be achieved.**
- **Identify stakeholders in this project.**
- **Formulate evaluation questions.**
- **Identify data sources.**
- **Decide on methods for collecting the data.**
- **Communicate the findings**

Three major intended outcomes were identified: (1) enhanced research leadership skills; (2) enhanced research performance; and (3) acceptance of responsibility for one’s own career development. A set of evaluation questions addressing these outcomes has been developed, and linked to key processes within the Programme. Data sources will include surveys and interviews with the main stakeholders (e.g., Fellows, Research Leaders, Steering Group members), and the Fellows’ developing e-portfolios and CVs.

List of Useful Support Staff Contacts

Human Resources:

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International Education Division:

Ms Ivanna Darcy

EU Partnerships Officer
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Ext: 2594

EHS Research Centres:

Name	Acronym	Contact details
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Centre for Physical Activity & Health Research	C-PHAR	Prof. Alan Donnelly cpahr@ul.ie
Centre for Social Issues Research	-	Prof. Orla Muldoon Orla.muldoon@ul.ie
National Centre for STEM Education	EPI-STEM	Prof. Merrilyn Goos epistem@ul.ie
Research Centre for Education and Professional Practice	RCEPP	Dr Patricia Mannix-McNamara Patricia.M.McNamara@ul.ie
PE PAYS Research Centre	PE-PAYS	Prof. Ann MacPhail Ann.macphail@ul.ie

Health Research Institute staff and contacts:

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Dr Rose Galvin	Theme Lead Health Services Delivery	Rose.galvin@ul.ie
Prof. Ann MacFarlane	Theme Lead Public Patient Involvement	Anne.macfarlane@ul.ie
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Ms Karen Kemmy	Senior Administrator	Karen.kemmy@ul.ie
Website:	https://www.ul.ie/research/hri	

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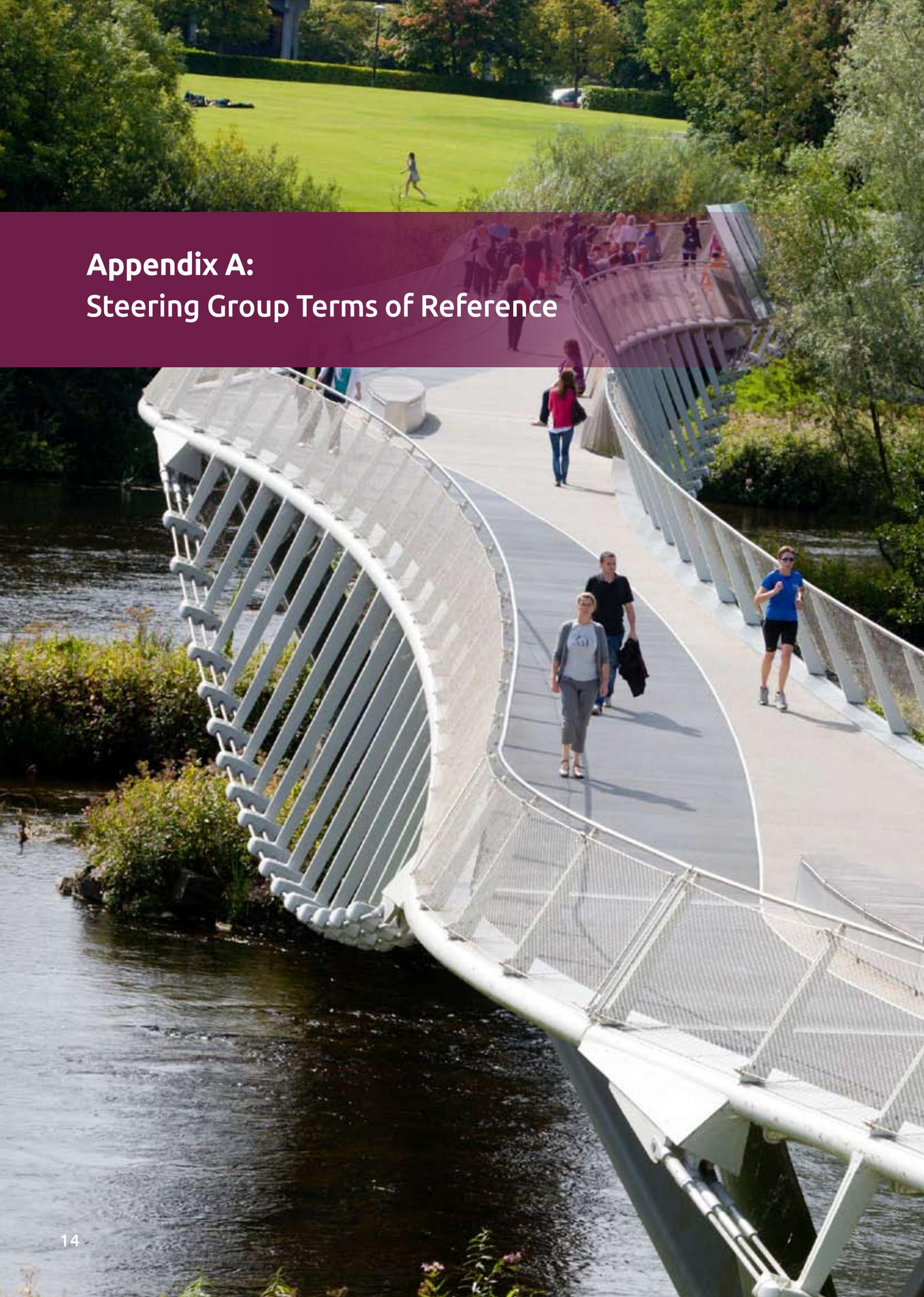
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Joint Committee on Standards for Educational Evaluations 1994. The program evaluation standards: How to assess evaluations of educational programs. Newbury Park, CA: Sage.

Excellence and Impact, Research and Innovation strategy for the University of Limerick, 2016.
https://www.ul.ie/research/sites/default/files/UL_ExcellenceImpact2020.pdf

Broadening Horizons, Strategic Plan 2015-2019.
<https://www.ul.ie//UL-Strategic-Plan-Broadening-Horizons.pdf>

Future Ready: EHS Research Implementation Strategy: 2015-2020.
https://www.ul.ie/research/sites/default/files/UL_ExcellenceImpact2020.pdf



Appendix A: Steering Group Terms of Reference

Preamble:

The Succeed and Lead Fellowship Programme within the Faculty of Education and Health Sciences (EHS) at the University of Limerick is directed at ambitious early career researchers at academic and research institutes who have a PhD and aspire to be a future research leader. Our commitment to excellence in research drives us to seek out and assist the best of the next generation of scientists across health and education.

These Fellowships have a strong focus on research leadership, with our 18-month postdoctoral training programme offering career and training opportunities to support the right candidates to fulfill their potential.

The Fellows will not only receive direct mentorship from world-leading researchers at our institution, they will also receive support from staff at several of our inter-disciplinary research institutes and centres, as part of their training.

The Steering Group:

A steering group, consisting of two staff members from HR* with the EHS research funding officer** and six successful, research-active senior academic staff, *** under the leadership of the Executive Dean+ and the ADR++ for EHS, has been set up to design and oversee the implementation of the Fellows' research training scheme, ensuring a quality experience for the participants.

As at Jan 2018: *Carolyn Lynn, Alison O'Regan; **Orla Power-Grant; ***John Forbes; Rose Galvin; Merrilyn Goos; Patrick Kiely; Anne MacFarlane; Catherine Woods; +Rachel Msetfi; ++Stephen Gallagher

Terms of Reference

The Steering Group will meet for one and a half hours every six weeks to:

- Design, and take responsibility for implementing, the research training scheme for each Fellow
- Oversee the progress of each Fellow in the training programme

The Steering Group will:

- Provide high level critical feedback and input to all research studies undertaken
- Oversee the outputs and progression of the Fellows (publications, grant applications, presentations)
- Act to mentor the Fellows, both individually and collectively, as needed
- Assist with all evaluations, on-going developments, of the research training scheme and seek to implement best international practise
- Contribute to any dissemination of the programme as needed
- Guide and implement good practice for the Fellows' research programme

Operation of the Steering Group Meetings:

Membership of the committee will initially be for a term of 3 years. The steering group will have rotating chair, across the group, at successive meetings.

Quorum: A meeting shall not commence until at least one third of the members of the steering group are present. If a quorum is not forthcoming within ten minutes of the duly notified commencement time of the meeting, the Chair shall adjourn that meeting, and set an alternative date for the meeting.

The agenda of the committee will normally consist of the following items:

- a. Review minutes of meeting
- b. Matters arising
- c. Reports/ announcements
- d. Specific agenda items (to include the programme evaluation)
- f. AOB

The meeting chair will lead discussion and keep the agenda moving. The meeting co-chair will capture minutes using the pro forma template (see below). The co-chair will draft the agenda for the next meeting and send this to the administration support for circulation with the minutes. The co-chair will chair the next meeting.

Administrative support will be provided by the EHS administrative office staff. This will include venue booking, circulation of agenda in advance of the meeting and minutes pro-forma following the steering group meetings.

Steering Group Meeting Minutes:

Chair:

Date:

Members in attendance:

Apologies:

Matters arising:

Reports/announcements:

Key points:

Key actions agreed and
people responsible:

AOB:

Date for next meeting:

Handover notes for chair:

Proposed agenda:

Additional agenda items should be sent to the chair at least 2 days ahead of the next meeting.
Final agenda will be circulated via the chair.



Appendix B:
Pro forma for Quarterly Meetings
of Postdoctoral Fellows

Date:

Key Deliverables:

Research Update:

Training Update:

CV advancement:

Leadership:

Key Learning:

Feedback from the
Steering Group:

Feedback to the
Steering Group:

Action items and
next steps:

Appendix C: Detailed Description of Training Courses



Vitae RDF Domain	Topic	Trainer
Domain A: Knowledge and Intellectual Abilities		
	<p>Developing your Research Output Strategy Why are research metrics important? An international perspective. What metrics are important in academia and why? Panel Discussion: Developing a research output strategy – what works The importance of having a strategy and how to develop this.</p>	<p>Research Office Panel discussion Janet Wilkinson (3x3 Consultancy)</p>
	<p>Maximising your Publication / Citation Output Developing an effective publication strategy; what does the research say? Steps to developing an effective publication strategy. Using library resources to develop your publication strategy. Developing your publication strategy (with expert and peer input).</p>	<p>Research Office RAND Europe Library</p>
	<p>Effective Peer Review of Articles How to review manuscripts quickly and effectively. The workshop includes: how to evaluate a manuscript, what to write in the review and how long it should take. Recommended best practice is based on the views 116 editors of medical, psychology, biology, chemistry, physics, maths, engineering and geology journals that I surveyed. This workshop has been run 55 times at Oxford, Cambridge, Imperial College, Edinburgh, Durham, Bristol, Swansea, Sussex, Dundee and Portsmouth Universities.</p>	<p>David Jones</p>
Domain B: Personal Effectiveness		
	<p>Working Effectively with your Mentor How to prepare for and manage your mentoring experience for maximum effectiveness. This includes setting goals; contracting with your mentor; monitoring progress; evaluating and retuning as appropriate.</p>	<p>Marie Connolly, HR Division</p>
	<p>Seven Habits of Effectiveness What makes an effective person? People who are at the top of their field have a lot in common, and we can learn a lot from their successes and strategies. It is often difficult to know which steps to take to enhance one’s effectiveness. Despite being willing to improve the way we work, we generally don’t know where to start and how to proceed in order to improve our general effectiveness. In order to tackle this training need we are offering this practical, focused seminar day based on the lessons drawn from Dr. Stephen Covey’s bestseller book on <i>The 7 Habits of Highly Effective People</i>.</p>	<p>Alan Lyons, Kinch Lyons</p>

<p>From Postdoc to PI: What Skills Do I Need? Panel discussion with PIs reflecting on the skills needed to become an independent researcher and PI.</p>	<p>Panel Discussion</p>
<p>Building Resilience in Academia Developing resilience in academia: coping with setbacks and overcoming hurdles. This workshop returns to the subject of personal career strategy and considers the underlying activities and skills required to build a resilient approach to career development and self-management.</p>	<p>Janet Wilkinson, 3x3 Consultancy</p>
<p>Writing an Effective CV – Academia and Other Roles What makes for an effective CV? What differences would you expect for academic versus other roles? How should a CV be tailored? Learn from examples of effective CVs. Steps to developing a strong CV. Develop a framework for your own CV.</p>	<p>Experienced Panel, HR Division, and Careers Division</p>
<p>Interview Skills Training This programme will help participants to hone their interview skills. The course will cover what makes for an effective interview, and will provide an opportunity to develop and practice effective interview skills.</p>	<p>Mary Harris, Change Management Ltd.</p>

Domain C: Research Governance and Organisation

<p>Research Integrity Online Research Integrity Training; https://www.epigeum.com/courses/research/research-integrity-concise/. This new course, available since April 2016, is targeted at experienced researchers and has a course duration of 45-75 minutes.</p>	<p>Epigeum Online Programme</p>
<p>Research Ethics This course in Concepts and Problems in Research Ethics cover the following: What are Research Ethics? A Conceptual and Contextual Framework. Research Ethics and the Research Process - Mapping Ethical Issues and Research Design. Beneficence and Non-Maleficence in Research Practice: a Guide. Troubleshooting Research Ethics Problems (both prescribed and brought by the audience). Research Ethics Scrutiny and Representing Research Ethics Effectively.</p>	<p>Paul Reynolds, Edgehill University</p>

Grant Writing

In this practical half-day workshop, participants will first learn some background on the different types of grants, navigating the call documentation, on forming your research idea, the funding landscape, choosing the right funding instrument, different stages of proposal writing, practical tips and do's and don'ts, pitfalls, time management, proposal evaluation, and will be given examples of good and bad writing. Participants will work in groups of three/four and write a short grant proposal for a fictitious funding agency. Participants will also get the chance to review a grant proposal.

Martina Prendergast,
Research Office

PhD Supervision

The aims of the programme are summarised as follows:

- Understanding University Procedures for PhD Supervision
- What makes an effective PhD supervisory relationship?
- Co-creating the relationship and creating mutual expectations
- Effective communication
- The role of power in the relationship
- Resolving problems effectively.

Graduate School, Panel,
and Mary Ann McDonagh,
Payback Solutions

Project Management

What do excellent project managers do in practice to manage research projects? What are the key structures they use? How do they pay attention to the task and keep the stakeholders on board? Hear from a panel of experienced project managers on both large and smaller research projects about how they manage this.

Internal Panel

Data Protection and Records Management

This practical Data Protection awareness course provides an understanding of Data Protection and the obligations and requirements the Acts place on each of us as employees. Records Management includes creating, storing and using information; classification; retention; and electronic records and emails.

Maria Connolly,
Corporate Secretary's Office

Domain D: Engagement, Influence and Impact

Networking for Research Success

This half-day session is designed to build on your skills and confidence to network for success as part of your Research Strategy. The focus will be on practical tips and techniques when networking face to face: at conferences, networking events, planned & chance meetings.

Louise McNamara, Invisio



<p>Teamwork and Collaboration</p> <p>This short programme will help you to find out more about your teamwork style and how this understanding can help you to work more effectively with others.</p>	<p>TBC</p>
<p>Building an Online Presence</p> <p>How can social media help you to build the online presence you want? How can this benefit you? How can you do this in a way that reflects who you are? How can you focus your time and efforts for maximum effect?</p>	<p>Sheena Doyle, MarComms and Research Librarian</p>
<p>Intellectual Property and Commercialisation</p> <p>How do you identify the commercial potential of your research? What internal and external supports are available to bring it to the marketplace? This programme will cover identification, evaluation, protection and commercialisation of intellectual property (IP). This will include an overview of UL processes surrounding IP, a talk on patenting (European patent agent), followed by a discussion on commercialisation (spin out company and licensing) options and supports.</p>	<p>Technology Transfer Office European patent agent Researcher(s) experienced in commercialisation</p>
<p>Presentation Skills</p> <p>Planning and preparing your presentation; making your presentation; managing mindset; choosing and using visual aids; presenting to persuade.</p>	<p>Paddy Lavelle</p>
<p>Communicating/Disseminating your Research with Impact</p> <p>What is impact? How can you factor impact into your research project? During this programme, case studies of research with impact will be provided. A masterclass on tailoring your message to different audiences will also be provided, including an opportunity to tailor your own message.</p>	<p>Christine Brennan, Research Office Paul Bader, Screenhouse Productions</p>

Appendix D: Researcher Performance and Career Development Plan



Personal Details:

Name		Job Title				College/ Division:	
Staff Number		Review Period (18 months)	From		To:	Dept/ Unit:	

SECTION 1. CAREER OBJECTIVES

Short-Term Career Objectives (Year 1):

Using the indicators in the table below, please identify your short-term career objectives.

1. Research Activities

- a)
- b)
- c)

2. Research Outputs

- a)
- b)
- c)

3. Skill Development (see skills audit in Section 2)

- a)
- b)
- c)

4. Other Objectives

- a)
- b)
- c)

Long-Term Career Objectives (Next 5 years):

This section should reflect your career aims beyond your current role.

Summary of Key Meeting Points

Type of Meeting (Delete as Appropriate):

First Meeting / Interim Meeting / Annual Meeting / Final Meeting

Date:

Notes:

Date of Next Meeting

SECTION 2. SKILLS AUDIT

This skills audit should be used to inform what development programmes you wish to choose from the Research and Development programme menu (Appendix C).

**Vitae RDF
Domain**

Topic

Development Need

1 = no requirement for development;

5 = strong requirement for development

Domain A: Knowledge and Intellectual Abilities

	1	2	3	4	5	
Research Methods						
Information Seeking						
Critical Thinking, Problem Solving						
Creativity, Innovation						

Domain B: Personal Effectiveness

Personal qualities, confidence, self-reflection						
Planning, prioritising, time management						
Professional and career management, networking, building reputation						

Domain C: Research Governance and Organisation

Funding generation						
Financial management						
Developing a research strategy						
Professional conduct: Ethics, legal requirements, IP, authorship						

Domain D: Engagement, Influence and Impact

Engagement and impact						
Communication and dissemination						
Teamwork						
Influence and leadership						

SECTION 3: INDIVIDUAL OBJECTIVES FOR NEXT 6 MONTHS:

Key Areas of your Job	Objectives	By When	Progress/Achievements

SECTION 1 OF FORM TO BE HELD JOINTLY BY FELLOW AND RESEARCH LEADER

SECTION 4: INDIVIDUAL DEVELOPMENT OBJECTIVES:

Referring back to the Skills Audit (section 2) and your Career Planning (Section 1), what are your individual development objectives for the next 6 months. This should include both identifying which ten (minimum) programmes you wish to undertake from the **Research and Development programme menu**, as well as any other development opportunities. Other development opportunities could include, for example, shadowing colleagues, networking internally/externally, involvement with PI on particular aspects of the research, etc.

Development Objectives	Development Action(s)	By When	Progress/Achievements
Knowledge and Intellectual Abilities			
Personal Effectiveness			
Research Governance and Organisation			
Engagement, Influence and Impact			

SECTION 4 OF FORM TO BE HELD JOINTLY BY the Fellow AND Research Leader. A summary of any formal training needs identified to be forwarded to the Dean and the Learning and Development Unit (researchdevelopment@ul.ie).

Signed: _____ (Fellow)

Date: _____

_____ (Research Leader)

Date: _____

Appendix E: E-Portfolio



SECTION 2. FOR COMPLETION AT THE END OF THE PROGRAMME.

Key Learnings / Reflection

What are the top five things you learned about developing your career as a result of your experiences during this programme?

1.

2.

3.

4.

5.

Please outline your strategy to continue from here.

This should include both your research strategy and your personal career development strategy.

Research Strategy:

Career Development Strategy:

SECTION 3. THE RESEARCH LEADER'S PERSPECTIVE

This Section is to be Completed by your Research Leader

What are the top three things this person should focus on in the next 12 months to develop their career? (Please be as detailed as possible in how these could be addressed: contacts/supports available, etc.)

1.

2.

3.



