



Getting ready for the new HRA student research policy



- ▶ Please can you ensure your full name is displayed to all participants
 - ▶ To change your screen name, click **Participants** and hover over your name, click **More**, and choose **Rename**
- ▶ Please ensure that you are muted during the presentations
- ▶ We are happy for you to keep your cameras on, however if the connection seems slow, we suggest that you turn your camera off
- ▶ We will be recording the presentations to share with the wider community
- ▶ For any questions, we are happy for you to unmute yourself or to use the chat function. If you would rather ask your question, please raise your virtual hand so that we can invite you to unmute yourself



Structure of the session

10:05 – 10:45

- ▶ Presentations from the HRA in relation to the new Student Research Policy - followed with Q&A

10:45 – 11:30

- ▶ Some examples of what is happening nationally in relation to Student Projects

11:30 – 11:40

- ▶ Coffee & Comfort Break

11:40 – 12:10

- ▶ Facilitated break out conversations

12:10 - 12:40

- ▶ Whole room feedback for the community summary & next steps

12:40 – 12:45 Close



Health Research
Authority

Professor Matt Westmore,
Chief Executive, HRA

What we heard...

Student research is often well conducted, can provide high quality evidence for the health and care system, and good learning outcomes for students.

Students are often well supported by their supervisors and institutions.

...but some students can have a poor experience and there is a significant burden for the HRA, DAs and the NHS.

Some students find themselves doing research that requires NHS REC/HRA approval when they don't need to.

Not all students and courses are the same, so the approach taken needs to consider a variety of learning requirements and contexts.

Student research is an important part of the education of researchers and health and care professionals.

Many students don't have time to complete the approvals process and so it becomes a stressful experience.

Student research places a significant burden on many parts of the system.

Standalone and individual projects are not representative of modern research.

Sponsors and supervisors have a key role in supporting students in achieving their learning outcomes, but course leaders are pivotal.

What will be possible?

Many types of health and care related projects that don't require HRA approval.

All group projects
i.e. Students contributing to elements of a project/programme

No individual
undergraduate
(or equiv')
research



All doctorate
(or equiv')
research

Students should not be Chief Investigators

Focus on Masters (or equiv') students

What will be possible?	Non-REC	PR Ethics Review	Full Ethics Review
Health and care professionals or trainees on health and care courses delivered by research active university departments	✓	✓	✓
Students on health and care courses in health and care research activity university departments	✓	Only if alternatives have been fully explored	✗
Students on non-health and care courses or in university departments not active in health and care research	✗	✗	✗

Successful approaches

- Research outside health and social care or doesn't involve patients/ service users, NHS staff, identifiable data/tissue/samples
- Secondary research such as literature or systematic reviews
- Public/Stakeholder involvement (that does not require REC or study wide review, put individuals at risk or place pressure on NHS or social care provision)



Successful approaches

- Developing a proposal/plan/strategy for good public involvement and/or dissemination
- Health and social care project protocol/proposal development (stopping short of submission)
- Mock review panels



Focus on the outcomes

Improve student experience



Improve quality of research outcomes



Enable NHS to focus resource on
research that will make a difference



Q&A



Service Evaluation and Student Research – Setting the Scene

The Student

- In post working full time in an NHS setting
- Undertaking a one year post qualifying programme
- Also on the Practice Research stream of a one-year, 60 credit individual study module at Masters level
- Interested in BAME experiences of mental health services

The Academic Requirements

- An independent practice research study, involving some aspect of empirical data collection, rooted in the student's professional practice.

The Service

- Secondary care working age adult mental health service
- Concern about the over-representation of black men within the service
- Planned service evaluation through casefile audit

Service Evaluation and Student Research – A symbiotic relationship

The Solution

A casefile audit to generate statistical data for the service, supplemented by a series of qualitative interviews with current service users about their experiences of mental health care, including self-defined protective and risk factors.

Benefits for the student

- Access to broader, more detailed data
- Involvement of service user representatives
- Research integrated into the work of the team
- Dedicated research time protected by the service

Benefits for the service

- Capacity to collect more in-depth data
- Opportunity to access the service user perspective
- Student research directly relevant to the work of the team
- Setting suitable reports produced as part of the student's academic work
- Access to the student's dedicated research time

- Joint Research Management Office
 - Sponsorship
 - Substantive employer
 - Educational qualification
- Retrospective review of anonymised patient data
 - Collaboration
 - Multiple PhD students

Background / Issues

As a teaching hospital with close links to Newcastle University the NuTH and Newcastle Joint Research Office (NJRO) receive a significant number of requests to facilitate postgraduate student research projects.

The NJRO have experienced a number of persistent issues related to the set-up and delivery of PGR Student projects

Cause:

- Limited understanding of sponsorship and identification of appropriate sponsor.
- Students and academic supervisors unclear of roles and responsibilities.
- Naïve to process for obtaining Trust sponsorship and gaining local Confirmation of Capacity and Capability
- Lack of understanding regarding need for additional elements (Research Passports, agreements, funding)
- Disproportionate/multiple internal (NuTH) processes.
- Projects not easily aligned to existing research delivery team structures.

Effect

- Disproportionate amount of time spent supporting students.
- Information overload.
- Impact on timelines and delays to recruitment.
- Studies recruiting without appropriate approvals/Confirmation of Capacity in place.

Action Taken

Phase 1

- Implemented dedicated quality improvement project.
- Conduct stakeholder feedback and fact finding exercises.
- Provided guidance at student induction sessions & pre-dissertation seminars.
- Developed a comprehensive 'student guidance pack'
- Job done?

Phase 2 (ongoing)

Reflecting on the QI work it was decided that the changes made were not significant enough.

Currently undertaking a radical overhaul of systems for issuing Confirmation of Capacity & Capability:

- Creating online study registration and submission portal
 - User interface based on IRAS form
 - Proportionate to study type
 - Easily accessed via JRO website
 - Automated stakeholder notifications
 - Provides real-time guidance during completion.

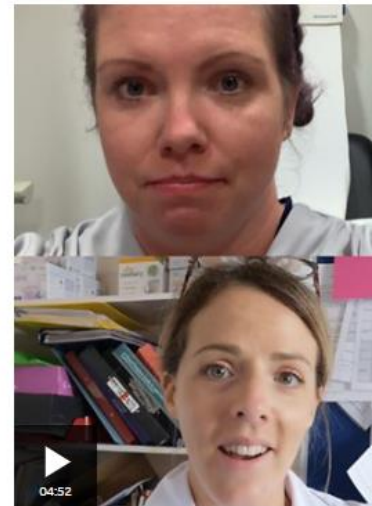
Becoming research confident

- Report from the Council of Deans for Health
- Showcase the value of Nursing, Midwifery & AHP research placements
- Follows on from 2019 *Becoming research confident* report
- Contains case studies of placements detailing
 - Nature of placement
 - Enablers
 - Staff/student reflections



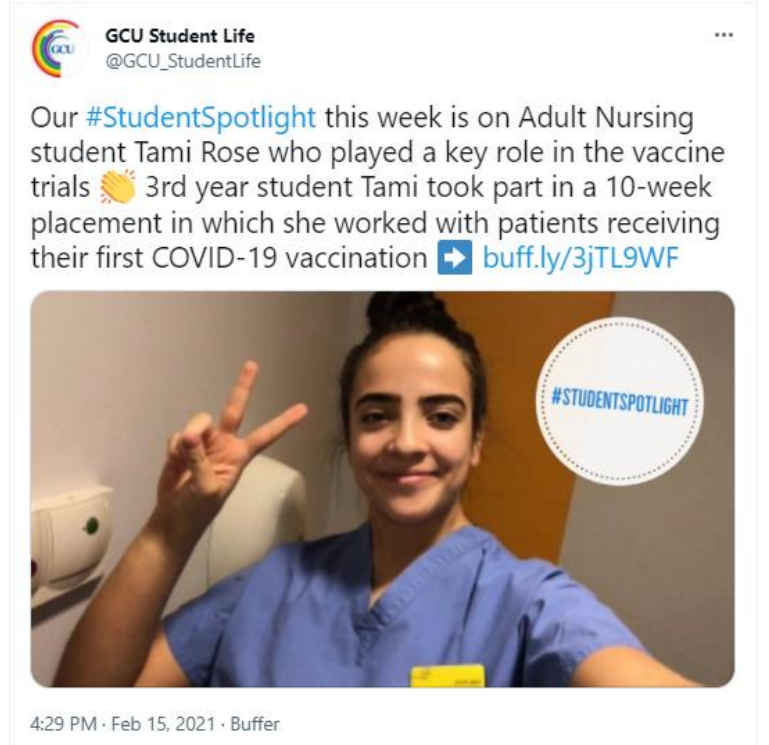
Student Nurse placement at GCU

- 6-10 week placements
- 2nd or 3rd year students
- Good Clinical Practice training
- Ethics committees/approval
- Consent
- Careers in research
- Enhance theoretical input
- Engage with unit based research staff



Coronavirus: Student health w

This year tens of thousands of student nurses, radiograph healthcare workers were given a choice.





10 min Coffee Break

NB. Please remain on the call during the break, you are welcome to turn off your camera and mute yourselves.

Facilitated break out conversations

- ▶ Approximately 30 minutes
- ▶ 8 Groups
- ▶ Each group has a facilitator and a note-taker
- ▶ We would like each group to answer 3 questions and provide feedback on these questions at the end of the breakout discussions.
 - 1) What can we do together to improve the student research experience in line with the policy?
 - 2) What are the things we can do immediately as a community?
 - 3) What levers do we need to pull nationally to support this?
- ▶ Please make notes on jamboard (**Links can be found in the chat**)
- ▶ NB: Copy / open the jamboard links before going into your breakout group, as once you are in your breakout group you will no longer have access to the main room chat