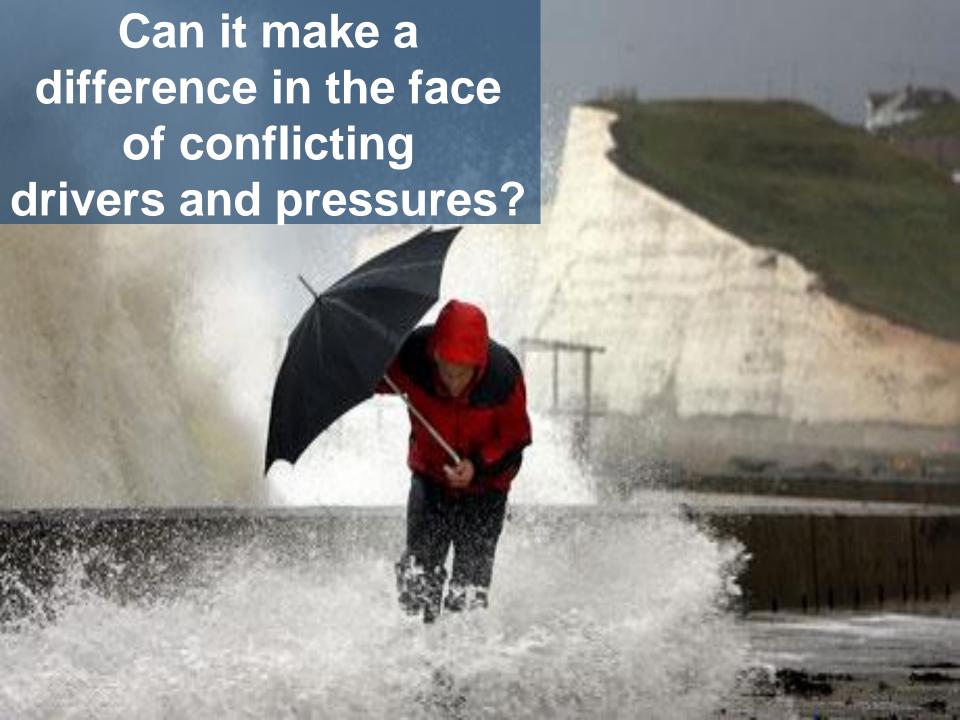# Can integrity training make a difference? Reflections & Suggestions.

**University of Sheffield** www.sheffield.ac.uk/ethics
**Richard Hudson r.j.hudson@sheffield.ac.uk**
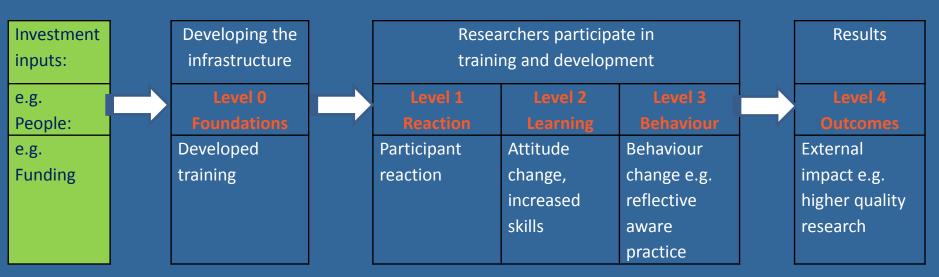
**Can it make a difference in the face of conflicting drivers and pressures?**

# Training in isolation?

# Piece in wider jigsaw?

What are we trying to achieve
in terms of 'making a difference'?

# Making how much of a difference? Impact?

| Investment inputs: | Developing the infrastructure | Researchers participate in training and development | | | Results |
|---|---|---|---|---|---|
| e.g. People: | **Level 0 Foundations** | **Level 1 Reaction** | **Level 2 Learning** | **Level 3 Behaviour** | **Level 4 Outcomes** |
| e.g. Funding | Developed training | Participant reaction | Attitude change, increased skills | Behaviour change e.g. reflective aware practice | External impact e.g. higher quality research |

Rugby Impact Framework model

Spotlight on
Sheffield's training of
doctoral research students

# Training all PGRs – ~4000 total / ~900 p.a.

- Core structure but devolved delivery to 5 Faculties (covering 40+ departments).

- Compulsory.

- Live since 2011.

- **Desired learning outcomes** (DLOs) =
  *Heightened awareness + understanding
  *Awareness of consequences of actions - sensitivity
  *Ability to make defensible arguments - reasoning

- **Quality** = DLOs + efficient delivery of course

# Training all PGRs

## Core structure covering 5 Faculty versions:

> 1. Introductory session

> 2. Series of events in which PGRs
> discuss and reflect on relevant and real-life scenarios/ case studies

> 3. Some form(s) of assessment

Completed in Year 1 of PhD

Led by academic, supported by PGRs & postdocs

# Training all PGRs

- <u>Strengths & weaknesses of delivery model</u>:
  - Faculty-bespoke, relevant, securing buy-in.
  - Loss of control and consistency of quality.
  - Challenges of being compulsory.

- Some innovative, good practices in Faculties.

- Some problems developed over the years.

- Some lessons and solutions.

**Examples of good practices**

- **The introductory 'face to face' session**:
- Recorded.
- Participatory dimension.
- Convey relevance, manage expectations & address sceptics.
- Highlight key terms + topics + principles + responsibilities + your institution's policies and expectations.

- **Facilitated 'face to face' group discussions held a reasonable time after intro. session:**
  - Relevant case studies.
  - Realistic case studies.
  - Real-life (better still Sheffield) case studies.
- Can be delivered back to back (attract p/t PGRs).

- **Facilitated 'face to face' group discussions:** *Facilitated by former participating PGR students and/or postdoctoral research staff*

Incentive: Practise teaching method & goes towards HEA accreditation.
Equity: Recruit facilitators from all departments.
Assuring quality: Fit for purpose preparatory support:  Training + Information + Reduce burden.

- **Assessment:**

Attendance throughout the module is required.
+
Written assignment(s) – e.g. a poster, a presentation, a one page reflective entry, a quiz

- **Flexibility within a framework**:
- Timing, frequency and duration of sessions.
- Content covered & case studies used & assessment method(s).
- PGRs can opt to attend another Faculty's version.
- Faculties can do more than the minimum.

- **Efficiencies**:
  - Pre-arranged room bookings & mixing of groups.
  - All PGRs informed before they arrive at Sheffield.
  - All PGRs automatically registered & in calendars.
  - Creating presentations that have long shelf-life.

**Some problems**

- **Some design problems:**
  - Logistically challenging given the numbers.
  - Originally delivered across Years 1 & 2.
  - Insufficient recognition of workload.
  - Over-reliance on single academic to lead.
  - Seen as 'top down' by some departments.
  - Responsibility delegated to junior person.
  - Finding cohorts of facilitators p.a. can be hard.
  - Epigeum online course insufficiently integrated.

- **Problem of inconsistency:**
  - Intro. session not resonating with all disciplines.
  - Case studies not sufficiently realistic or real-life.
  - Not all facilitators facilitating effectively.
  - Some assessment methods less robust.

**Some lessons & solutions**

- **Some lessons:**
  - Need 2 academics to share module's ownership.
  - Need to invest enough to prepare the facilitators.
  - Reduce burden on people supporting module.
  - Professional services to contribute support in ways that bring economies of scale.
  - Integrate the Epigeum online course as it reinforces Sheffield messages and complements non-Sheffield specific voices.
  - Reduce the work associated with assessment.

- **Some solutions:**
  - Computer Services to do all room bookings.
  - R&I Services to generate more Sheffield-specific case studies.
  - Share good practices in preparing facilitators.
  - Promote benefits of Epigeum course.
  - Simplify and harmonise assessment methods.

# What difference?

- **One Faculty:**
27% strongly agreed & 56% agreed that course enabled development of knowledge and skills in ethical sensitivity.
[questionnaire of ~100 participants in 2014/15 module]

- **One Faculty:**
94% agreed training was useful in developing abilities in responsible conduct
[survey of ~50 participants in 2014/15 module]

- **One Faculty:**
"Having a wide variety of case studies was very effective in making me think about issues outside my research area"

# What difference?

- **No longitudinal follow up study of participants**
- **Influence of the Research Supervisor team**
- **Learning one thing, witnessing another**
- **Quality of the experience**
- **Individuals' own values, beliefs, attitudes**

# Take home messages

- **Training must be relevant & the relevance must be communicated directly.**

- **Training depends on academic buy-in.**

- **Must be efficient but not at expense of quality.**

- **Impact of training in a vacuum is debatable.**

Research & Innovation Services.

Good Research and Innovation Practices.

Accountability  Honesty
Awareness  Courage
Respect  Integrity  Co-operation
Stewardship  Excellence

Excellence  Risk Awareness
Professionalism  Ethical Practice
Respect  Dignity  Transparency
Responsibility
Principles  Protection  Integrity

**Policies**

**Training**

**Supervisory Team**

**Peers**

2011
THE AWARDS
AWARD WINNER
UNIVERSITY OF THE YEAR

Thank You

2014
THE AWARDS
AWARD WINNER
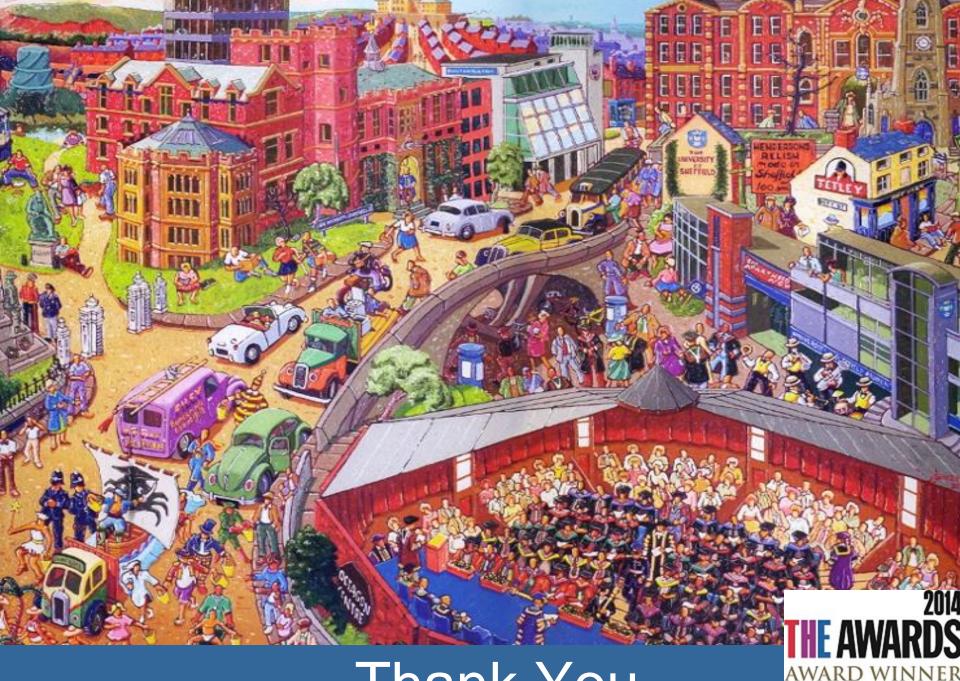OUTSTANDING SUPPORT FOR
EARLY CAREER RESEARCHERS

# Group discussion

1: Share approaches & ideas on training people in R.Integrity.

2. What works? Has impact?

[20 minutes]