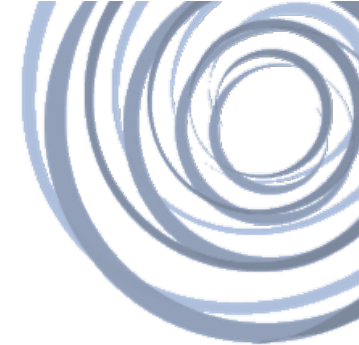




Strengthening of Collaboration, Leadership and Professionalization in Research Management in SADC and EU Higher Education Institutions (StoRM)

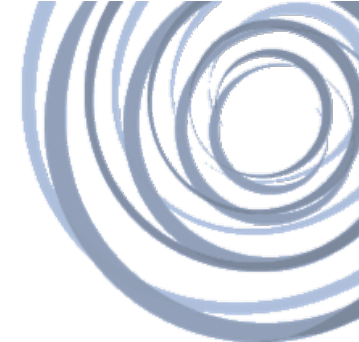


Development of a hybrid postgraduate qualification in Research Management and Administration (RMA) for Southern Africa - lessons learned

Dr. Therina Theron, Senior Director: Research and Innovation
Stellenbosch University, South Africa



Why? (problem statement)

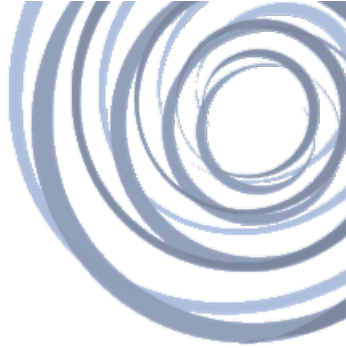


- Effective and strategic research management and administration (RMA) at African HEIs is **currently lacking** – and it is **required for growth and sustainability of HEIs**
- RMA is a **critical function** in HEIs to support the effective sourcing and managing of external funding (research grants) and **skilled personnel** are needed – international funding programmes are competitive and complex.
- Professionally skilled research managers **are key role players** in the competitiveness of researchers and critical to achieving maximum research outputs and impact.

Current status:

- In Africa, there is **not yet a strong base of professional RMA functions and skills** at HEIs
- **No qualification or professional status** for RMAs currently exists in Africa, while HEIs strive to become research intensive
- This is similar for the Baltic States in the EU

What does StoRM aim to do?



Promote research outputs, innovation and impact through the **capacity development and professionalisation of a globally connected and skilled group of research managers and administrators.**

The StoRM project **directly supports the key objectives of the Erasmus+ Key action 2 programme:**

- Supporting the modernisation, accessibility and internationalisation of HE in the partner countries (improving management practices = global competitiveness)
- Support partner countries to address the challenges facing their HE institutions and systems
- Contribute towards the improved collaboration between EU and partner country HEIs
- Promote people-to-people contacts and inter-cultural awareness and understanding

How will the project achieve this aim?

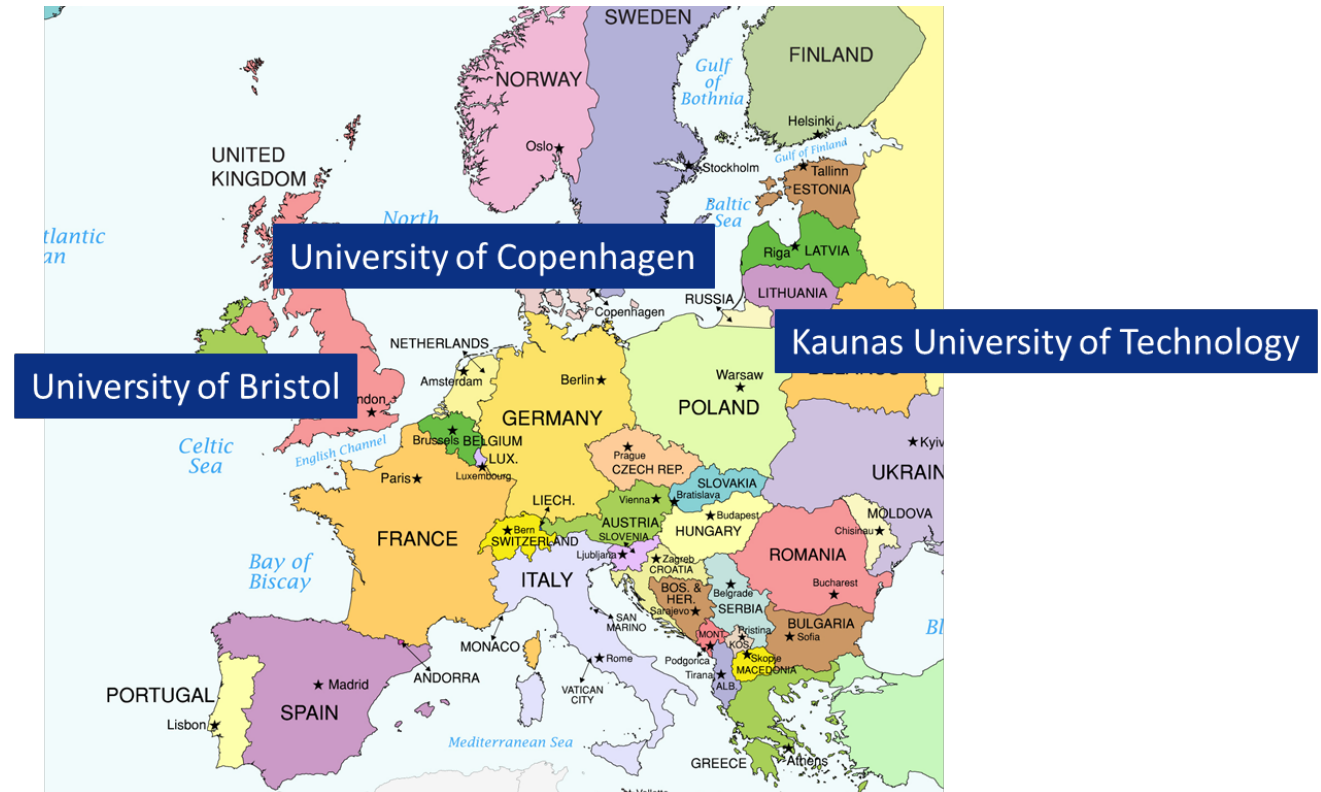
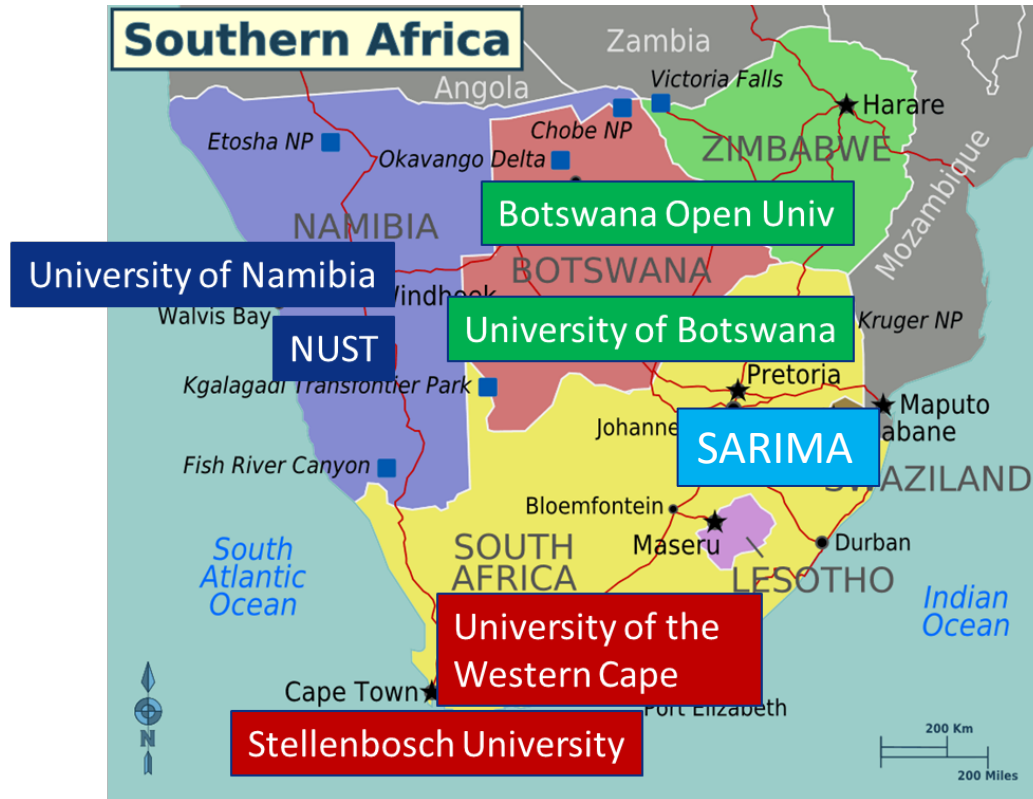
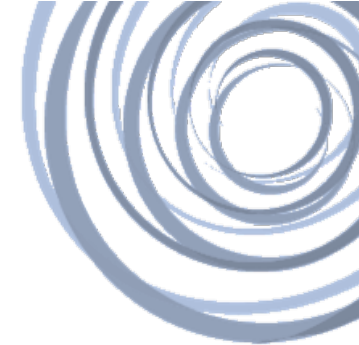


The project has **four** major deliverables:

1. The development and roll-out of a new **Post-Graduate diploma in Research Management and Administration (RMA)** (SU lead)
2. The development of an **Executive Masters in RMA curriculum** (Bristol University; Bristol Ventures lead)
3. The further (Phase 2) development of the **Professional Recognition mechanism** for RMA staff (SARIMA lead)
4. A staff exchange programme and joint studies for **benchmarking, capacity development, developing good practice guidelines** and **advancing collaboration** between EU and African institutions (fellowships for exchanges amongst consortium members; as well as between SARIMA and EARMA)



StoRM partners



StoRM associate partners:

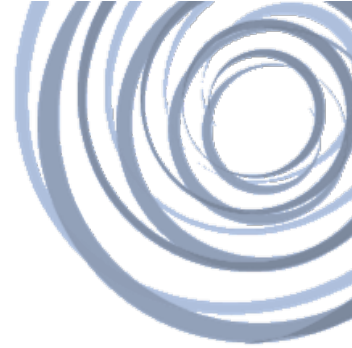
EARMA

ACU

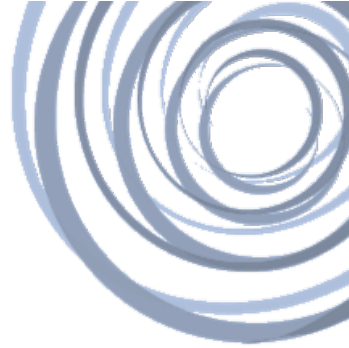
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Professionalisation routes

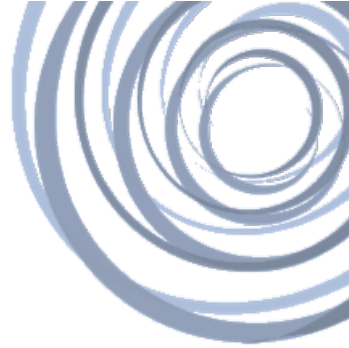


PG Diploma in RMA



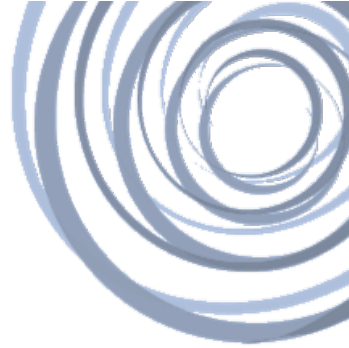
- StoRM consortium inputs into module framework – Namibia, 2017
- Formal agreement signed with CREST at SU (academic department)
- It will be an academic offering in a well-established academic entity with vast experience in offering blended learning courses
- It will be sustainably managed (business planning) and quality assured
- Even if the course was developed with SADC in mind, there is scope for broader interest and expanding the market
- Estimated cost for the full degree is ~R24,000 per annum (~R48,000 total over the two years of study). International fee of R1500 for SADC students.

PG Dip in RMA: General information



- 120 credits; 2 years duration;
- Blended learning (4 contact block sessions; online sessions; study materials; assignments); aimed at working individuals
- **NQF level 8** – equivalent of Honours degree i.e. entry is 3-year Bachelors degree or equivalent. Faculty's recognition of prior learning (RPL) policy applies.
- **Postgraduate Diploma:** Purpose – to strengthen and deepen the student's knowledge in a particular discipline or profession. The primary purpose of the qualification is to enable working professionals to undertake **advanced reflection and development** by means of a **systematic survey of current thinking, practice and research methods** in an area of specialisation.

PG Dip structure & coordination



Programme Director: Prof Johann Mouton;

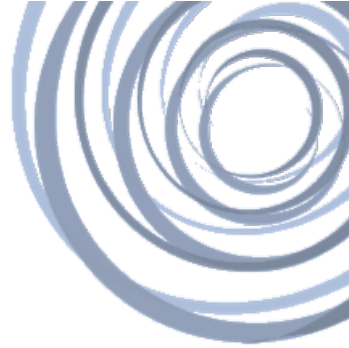
Course coordinator: A/Prof Nelius Boshoff;

PG Administrative coordinator: Ms. Bernia Drake (berniav@sun.ac.za)

- 1. Research landscape in Africa** (15 credits) – A/Prof Nelius Boshoff
- 2. Management of research and research-related information** (35 credits) – Prof Jan Botha
- 3. Research grants management** (35 credits) – Dr. Therina Theron
- 4. Research integrity and ethics** (35 credits) – Dr. Heidi Prozesky



PG Dip structure

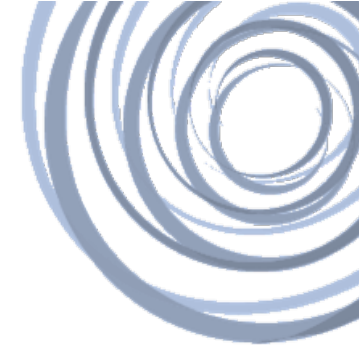


- The programme will be delivered through a combination of block (contact) courses, ongoing on-line support and tutor groups, self-study and assignments to be completed within the work context of the participants.
- CREST has vast experience in offering postgraduate diplomas and structured masters degrees via blended learning (for example, the Postgraduate Diploma in Monitoring and Evaluation Methods).
- The online teaching platform of SU – SUNlearn (produces similarity scores for student assignments via Turnitin) – will be utilised.

1. Research landscape in Africa – content summary

- The history of science in Africa
- The state of African science: An assessment
- Research systems in Africa
- Science granting councils in Africa
- Research collaboration in Africa

2. Research and research-related information – content summary



1. Stakeholders of research- and research-related information
2. Types of research- and research-related information
3. Recording and managing research- and research-related information
4. Measurement of research: Basic bibliometrics
5. Uses of research- and research-related information
6. Trends in scholarly publishing
7. The communication of research to various stakeholders

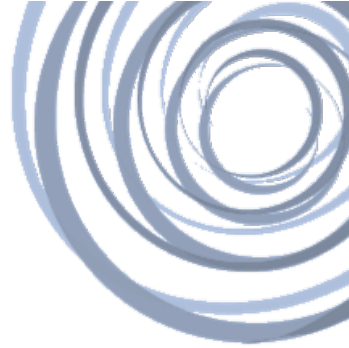
3. Research Grants Management – content summary

1. The management of grant-making processes
2. Grant proposal development and evaluation
3. Project management and budgeting of research projects
4. Post-award financial management and reporting
5. Contracts and IP management
6. Risk and change management
7. The management of research partnerships (for grant-making)

4. Research integrity and ethics – content summary

1. An introduction and overview of research integrity; an introduction to the Singapore and Montreal statements
2. Values and professional integrity (case examples)
3. An international perspective (RCR and responsible research and innovation)
4. Overview of research ethics including those relating to human (biomedical, social and education) research; and to animal and biosafety (principles, systems and processes)
5. Specific RCR topics (management of conflict of interest; publication, authorship and peer-review ethics; collaboration ethics; ethical issues related to data management and transfer)
6. Investigating and reporting allegations of research misconduct; case studies involving allegations of research wrongdoing.

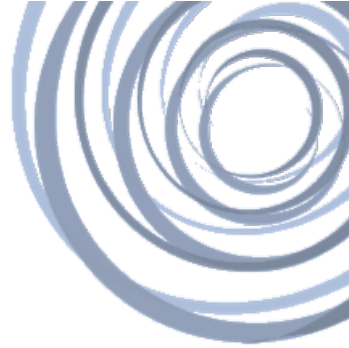
Lessons learned – three years later



What works well vs major challenges

- Theoretical components vs practice-based case studies (quality of assignments)
- New job opportunities for recent graduate, but majority of students based in existing RMOs
- Time and money required for PG studies challenging for working individuals

Lessons learned – three years later



- Accessibility of online contact time vs connection between students, and between lecturer and students
- Market interest high, but student registrations and enrollments do not necessarily follow (finances challenging despite volunteered time of lecturers)