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PHARMACY RESEARCH LEAD - SCOPING EXERCISE

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We would also like to acknowledge the contribution of The Royal Pharmaceutical Society (RPS) who paid travel bursaries for participants outside of Wales to attend the workshop.

We would also like to thank PRIME Centre Wales (Wales Centre for Primary and Emergency Care Research) and NHS Wales, Chief Pharmacist Group who provided the financial support in order for this work to be commissioned.

Executive Summary

A half-day workshop was held in March 2017 in order to scope the key attributes required for an individual to be able to effectively lead pharmacy research within each Local Health Board in Wales. Fifteen participants from England and Wales, considered to have expertise in this area, engaged in the workshop activities to prioritise the knowledge, skills, experience and behaviours required for this role.

In terms of **knowledge**, sign-posting to relevant people and places for advice (about applying for research ethics approval, sources of funding, academic links and key players) was considered to be a key factor in being able to facilitate research. A knowledge of research principles and methodology was also prioritised, but equally important was knowing how to mentor, coach and motivate other pharmacy staff to conduct research.

Effective communication **skills** at different levels (i.e. in order to communicate with different groups of people) plus specific academic writing skills were identified as key to success. The possession of effective skills for fostering collaboration, building relationship and influencing stakeholder were also considered to be of high importance.

Participants thought that being approachable was a key **behaviour** in order to support others in the development of their research skills. Specific **experience** of undertaking research was highlighted as being necessary to provide credibility in the role and act as a positive role model. Leadership experience was also considered to be of high importance in order to motivate and empower other pharmacy staff to conduct research.

A number of other attributes were identified and other issues were discussed as part of the workshop. This information will inform the design of a job specification for the 'pharmacy research lead' posts and to address the education and training needs for the successful implementation of these roles throughout Wales. Next steps involve identifying where provision of training currently exists and where the design of specific training programmes are needed.

1 Overview

1.1 Background

In November 2015, a 5-year strategic plan was published for Pharmacy Research in Wales.¹ An integral part of this strategy was to develop a research workforce for pharmacy across the managed and non-managed sectors in Wales. In order to fulfil this goal, one of the main recommendations was to ‘establish local research leadership roles,’ initially within each of the eight localities (i.e. seven Local Health Boards, plus one NHS Trust) in Wales.

In order for these new ‘research lead’ roles to be successful, it is important to identify the key attributes required of these individuals. The role will involve leading and facilitating pharmacy research locally. Further educational materials may be required to train the workforce; however, first we need to understand what knowledge, skills, experience and behaviours the ‘pharmacy research leads’ need to demonstrate.

The aim of this scoping exercise was to establish what knowledge, skills, experience and behaviours are required of a pharmacy research lead in order to inform the job specification and provide a framework for the design of a development programme for these new posts.

1) Pharmacy Research Wales “A pathway to leadership in multi-disciplinary health and care research” – 5 Year Strategic Plan (2015-2020), November 2015
www.pharmacyresearch.wales

2 Methodology

2.1 Scoping process

Invitations were sent to approximately thirty individuals who were considered to be 'key stakeholders' in the pharmacy research world in England and Wales. These were selected by the Pharmacy Research Wales, Research Strategy Implementation Group (RSIG) to represent the different sectors of the pharmacy profession (i.e. academia, health boards or clinical commissioning groups, primary care, community pharmacy, third sector organisations) and the professional body (Royal Pharmaceutical Society).

2.2 Workshop programme

A workshop programme (Appendix 1) was sent to those who expressed an interest to take part. The scoping workshop was held at Cardiff Metropolitan University in March 2017. Workshop attendees were allocated into one of three groups and asked to generate a list of the key skills, knowledge, behaviours and experiences that they deemed to be necessary for this pharmacy research lead role. Initially, participants were asked to generate their own list of attributes and then share their ideas within the group (using 'post-it' notes on whiteboards to display them). These were then discussed further within each group. Two individuals from each group were then asked to move to another group to discuss the key findings. One group member who stayed in the group was nominated as the spokesperson to feedback to all attendees at the end of the session.

Following this feedback, each workshop participant voted (using coloured sticky dots) for the three most important attribute from each category (i.e. knowledge, skills, experience / behaviour) generated by all workshop participants in order to produce a consensus of the key priorities.

2.3 Post workshop feedback

A survey was distributed via Qualtrics to gain feedback from participants following attendance at the workshop (Appendix 6). A draft of this report was circulated to all workshop attendees one-month later to review for accuracy.

3 Findings

3.1 Workshop participants

Fifteen delegates attended a half-day event. See Appendix 2 for details of participants and their affiliation.

3.2 List of knowledge, skills, experiences and behaviours

The full list of attributes identified by all participants for knowledge, skills, experiences and behaviours is presented from each Group (1, 2 and 3) in Appendix 3, 4 and 5, respectively.

3.3 Identifying priority areas

During the subsequent prioritisation process, those attributes gaining one or more 'votes' were considered to be areas of priority. The data were merged from all three groups and presented in terms of knowledge, skills and experience and behaviours (Tables 1, 2 and 3 respectively).

3.4 Ranking and prioritisation

Consensus was gained across all participants on the most important attributes and these are presented in ranked order for knowledge, skills, experiences and behaviours (in Tables 1, 2 and 3 respectively).

Table 1: Priorities in terms of the ‘knowledge’ required for a pharmacy research lead role

Specific ‘knowledge’ required of the role (i.e. what are they expected to know) (in ranked order)	Number of votes (across all workshop attendees)
Where and who to signpost to? (i.e. academic colleagues, ethics, funders, contacts inside and outside of the organisation)	9
Who the movers and shakers are? (i.e. people in the area)	5
Theoretical understanding of research principles and scientific method (from hypothesis to outcomes)	5
Mentorship, coaching and how to motivate people to do research	4
Local research infrastructure (i.e. where to find co-researchers?)	3
Big picture – (i.e. NHS and Welsh Government Policy Wales)	2
Strategic direction of research in the Health Board / Partner Institute	2
Research governance processes	2
How to communicate – orally and written	2
Political climate (i.e. what’s going on in NHS, academic, private sectors)	1
NHS structure and function (i.e. way the local networks work)	1
How to lead? (i.e. leadership theories / styles)	1
Research funding sources / what funding streams are available?	1
Broad understanding of research methods available to use	1
Knowledge of the different types of pharmacy research (i.e. from drug R&D to medicines management / medicines optimization)	1
How to write research papers? (i.e. where to publish / publication process)	1
What is impact?	1
Knowing what’s possible and what’s not possible	1
Same language / Jargon	1
Barriers (real and perceived) of others undertaking research	1
Facilitation skills / project management skills	1

Table 2: Priorities in terms of the ‘skills’ required for a pharmacy research lead role

Specific ‘skills’ required of the role (i.e. what are they expected to do) (in ranked order)	Number of votes (across all workshop attendees)
Communication skills (i.e. at different levels including lay terms)	6
Academic and effective writing skills (i.e. protocols, research write-up, applications etc.) tailored to needs	4
Foster collaboration, engage with people and build relationships	4
Influencing skills (e.g. stakeholders)	4
Visionary	3
Facilitating access to others to do research in pharmacy	3
Facilitation skills	3
Apply research to day to day practice	2
Helping others to formulate a research question (i.e. developing research ideas into research)	2
Critical evaluation	2
Appropriate dissemination (i.e. verbal / written)	1
Delegation	1
Inter-disciplinary working	1
Sign-post to others	1
Negotiation skills	1
Leadership	1
Motivate others	1
Identify opportunities for research	1

Table 3: Priorities in terms of the ‘experience and behaviours’ required for a pharmacy research lead role

Specific ‘experiences and behaviours’ required of the role (i.e. what they are already familiar with and how they are expected to behave) (in ranked order)	Number of votes (across all workshop attendees)
Approachable	7
Familiarity with research skills	6
Positive role model	5
Leadership experience	4
Emotional intelligence	3
Engaging	3
Nurturing	3
Encouraging and motivating	2
Experience of collaborating with a research partner	2
Inquisitive	2
Proactive	2
Enthusiastic	1
Inspiring	1
Autonomous working	1
Resilient	1
Attention to detail	1
Research governance process	1
Credibility	1
Integrity	1
Effective feedback	1

3.5 Consensus points

Based on these findings, the four essential attributes for each area were:

Knowledge

1. Knowing where and who to signpost to? (i.e. academic colleagues, ethics, funders, contacts inside and outside of the organisation)
2. A knowledge of who the movers and shakers are? (i.e. people in the area)
3. Theoretical understanding of research principles and scientific method (from hypothesis to outcomes)
4. Knowing how to mentor, coach and motivate people to do research

Skills

1. Effective communication skills (i.e. at different levels including lay terms)
2. Effective academic writing skills (i.e. protocols, research write-up, applications etc.) tailored to different needs
3. Ability to foster collaboration, engage with people and build relationships
4. Influencing skills (e.g. with different stakeholders)

Experience and behaviours

1. To be approachable
2. To be familiar with research skills
3. To be a positive role model
4. To have leadership experience

3.6 Further discussion points

During the general discussion at the end of the day, it was suggested that having a clear idea of the type of attributes which are not appropriate (e.g. individuals with their own agenda) was particularly helpful when attempting to define the attributes that are needed for this role. It was felt that personal qualities, behaviours and softer skills were equally important as research experience. The ability to sign-post people to the right resources or to the right people for support or collaboration was considered essential. However, in order to signpost, the research lead needs a good knowledge and understanding of

what is required. The role of the pharmacy research lead in championing or signposting others was considered to be crucial and therefore, it is important to get the right person to provide the right type of support. The Agenda for Change banding system in the NHS was raised as an issue during the closing discussions. This was not captured as part of the consensus group exercise; however it was seen as a potential barrier to the successful implementation of the pharmacy research lead role. For example, in academia, a Principle Investigator (PI) can be at any level (i.e. lecturer or professor) yet it is rarely possible for more junior members of staff to be a PI in the NHS. There is, therefore, a need for an appropriate team structure in the design of research studies conducted in the managed sector, in order to overcome this challenge.

During discussion, it was felt that there should be the opportunity for those who do not currently have these research specific skills or the more generic skills to develop them in the workplace, with the right education and training. It was felt that improving patient care and outcomes should provide everyone with the drive to do research. The ability to explain why research is important (not only from an academic point of view) was considered to be an important asset by gathering the right information and sharing it in an approachable manner.

It was mentioned that whilst there is interest from a community pharmacy perspective, there is a greater feeling of isolation as they are often not sure where to start and therefore require further support and links (i.e. networking, collaborating with the right people).

3.7 Post workshop feedback

Feedback was obtained from five participants and these are presented in Appendix 6. Overall, the feedback was very positive. Twelve participants replied to confirm that the content of this report accurately reflects the workshop findings.

4 Discussion and Recommendations

4.1 Overview of findings

This scoping exercise identified a number of research specific, as well as non-research related attributes as important areas for a pharmacy research lead. The development of these 'softer' skills may need a more mentoring style approach to learning than participation in a more formal course in order to gain these competencies.

4.2 Discussion

It is interesting to note that the participants highlighted the importance of having a good balance between research credibility, being a role model but also general leadership skills. Being approachable was considered to be of particular importance since having good people skills makes research accessible to everyone by breaking down barriers and use of jargon.

The pharmacy research lead could be considered as a gate-keeper who is able to pull in the local network, signpost to the right information and to the right people. However, having some degree of research knowledge is essential in order to provide the correct sign-posting. Part of this role would also involve dissemination of more meaningful research by publishing or presenting more widely, particularly on subjects relevant to practice and patient outcomes.

Actual research experience did not come out as high a priority as might be expected and it was felt that these skills and knowledge can be developed with training and in post. However, it was discussed that to gain thorough experience in research takes many years and that it was best to utilise academic expertise rather than develop these competencies in research practitioners. A number of workshop attendees from England were linked to Higher Education Institutions (HEIs) where academic team have been particularly proactive in developing practice research collaborations and offering this type of dedicated support to

practitioners interested in research. It is therefore important to consider this when taking these recommendations forward in Wales.

In conclusion, the important attributes were considered to be the behavioural skills of a) being approachable, b) to signpost to the right information and to the right people c) to network and collaborate, d) knowing who to contact, e) demonstrate an awareness of the various research skills but more importantly f) to have the knowledge of someone else who could help, g) to be aware of the “big picture”, h) to be engaging, i) to enable people, j) to be friendly, k) to know a lot of people and l) possess transferable skills.

4.3 Next steps

These findings can be used to inform the job specifications of the ‘pharmacy research lead’ posts in Wales, in order that the workforce strategies can be implemented locally.

The next steps are to establish the necessity to implement a development programme for the ‘research lead’ role in Wales. The information presented in this report will help to support the framework and structure of the desired programme to include fundamental areas for personal and professional development as identified as part of the scoping workshop. However, it is important to note that maintaining and establishing strong links with academic institutions will be key to the success of these pharmacy research lead roles.

The information presented will inform the Research Strategy Implementation Group (RSIG) of the requirements of the programme and should assist in a decision being made on how this development programme will be designed and delivered, and if a collaborative approach is required via a co-delivery model with an external partner. It is assumed that if the decision is made to co-deliver, a formal tendering process will be implemented.

Appendices

Appendix 1	Workshop programme
Appendix 2	Delegate list
Appendix 3	List of attributes for Group 1
Appendix 4	List of attributes for Group 2
Appendix 5	List of attributes for Group 3
Appendix 6	Post workshop feedback

Appendix 1: Workshop Programme



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Pharmacy Research Lead Scoping Event Friday, 3rd March 2017

**Venue: Room O.018 - Cardiff School of Management
Llandaff Campus, Cardiff Metropolitan University**

Registration and lunch will be served in the Atrium Foyer

- 12:00 Arrival and lunch with opportunity to network
- 12:30 Welcome and scene setting
(Dr Peter Sykes - Associate Dean of Enterprise, Cardiff School of Health Sciences)
- Overview of Pharmacy Research Strategy Wales and background to scoping event
(Dr Sarah Hiom - All Wales Specialist Pharmacist, Research and Development)
- 13:00 General introductions and overall aim / structure of the event
(Fiona Argent, Jeff Lewis and Sian Westcombe, Facilitators)
- 13:20 Activity #1
- 14:05 Break and Energise**
- 14:15 Activity #2
- 14:50 Activity #3
- 15:05 Group discussion
- 15:20 Tea / comfort break**
- 15:30 Presentation of findings and final contributions
- 16:00 The next steps – Fiona Argent
- 16:30 Close and opportunity for further networking

Appendix 2: Workshop Delegate List

RESEARCH SKILLS WORKSHOP – 3rd MARCH 2017

Delegate List

	<u>Name</u>		<u>Institution</u>
	Baker	Darrell	Chief Pharmacist, Cardiff & Vale University Health Board (UHB)
Dr	Bhattacharya	Debi	Senior Lecturer, Health Services Research, School of Pharmacy, University of East Anglia
	Davies	Mair	Director, Royal Pharmaceutical Society, Wales
	Harris	John	Pharmacy Research Lead, Abertawe Bro Morgannwg UHB
Dr	Hiom	Sarah	All Wales Specialist Pharmacist, Research & Development, Cardiff & Vale UHB
	Ireland	Mark	Board Member, Community Pharmacy Wales; Director Pharmacy Contract & Project Development, Boots UK Limited
Dr	James	Delyth	Senior Lecturer, Health Psychology, Cardiff Metropolitan University
Dr	James	Lynette	Consultant Pharmacists, Cardiff & Vale UHB
	Mcrae	David	Pharmacy Research Lead, Cwm Taf UHB
Dr	Rathbone	Adam	Research Pharmacist, Northumbria Healthcare NHS Foundation Trust
	Rosado	Helena	Senior Development Manager, Pharmacy Research, Royal Pharmaceutical Society, London
	Shenton	Julie	NIHR Clinical Research Network, West Midlands
Dr	Smith	Mat	Director of Education, Cardiff School of Pharmacy and Pharmaceutical Sciences
Dr	Urban	Rachel	Locala Community Partnerships CIC
	Howell	Rhys	Prescribing Advisor, Abertawe Bro Morgannwg UHB

Appendix 3

Table 4: Group 1 – List of Knowledge, Skills, Experiences and Behaviours

Knowledge	Skills	Experience / Behaviours
<ul style="list-style-type: none"> • How to lead? (i.e. leadership theories / styles) • Research funding sources / what funding streams are available? • Where to signpost? (i.e. academic colleagues, ethics, funders) • Broad understand of research methods available to use • Scientific method (from hypothesis to outcomes) • Contacts inside/ outside organization (i.e. who would you sign-post people to?) • Knowledge of the different types of pharmacy research (from drug R&D to medicines management /medicines optimization) • How to write research papers? (i.e. where to publish / publication process) • Local research infrastructure (i.e. where to find co-researchers?) • Mentorship and coaching • Research governance processes • How to enthuse motivate people? (i.e. knowledge of motivational theories) • How to project manage? • Ethics/governance procedures 	<ul style="list-style-type: none"> • Analyse data / support others in analysis of data • Sign-post others • Facilitate • Apply research to day to day practice • Communication skills • Influence stakeholders • Appropriate dissemination (i.e. verbal / written) • Collect data / support colleagues collecting data • Critical appraisal • Decide if a suggested topic is appropriate to pursue as research • Clear communication of what research is • Cross discipline communication • Represent pharmacy at multi-disciplinary research forum within Health Boards • Write research proposals • Design protocols • Write grant applications • Publish research papers • Publish papers • Present data at conferences • Provide advice / guidance on research ethics, R & D approval (i.e. governance frameworks) 	<ul style="list-style-type: none"> • Familiarity with research skills • Role model • Autonomous working • Resilient • Nurturing • Enthusiastic • Attention to detail • Engaging • Encouraging • Research governance process • Staying power / endurance / resilience • Patience • Self-discipline • Friendly • Ability to reflect • Organised • Altruistic • Adaptable • Professionalism • Trustworthy / integrity • Time management • Self-motivated • Outgoing • Persuasive • Approachable • Motivated • Self-motivation • Use evidence into working practice • Navigating research • Corporate processes within locality • Disseminating research (publishing, presenting, communicating)

<ul style="list-style-type: none"> • Ethics necessary or not • Understand Health Board corporate processes • How to engage with the research agenda in health Boards? • How to establish successful teams? • How to set it up to succeed? • Where to look up information / information sources)? • How to do a literature search? • Emotional intelligence • Local clinical, managerial and organisational structures • Awareness of local and national research priorities • How to critically appraise research proposals? • How to analyse data / access to statistician? • How to write research proposals? • What work is being done elsewhere? 	<ul style="list-style-type: none"> • Advise best path to take (do they need ethics approval etc.) • Lead • Be able to explain the process of research • Facilitate local groups / individuals to do research • Motivate • Help build motivation amongst staff • Vision and innovation • Mentor others • Explain where to start • Provide support / mentorship to colleagues undertaking research • Project management • Review research proposals • Team-working • Undertake research • Interrogate data 	<ul style="list-style-type: none"> • Prior experience of audit, service evaluation and / or research • Data analysis • Literature review • Critical appraisal • Use of technology / software (e.g. data analysis, search engines etc.)
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Attributes which appear in the final list of priorities are highlighted in blue.

Appendix 4

Table 5: Group 2 – List of Knowledge, Skills, Experiences and Behaviours

Knowledge	Skills	Experience / Behaviours
<ul style="list-style-type: none"> • Political climate (i.e. what's going on in NHS, academic, private sectors) • Knowing what's possible and what's not possible • People in the area / places • Theoretical understanding of research principles • Who the movers and shakers are • Same language / Jargon • Barriers (real and perceived) of others undertaking research • "Friendly" researchers with an interest in different areas • Know your staff / team • Knowing what's not available • Training and support available • Who to talk to in an organization (about research)? • Strengths and weaknesses of methodologies • Systematic literature review • Government policies etc. • Research priorities (e.g. organisational / professional etc.) • What grant funding bodies exist? 	<ul style="list-style-type: none"> • Writing effectively (i.e. protocols, research write up, applications) tailored to needs • Critical evaluation • Foster collaboration • Delegation • Visionary • Engage with people • Facilitation • Formulating a research question • Academic writing skills • Developing research ideas into research questions • Inter-disciplinary working • Influencing skills • Building relationships • Critique / develop the research ideas of others • Written communication • Use social media • Understanding clinical practice • Critical appraisal • Collect data • Verbal communication • Data analysis (including statistics) • Qualitative analysis • Statistical analysis • Research methods <ul style="list-style-type: none"> - Quantitative - Qualitative (interviewing skills) • Oral communication • Managing expectations 	<ul style="list-style-type: none"> • Approachable • Credibility • Role model • Inquisitive • Emotional intelligence • Inspiring • Motivating • Effective feedback • Strategic • Coaching / mentorship • Willing to help others • Caring • Collaborative • Positive • Conscientious • Enthusiastic • Imaginative • Challenging / questioning • Effective feedback • Engaging / encouraging • "Marketing" research benefits • Gregarious • Resolve / resilience • Resilient • Working with other professions • Attention to detail • Experience in practice roles • Successful completion of research • Multi-tasking • Judgement • Decisive • Time management • Engaging / encouraging

<ul style="list-style-type: none"> • Knowledge of research landscape • Academic career structures • Policies (i.e. hospital, research etc.) • Research funding processes, practices, agenda • Funding sources • How resource intensive methodologies are • When things are happening? (i.e. deadlines / government agendas etc.) • Academic motivators (i.e. REF) • Motivators / incentives • What motivates people and why? • What attributes are needed for a successful researcher? • How ethics committees work? • Skills they need to develop (reflection) • Where things are going? (i.e. horizon scanning)? • REF (What is it and how it works) • Knowledge of current 'state' of pharmacy practice research • Needs of pharmacy profession 	<ul style="list-style-type: none"> • Study skills – extracting information • Protocol development • Write research protocols • Coaching • Practice • Project management • Dissemination skills • Write publications • Literature searching • Making coffee!! • Leadership • Leading teams • Mentoring • Time management • Negotiation • Collaborative working • Understanding other people's perspectives • Encouraging others / supporting • Teaching others to do research • Identify research opportunities • Create research questions • Identify gaps in current research in a field • Identify research questions/areas of research • Analyse issues • Study design • Gain approvals (ethics / organisational) • Write grant applications 	
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Attributes which appear in the final list of priorities are highlighted in blue.

Appendix 5

Table 6: Group 3 – List of Knowledge, Skills, Experiences and Behaviours

Knowledge	Skills	Experience / Behaviours
<ul style="list-style-type: none"> • How to communicate – orally and written? • Facilitation skills / project management skills • How to motivate, coach and mentor people? • Big picture – i.e. NHS and Welsh Government Policy Wales • What is impact • Strategic direction of research in the Health Board / Partner institute • NHS structure and function (i.e. way the local networks work) • Research networks • Research strategy Wales • Who are the major funders? • Major research journals in the field • How to read a research paper? • Big picture- research funding grants • Funding opportunities • National landscape • Their place in the organization • Research Excellence Framework (REF) • Ethical approval processes and when needed • Ethics approval process • Major players in the area • IMPT for LHB? 	<ul style="list-style-type: none"> • Facilitating access to others to do research in pharmacy • Communicate at different levels and lay terms • Negotiation skills • Leadership • Motivate others • Identify opportunities for research • Write a grant • Demonstrate Impact • Build / develop a research team • Project management • Get ethics approval • Motivate people and practitioners • Develop research plan • Manage research budgets • Project Manage / implement / co-ordinate • Communicate well • Communicate current work others are doing • Decision making • Feedback ideas to decision-makers • Present research – written and oral • Mentoring • Practice expertise and subject matter expertise (i.e. pharmacy practice expertise) • Technical / mentoring and coaching • Supervise others to undertake research • Identify opportunities for research 	<ul style="list-style-type: none"> • Proactive • Integrity • Leadership experience • Positive Role model • Experience of collaborating with a research partner • Experience of ability to make a decision • Manage projects • Proven ability to deliver • Innovative • Management experience • Managerial • Good team member • Good team leader • Lead a team • Consistency and fairness • Enthusiastic • Research experience • Honesty • Confidence • Pharmacy practice • Inquisitive • Open-minded • Experience of NHS ethical approval process • Work ethic • Assertiveness • Collaborative working • Critical / logical thinking

<ul style="list-style-type: none"> • How to facilitate new projects? • Who to speak to? • Working knowledge of research methods • Research methodology • Other research related knowledge e.g. Audit / Quality Improvement • Research methods • Supervisory process 	<ul style="list-style-type: none"> • Supervise research – MSc / PhD • Strategic thinking • Innovate • Evidence base • Critical appraisal • Analyse data – qualitative, quantitative • Conduct literature review • Make links (i.e. with HEIs) • Work collaboratively • Collaborate with research partners • Develop staff to increase research • Lead by example • Lead team • Encourage others to participate in research • Go-to person for all R&D (i.e. where / who) • Pharmacy knowledge (i.e. sufficient to have insight into others' projects) • Develop research question • Write research questions • Mentor / coach • Prioritise • Plan future work • Contextualise research in practice • Difference between different types of research related activity e.g. audit / research/ quality improvement • Prioritise research • Supervise projects (i.e. technical, mentoring, coaching) • Ethics approval • Manage projects 	<ul style="list-style-type: none"> • Leadership
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Attributes which appear in the final list of priorities are highlighted in blue.

Appendix 6: Post Workshop Feedback

1) What were the positive features of the scoping event (if applicable)?

- Very inclusive, included a range of people with different backgrounds and varying levels of experience.
- Excellent venue and facilitators were very organised and moved the discussions well.
- Very good facilitators.
- Time slot facilitated travelling.
- Good energy in the room for a nice brainstorming session Presence of various people with a variety of different backgrounds and experience. Nice food/drink/facilities

2) What aspects of the event could have been improved (if applicable)?

- None
- It was well facilitated; I have no suggestions for development.
- Possibly it would have been helpful, during the briefing before the brainstorm, if you indicated what level of granularity we were aiming for - should we indicate communication skills in general or actually ability to listen, empathise, etc.

3) What other specific issues (relating to the skills, knowledge, behaviours and experience of a pharmacy research lead) would you like to raise that were not mentioned on the day (if applicable)?

- I think the issue of progression of the role and where it might fit within a postgraduate pharmacy career should have been discussed more. I think it may be worth exploring the notion that not all of these leaders need to be at the same level of professional development i.e. have one or two roles pitched as a professorial or consultant level, one or two at an advanced stage II level and one or two at an advanced stage I level. In essence the roles might then enable good 'leaders' to be retained.
- None
- None
- I think that the comment made by someone about career trajectory was very insightful; experience tells us that pharmacists often struggle to keep a leg in two camps - clinical and research. BUT consultants manage it. The consultants are rarely research experts - they come up with the idea due to their clinical practice and then have a small network of trusted academics to

whom they go to turn their idea into a grant application. sometimes we put the consultant as the PI.

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- I think it will be very important to keep in mind that these pharmacy research leads may be supporting research at various levels of practice (people with absolutely no experience but also more senior and experienced professionals), several types of research (patient facing and non-patient facing, drug discovery, clinical trials, medicines optimisation, pharmacy practice, educational research, etc) and also different scopes of practice (specialist cancer care, HIV or more generalist pharmacy).

4) Do you have any further thoughts or reflections on the scoping event which you would like to share with us?

- I think this was a very well co-ordinated event and the organisers should consider preparing a manuscript for submission to a peer-reviewed journal as a conference proceedings piece.
- The little details such as car parking arrangements and food were really excellent and I think the impression made, especially on those from outside Wales, was very positive. Thank you.
- None.
- Good initiative, would be great to know the final outcome