JOB DESCRIPTION

Post: Research Associate
Department: Helen Hamlyn Centre for Design, RCA
Grade: 6
Responsible to: Research Fellow, Age & Diversity Space

Background:
The Royal College of Art is an internationally renowned postgraduate art and design institution.

The College's 1967 Royal Charter specifies that the College's purpose is "to advance learning, knowledge and professional competence particularly in the field of the fine arts... through teaching, research and collaboration with industry and commerce". Fifty years on, the College remains in the vanguard of creative enquiry, with around 2,400 students from 65 countries registered for MA, MRes, MPhil and PhD degrees. Applications are strong, and the College's strategy sets out an ambitious plan both to increase student places to 3,000 by 2020 and to launch new programmes underpinned by its world-class research.

The College is located on three sites in central London, in Kensington, Battersea and White City. In 2016 the Chancellor of the Exchequer announced an unprecedented £54 million grant to support a major expansion at Battersea to create a flagship innovation campus, housing new research centres, knowledge exchange labs and additional space for the College's highly successful business incubator, InnovationRCA. With planning consent achieved in February 2018, work on the new building started in early 2018 with the completed building being handed over in late 2020.

As well as welcoming students from around the world, the College's global dimension is enhanced through extensive links with business and industry and its partnerships with leading art and design, cultural and educational institutions; including, among many others, its neighbours in Kensington (Imperial College London, the Victoria & Albert Museum, the Royal College of Music, the Science Museum, and the Natural History Museum).

The College has 500 permanent academic, technical and administrative staff, with more than 1,000 visiting lecturers and professors, including internationally renowned artists, designers, theorists and practitioners. These staff, together with innovative forms of teaching and learning, dedicated technical facilities and research centres, all contribute to create an exceptional creative and intellectual environment and a remarkable record of graduate employment. Numerous eminent graduates have created far-reaching impact and influence, and the College boasts such noteworthy alumni as Sir James Dyson, Thomas Heatherwick, David Hockney, Tracey Emin, Christopher Bailey, Julien McDonald, Alison Jackson, Idris Khan, Sir David Adjaye, Suzie Templeton and Sir Ridley Scott.
Helen Hamlyn Centre for Design:
The Helen Hamlyn Centre for Design (HHCD) provides a dedicated focus for people-centred design and innovation at the RCA. Established in January 1999, the HHCD has built a large programme of research, knowledge transfer and international outreach to academic, voluntary sector and business communities.

The HHCD runs a number of programmes, the largest and most complex of which is the Helen Hamlyn Research Associates Programme for MA graduates, which collaborates with external research partners to employ the graduates on a year-long programme. As the HHCD has developed in size and reputation, three research spaces have been created to rationalise the operational and intellectual structure. The research spaces are: Age & Diversity, Healthcare and Creative Leadership.

Kings College London:
King’s College London is one of the oldest and most prestigious educational institutions in England, ranked 33rd in the world (QS World University Rankings 2020). A leading research university, it has an outstanding reputation for world-class teaching and cutting-edge research, located across five campuses in the heart of London.

King’s College has played a major role in many of the advances that shape modern life today, such as the discovery of the structure of DNA and research that led to the development of radio, television, mobile phones and radar.

The Department of Child & Adolescent Psychiatry:
The Department of Child & Adolescent Psychiatry at the Institute of Psychiatry, Psychology and Neuroscience is world-renowned for its progressive research in the field. Its goal is to understand in principle how childhood disorders are distinct from their adult equivalents; and then apply those principles to prevention, diagnosis and treatment - specifically designed with development in mind. The department provides the essential link between state-of-the-art science and its translation into clinical services.

The Department is the focus for the Child and Mental Disorders theme within the Biomedical Research Centre (funded by the National Institute for Health Research).

Project Context:
One in twenty-five children have Attention Deficit Hyperactivity Disorder (ADHD). To receive a diagnosis, children need to have severe and chronic problems with inattention, impulsivity and hyperactivity, both at school and home. These problems are debilitating, and studies have shown they can dramatically affect people throughout their life: preventing them doing well at school, holding down friendships, and later on, jobs, relationships, and maintaining their health. Medication can help. Nearly half of children diagnosed with ADHD in NHS child and adolescent mental health services (CAMHS) are offered medication at primary school age. They work by reducing the main symptoms of ADHD. However, when children start medications, specialist CAMHS doctors need to monitor carefully how well a child responds. Each child is different. If doctors prescribe too much ADHD medication or increase doses too quickly, side-effects like poor sleep, poor appetite, headaches, and mood changes can make things worse. Give too little, or too slow, a child’s ADHD symptoms and their difficulties remain.
There are several major problems with how ADHD is managed. Current ways of checking for side-effects or whether the medication works are too awkward to use efficiently. The NHS aims to be paperless, but parents and teachers are often asked to fill out paper-based questionnaires via the post. These rarely get back to the doctor and enter a child’s health record. This creates difficulties, as doctors need this information to check medications are working. National guidance recommends regular questionnaire checks, and appointments when starting ADHD medications. Doctors say everyone is too overstretched to meet these recommendations. Another problem is that teachers and parents assess the same children differently, and disagree about what behaviours are due to a child’s ADHD symptoms. For doctors, these disagreements make prescribing the right dose difficult, as they cannot determine who may be more accurate. Information is not collected once children leave NHS care, so clinical services cannot show parents that their treatment can make long-term differences at school or home.

This research project proposes to tackle these issues using digital technologies. The REMAIN (Remote Extra-clinic Monitoring of ADHD In the NHS) study will build and test an innovative digital system which aims to make completing questionnaires on ADHD symptoms and medication side-effects much easier. It also tests whether wrist-based activity trackers (wearables) and online attention tests provide a better way of checking medication effects.

**Research Associate Role:**

This collaborative project will identify the best features a home- or school-based online ADHD system, finding the ideal way to integrate online questionnaires, wearable and online psychological tests. The intention is to ensure the design interventions developed are engaging and user-friendly. This study will place designers alongside children with ADHD, caregivers, clinicians, teachers and data-scientists to try and create the most user-friendly health monitoring system in the NHS.

The RAs contribution to the REMAIN project will be at a practical and advisory level throughout work stream 2 of the project.

Using qualitative research methods, the researcher will co-facilitate workshops and interviews with multiple stakeholders, including recruited families, academics, clinicians and educational professionals, to gather insights and data through inclusive design methodology and co-creation techniques. The researcher will also:

1. Co-design with stakeholders an adapted device using the ‘MindPax’ wearable prototype, informed by theoretical models of engagement from work stream 1 of the project; and translate designs into a prototype wearable – based on co-created and inclusive design concepts.

2. Work with the REMAIN project’s clinical partners throughout the process to help ensure that the new prototype designs conform to constraints of the technical components housing, and retain the build complexity and materials within a manufacturing cost cap.
Breakdown of activities:

- Rework the existing prototype; with a view to formulating designs that aim to reduce stigma and improve usability; to refine, finesse the existing housing of the tech into something that users would be more willing to engage with and wear
- Running co-design workshops (number and frequency of workshops to be agreed by mutual discussion), mostly with users with ADHD and family members – with input from healthcare professionals
- Hand over resolved CAD files of HHCD design concept(s) and liaising with the MindPax team who will then be responsible taking the designs forward with manufacturers

Research approach:
The research will combine a design ethnography approach, incorporating interviews with experts, residents and communities, with spatial analysis of floorplans, blueprints, built schemes etc. It will include site visits, design audits, co-creation workshops and other events. There will be ongoing development and sharing of design concepts. The project will conclude with a final report incorporating the main findings and recommendations, the findings being embodied and communicated through new concepts within the report. Additional communication material may be potentially developed as appropriate.

PERSON SPECIFICATION

- First degree and Masters degree qualification in relevant discipline
- Proven interest in people-centred research and design methods
- Knowledge of inclusive design
- Ability to create and communicate compelling concepts
- Prototyping skills
- Technical skills to develop a product design package for handover to manufacturer
- Confidence in liaising with industry partners and external organisations
- Ability to communicate with relevant stakeholders in the process (from user to manufacturer)
- Understanding of ethical approaches (e.g. communication and engagement skills)
- Self-starter with ability to work both in a team and autonomously
- Confidence working with a variety of disciplines and stakeholders
- A willingness to act under direction in a responsible and self-motivated way
- Excellent written and visual communication skills
- User engagement experience

Expected outcomes:

- Design principles outlined through research findings
- A body of actionable research, accompanied by product design package
- Tangible design output for trial and further development
PAY & BENEFITS

The successful candidates will be employed as Research Associates on a fixed-term, 3-day per week contract, working as part of the Age and Diversity Lab.

- Salary working three days per week: £19,056 per annum and is inclusive of London Allowance (pro rata from a full-time salary of £31,760 per annum)
- Normal hours will total 21 per week over three days, 9.30am to 5.30pm, with an hour each day for lunch
- 15 days annual leave plus extended breaks at Christmas and Easter (pro rata)
- The appointment will be made on a fixed term contract for 12 months, beginning February 2020
- A contributory defined benefit pension scheme and interest free season ticket loan are available

Pension
The Royal College of Art is a member of the Superannuation Arrangements of the University of London (SAUL) which is a contributory defined benefit pension scheme. The college will contribute a sum equal to 16% of your salary while you pay 6%.

Holiday
3 weeks (15 days) paid leave a year plus bank and public holidays normally observed in England and Wales. In addition, the college is normally closed for six days a year, one day either side of Easter and the remainder between Christmas and New Year. Part-time staff entitled to the pro rata equivalent.

Season ticket loans
Interest-free loans are available for staff to purchase annual season tickets.

Enhanced maternity and adoption pay
Qualifying employees are entitled to enhanced maternity/adoption pay: 26 weeks’ full pay, 13 weeks Statutory Maternity/Adoption Pay. This compares to the statutory provision of 90% of average pay for 6 weeks followed by Statutory Maternity/Adoption Pay for 33 weeks.

Enhanced paternity pay
Qualifying employees are entitled to two weeks’ paternity leave entitlement at full pay. This compares to the statutory provision of two weeks’ pay at the statutory rate.

Enhanced sick pay
Occupational sick pay after six months’ service is three months’ full pay/three months’ half pay.

24/7 confidential support
Staff and family members in their household have access to a free, external confidential support service for work, financial, legal, family and personal problems 24 hours a day, 365 days a year.
**Occupational health**
Occupational Health support for the College is provided by Imperial College’s occupational health service at their South Kensington Campus.

**Cycle to Work Scheme**
The Royal College of Art has signed up to the Cycle to Work Scheme – part of the government’s Green Transport Initiative – which allows employees to make significant savings on purchasing new bikes and safety equipment.

**Life Cover**
Active members of the SAUL pension scheme automatically receive life cover. A lump sum of four times your salary together with a refund of your contributions and a 2/3 pension for your dependent/spouse is payable should you die whilst in employment.

**Library**
All staff are welcome to join the college library.

**Events**
All staff are welcome to attend exhibitions, lectures and private views held by academic schools and programmes.

**JANUARY 2020**