A collaborative approach to develop clinical academic careers for scientists, nurses, allied health professionals and pharmacists

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Presentation Outline

A brief overview of the national context of clinical academic careers for scientists, nurses, allied health professionals and pharmacists

Feedback on a regional Clinical Academic Internship Programme (CAIP): the first step on the clinical academic career pathway

Information on supporting clinical academic career development within an NHS Trust, in collaboration with an HEI
HEE Research & Innovation Strategy

Aims:

• To create an education and training system that is evidence based and underpinned by research and innovation; and

• To build the capacity and capability of our current and future workforce to embrace and actively engage with research and innovation.
Four key objectives

1. Establish a system wide coherence to education and training which will facilitate and sustain the organisational and cultural changes required to embed research and innovation.

2. Ensure that the evidence on best practice for training in research and innovation informs and influences the delivery of effective education and training within the healthcare system.


4. Establish a HEE Research and Innovation Evidence Hub to ensure investment in future education and training is evidence informed.
Clinical Academic pathway

**ICAP Award**

5. Senior Clinical Lectureship
   - **Academic element**: Post-doctoral programme research and teaching
   - **Clinical requirements**: Advanced theoretical and practical knowledge as a senior clinician e.g.

4. Clinical Lectureship
   - **Academic element**: Post-doctoral research and teaching
   - **Clinical requirements**: Highly specialist knowledge as a senior clinician e.g. consultant nurse/AHP

3. CDRF
   - **Academic element**: For those with sufficient research experience/training to undertake a PhD, whilst still developing their clinical skills
   - **Clinical requirements**: Sufficient research experience/training to prepare for a PhD in a clinical context

2. Masters in Clinical Research
   - **Academic element**: Academic training for graduates who have little formal research training/experience
   - **Clinical requirements**: Normally 1-2 year clinical experience and interest in research

1. Internship
   - **Academic element**: Introduction to all aspects of clinical academic research
   - **Clinical requirements**: Early clinical career – no research training/experience

Both academic and clinical requirements to be considered jointly when deciding on level of award
ICA
HEE/NIHR Integrated Clinical Academic Programme
for non-medical healthcare professionals

Developing Clinical Academic Careers

A range of opportunities to undertake fully funded clinical research, research training and professional development whilst maintaining clinical practice and salary.

Internships

Internships offer an introduction to all aspects of clinical research, from trial design and data management through to experiencing primary research in a clinical environment.

Masters in Clinical Research Studentships

Masters Studentships enable clinicians with a demonstrable interest in research to undertake a clinical research project of their own design whilst attending taught modules pertaining to clinical research theory, process and techniques.

Clinical Doctoral Research Fellowships

Clinical Doctoral Research Fellowships enable graduate clinicians with some research experience and aspirations for a clinical academic career to obtain a PhD whilst broadening their professional horizons and developing their clinical skills.

Clinical Lectureships

Clinical Lectureships enable early post-doctoral clinicians to combine independent research in an academic position with continued clinical practice and professional development.

Senior Clinical Lectureships

Senior Clinical Lectureships enable practicing clinicians with independent clinical research experience to undertake further research in a senior academic position whilst developing as a clinical academic leader.

Eligible individuals are welcome to apply to any of the above schemes, irrespective of previous award history. For full eligibility and further details visit [www.nihr.ac.uk/hee-ica](http://www.nihr.ac.uk/hee-ica)

Want to find out more about funding for training and career development?
Visit: [www.nihr.ac.uk/funding](http://www.nihr.ac.uk/funding) Tweet: @NIHR_trainees #NIHTrainees

The ICA Programme is funded by Health Education England who work in partnership with the National Institute for Health Research who manage the programme.
West Midlands Clinical Academic Internship Programme (CAIP)

Pilot funding

Programme commenced Oct 2014

Regional programme specifically for non-medical clinicians

Taster for professionals wishing to embark on a clinical academic career

Feeds into the integrated clinical academic programmes

Subsequent funding 2 CAIP cohorts and 1 Masters to Doctorate Bridge Programme
WM CAIP: what the programme offers

- Taught programme
- Research placement
- Portfolio
- Good Clinical Practice (GCP)
- Masters-level module
- One to one mentorship from a clinical academic supervisor
- Course fee and a single payment to employers
- Access to HEI resources
- 30 day programme over 6 months
### Professional groups recruited

<table>
<thead>
<tr>
<th>Group</th>
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<tbody>
<tr>
<td>Family Nurse</td>
</tr>
<tr>
<td>Named Nurse Child Protection</td>
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<tr>
<td>Research Midwife</td>
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<tr>
<td>Research Sister/Nurse</td>
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<tr>
<td>Midwife</td>
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<tr>
<td>Specialist Speech and Language Therapist</td>
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<tr>
<td>Diabetic Retinopathy Screener/Grader</td>
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<tr>
<td>Senior Biomedical Scientist</td>
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<tr>
<td>Specialist Community Paediatric Dietitian</td>
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<tr>
<td>Clinical Lead Cardiac Physiology</td>
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<tr>
<td>Clinical Lead Musculoskeletal Therapy</td>
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<tr>
<td>Advanced Specialist Podiatrist</td>
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<tr>
<td>Clinical Exercise Physiologist</td>
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<tr>
<td>Paediatric Intensive Care Research Nurse</td>
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<tr>
<td>Mental Health Staff Nurse</td>
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<td>Community Macmillan Nurse</td>
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Evaluation

Independent pre and post evaluation

Mixed methods

Sample (dual perspective)
### Pre programme comments

**Feelings**

- All wanted to ‘try out academic research’ or learn more about it
- All looked forward to the formal support, structured programme and teaching the programme offered
- Many wanted a qualification and knowledge of academic careers in their professional area
- Some wanted a new challenge in their current role

### Being on programme

- excited
- happy
- privileged
- lucky
- anxious
- looking forward
- motivated
- proud
- inspired
- nervous
- expectant
- enthused
### Post programme comments

**Feelings**

<table>
<thead>
<tr>
<th>Thought-provoking</th>
<th>inspiring</th>
<th>interesting</th>
<th>challenging</th>
<th>valuable</th>
<th>motivating</th>
</tr>
</thead>
</table>

Met expectations of 73% of the group

“It has been highly rewarding and confirmed my interest in health research”

“It has given me a renewed interest in research and confidence to attempt research”

“Links to wider professional networks”

**Being on programme**
Impact on patient care

- All felt supported in their workplace and looked forward to improving patient care

Supervision

- Support from supervisors was recognised as important by some of the interns

Barriers

- Time pressures were anticipated by many, service delivery pressures by a few

Potential improvements

- Improved enrolment process to the University
- Increased recruitment in harder to reach professions

Post programme

“Feel more positive about being able to implement change for patients”

“I feel more aware of how ideas or concerns can become research questions”

All had a positive experience of supervision:
- “the discussion wasn’t just related to research but my career trajectory”

Negotiating time away from work

Some sessions presupposed a level of knowledge, e.g., statistics

A greater number of placement opportunities, e.g., experience of labs
Positive outcomes

Feedback from line managers

• “We have begun to use the language of research”
• Service had gained positively from employees’ attendance on the CAIP
• Notable increase in research conversations, which have enhanced patient safety and the quality of care
Positive outcomes

Wider impact

- Successful applications to NIHR
- Joint appointments created
- International and national links built

Future aspirations

- Establishment of regional clinical academic careers network
- Planning for a regional non-medical clinical academic careers conference
Masters to Doctorate Bridging Programme

- Masterclasses
- Development Needs Analysis
- Portfolio
- Good Clinical Practice (GCP)
- One to one mentorship from a clinical academic supervisor
- Single payment to employers
- Access to HEI resources
- 30 day programme over 9 months
CARE Model (Radford, in press)

Clinical Academic Research & Innovation Environment

**Action**

**Level 1**
- Substantial grant income
- PhD students +++
- Presentations at international conference
- Publications at 3 or 4* at REF

**Level 2**
- Increasing grant income
- PhD students
- Presentations at conferences
- Publications at 1 or 2* REF

**Level 3**
- MSC/MRes students
- Presentations at conferences
- Publications at 1 or 2* REF

**Aspirational**
- Recruiting patients to trial
- Journal clubs or seminars
- Mentorship/tutorial programmes

**Goal**

**HEI linked – Independent research facility**

**Large scale research project (>100k)**

**Independent researchers and academic units**

**HEI linked – Large scale research project (>10k)**

**Developing a research focused and skilled workforce**

**Independent researchers**

**Small scale research projects (<10k)**

**Developing research skills in core workforce**

**Initial stage of research awareness.**

**Use of EBM/C in practice**
Challenges

Baseline

Clock

Currency

Support
Talent spotting and creating support networks
Level 1
- Substantial grant income
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- Presentations at international conference
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Level 2
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- Presentations at conferences
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Level 3
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Aspirational
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- Individual Support
- Research Groups
- Grant clinics
- Writing for Publication
- Writing Groups
- Dissemination Activities
- Master Classes
- Shouting about success
- Bringing about relevant change
- Metrics
- CAIP (Interns)
- Masters to PhD Bridging Programme (Fellows)
Promoting clinical academic careers within NHS Trusts

http://www.nihr.ac.uk/documents/faculty/Building-a-research-career-handbook.pdf
Many thanks for listening

Any questions?