# Clinical Academic Career Development & Funding Opportunities

Dr Anne-Marie Russell
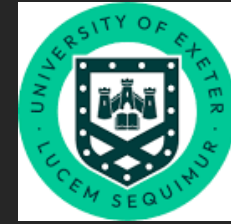
# Disclosures

| Nature of Relationship | Company |
|---|---|
| Speaker fees and advisor honoraria | Hoffman La Roche<br>Boehringer Ingelheim<br>Irish Lung Fibrosis Association (ILFA) |
| Travel / meeting support | Hoffman La Roche<br>Boehringer Ingelheim |
| Financial support for research | Hoffman La Roche<br>Imperial Health Charity<br>Pulmonary Fibrosis Trust UK<br>Astra Zeneca |

# Clinical Academic

- Senior Lecturer | Faculty of Health & Life Sciences University of Exeter
- Senior Clinical Research Fellow | NHSE ILD Commissioned service | RDUH NHS Foundation Trust
- Senior Clinical Fellow (hon) | North Bristol NHS Trust
- Clinical Research Fellow (hon) | Imperial College & Imperial College Healthcare NHS Trust | London
- NIHR-CRN WE Chief Nurse for NMAHP Research
- 70@70 Senior Research Leader Alumni

# Clinical Academic

- Dual role combining a clinical career with a research career.
- They work in health and/or social care while researching ways to improve patient outcomes.
- Joint appointments between a health/social care provider and an academic institution.
- Generally, one organisation holds the substantive contract; the other an honorary contract.
- In association with a Higher Education Institution (HEI) there may well be teaching commitments along with the research commitments.

**Continuum** ← →

**Minimal (<10 hours/year)**
- Freestanding interactions
- Example: One-time participation in topical think tank to support a specific study or line of inquiry

**Supportive (10-50 hours/year)**
- Longitudinal-limited
- Example: Investigator on a team for a systematic review to address a pressing clinical question

**Participatory (50 hours+/year)**
- Longitudinal-partnering
- Example: Co-investigator with study participation throughout the lifespan of the study

**Levels of Benefit**

**Individual Clinician**
- Job satisfaction
- Intellectual stimulation
- Exposure to new career paths
- Compensation for research activities

**Health Care System**
- Improved impact of research investment
- Less workforce turnover
- Versatile clinical staff

**Population**
- Improved efficiency and viability of research
- Improved patient health outcomes

**PERSPECTIVE**

**Options for Meaningful Engagement in Clinical Research for Busy Frontline Clinicians**

Karen M. Goldstein, MD, MSPH[1,2,3] [ID], Jennifer M. Gierisch, PhD, MPH[1,2,4], Matthew Tucker, BA[1], John W. Williams Jr, MD, MHSc[1,2], Rowena J. Dolor, MD, MHS[2], and Wendy Henderson, MD[1,2]

# HEE-NIHR Integrated Clinical and Practitioner Academic Programme

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The ICA Programme comprises four schemes that each support individuals at different stages of their research career:

- Internship Scheme*
- Pre-doctoral Clinical and Practitioner Academic Fellowship (PCAF) Scheme
- Doctoral Clinical and Practitioner Academic Fellowship (DCAF) Scheme
- Advanced Clinical and Practitioner Academic Fellowship (ACAF) Scheme

All awards require the support of an English health or social care provider and a university, which form a partnership to further the career aspirations of the awardee.

Funding streams provide:
- salary costs (incl employer's contribution to NI & pension) to support time on the fellowship
- training and development costs
- research development support costs (supervision and/or PPI costs)

Jessica Mandizha

**NIHR** | Applied Research Collaboration South West Peninsula

**BMJ Open Respiratory Research**

Interstitial lung disease

# Patient perspectives on home-spirometry in interstitial lung disease: a qualitative co-designed study

Jessica Mandizha [1], Joseph W Lanario,[1,2] Anna Duckworth [3], Sarah Lines,[1] Ana Paiva,[1] Victoria Elworthy,[1] Veena Muraleedharan,[1] Ana Jorge Da Ponte,[1] Rebecca Shuttleworth,[1] Graham Brown,[4] Howard Almond,[4] Carole Bond,[4] Maureen Cosby,[1] Joanne Dallas,[5] Marium Naqvi,[5] Adam David Russell,[6] Alex Berry,[7] Michael Gibbons,[1] Christopher J Scotton [3], Anne-Marie Russell [1,8]

*Rising Star*

**RfPB Under-represented disciplines and specialisms highlight notice: Nurses and Midwives - Call Specification**

# Investment in NIHR career opportunities

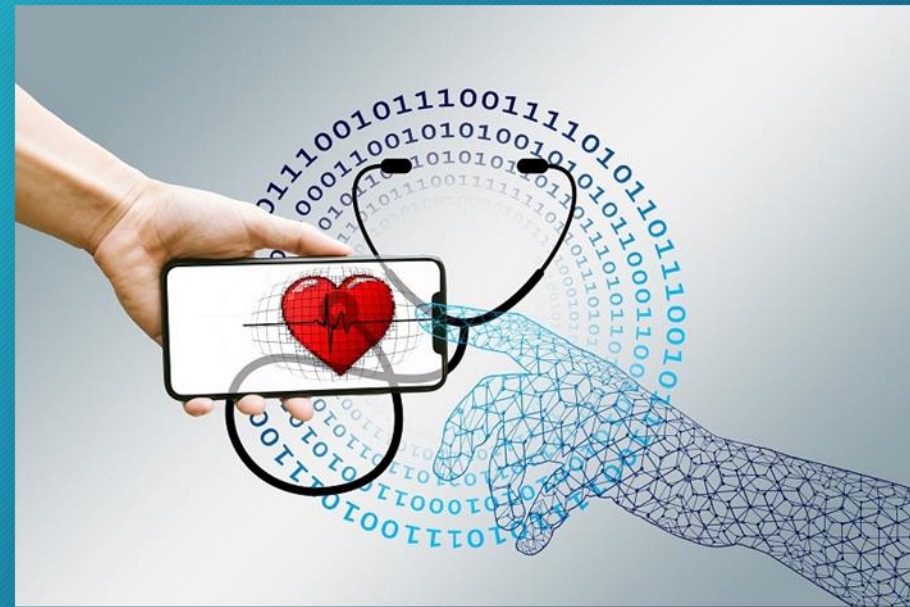**Government investment from April 2024**

NIHR driving a step change in research careers for Healthcare Professionals

- a comprehensive package of support:
- widening eligibility and increasing funding for existing NIHR programmes
- investing in new initiatives

£30 million per year to increase research opportunities

# Best Research for Best Health – The Next Chapter

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*'Strengthening careers for research delivery staff and under-represented disciplines and specialisms'.*

![ClinicalTrials.gov - U.S. National Library of Medicine - NIH]

| | | | |
|---|---|---|---|
| World | 155 | Canada | 16 |
| Africa | 4 | Mexico | 5 |
| Central America | 3 | USA | 48 |
| East Asia | 20 | North Asia | 1 |
| Japan | 6 | Pacifica | 7 |
| Europe | 61 | S America | 7 |
| Middle East | 11 | South Asia | 2 |
| N America | 61 | SE Asia | 2 |

Studies found for: Recruiting, Not yet recruiting
Studies in ILD – Adults
(CTD -42)

Further Sarcoidosis  - 64
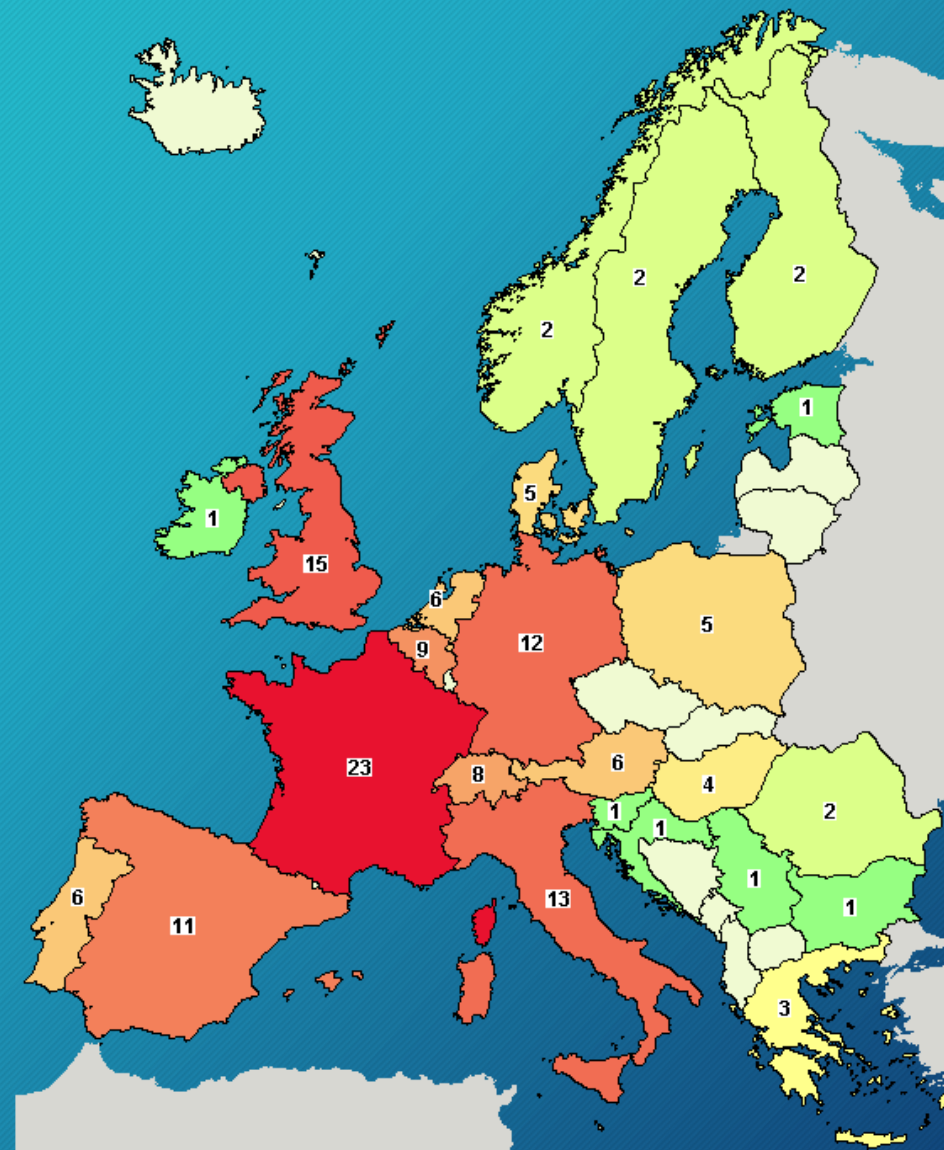
# Academy of Medical Royal Colleges (AoMRC) Clinician Researcher Credentials Framework

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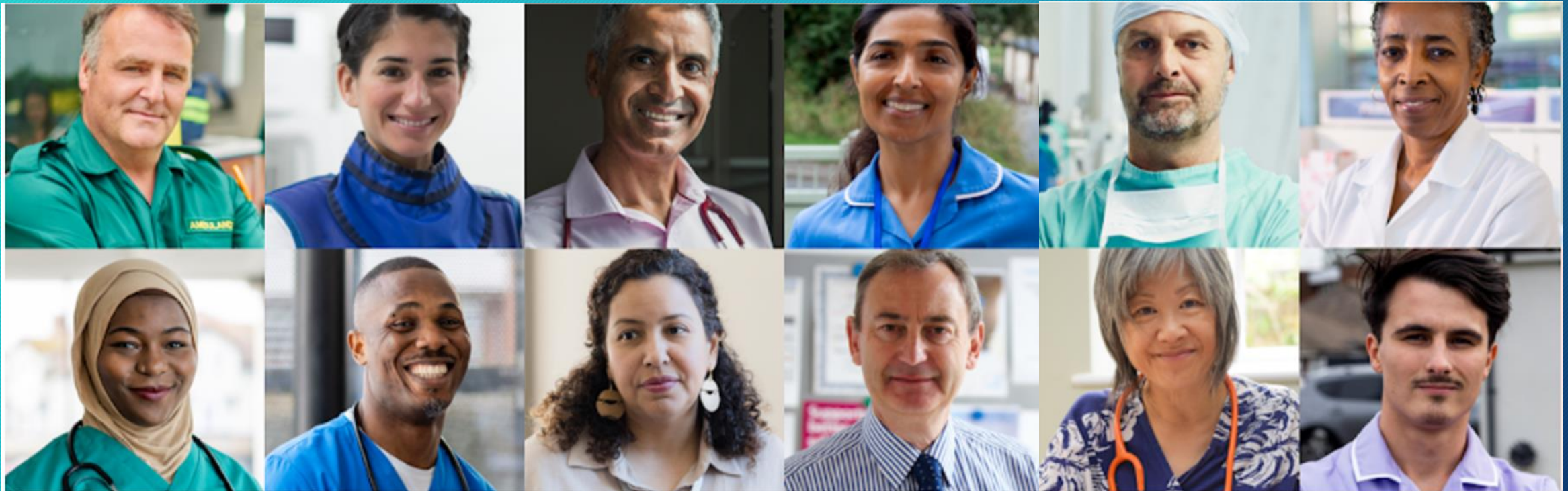


Academy for Healthcare Science | General Chiropractic Council | General Optical Council | General Osteopathic Council | GMC General Pharmaceutical Council | Health & Care Professions Council | Nursing & Midwifery Council | Social Work England | UK Public Health Register | GMC

# Three Ways to get involved:

- As a healthcare professional looking to develop your research delivery skillset

- As an employer looking for new ways to develop the next generation of Research Delivery Leads

- As a mentor supporting colleagues to develop the research delivery leaders of the future?

# What is the Clinician Researcher Credentials Framework ?

- The Framework focuses on the practical elements of clinical research delivery.

- Online modules - Flexible access to modules - interactive learning.

- Theoretical modules develop knowledge of and insight into the approaches to, and delivery of, clinical research.

- Research Practice Experiences (RPE) – Practical modules:
  - enable learners to take part in clinical research in their area of interest, as part of existing research studies
  - supported under supervision and mentorship of a senior researcher
  - develop experience and expertise to grow future local research leadership capability within the NHS.

- Bursaries are available but increasing nationally to 120 PGCert & 140 Masters bursaries pa.

https://sites.google.com/nihr.ac.uk/crcredentials/course-information

# Eligibility criteria

- Normally min relevant 2.2 Honours degree (or equivalent)

- Relevant clinical or professional experience (>2 years) .

- Registered healthcare professionals, (e.g., medicine, nursing, midwifery, NMAHPs , HCS)

OR

- Worked in a relevant role for at least two years (e.g. clinical trials manager, clinical research practitioners, university postdoctoral researcher).

- We also welcome academics, social care practitioners, devolved UK nations and countries outside the UK for whom the content is relevant.

# PgCert 60 credits / 600 hours

University of Exeter

| | |
|---|---|
| 15 Credits | Integrity and Leadership in Research for Health and Healthcare (theory, online) |
| 15 Credits | Doing Clinical Research (theory, online) |
| 15 Credits | Research Practice Experience (Workplace Placement) |
| 15 Credits | Optional module* (theory, online) |

Newcastle University

| | |
|---|---|
| 20 Credits | Integrity, Infrastructure and Information Governance in Healthcare Research (theory, online) |
| 20 Credits | Study Design, Data Management and Communication of Clinical Research: Doing Clinical Research Well (theory, online) |
| 20 Credits | Clinical Research Delivery in Practice (Workplace Placement) |

# NIHR Learn

University of Exeter


King's College London


University of Sheffield

| 30 Credits | Advanced Research Practice Experience (Workplace Placement - Compulsory) | 30 Credits | Research Practice Experience 2 (Workplace Placement - Compulsory) | 30 Credits | Research Practice Experience 2 (Workplace Placement - Compulsory) |
|---|---|---|---|---|---|
| 15 Credits | Optional module* (theory, online) | 15 Credits | Optional module* (theory, online) | 15 Credits | Inclusive Research Practice (theory, online) |
| 15 Credits | Optional module* (theory, online) | 15 Credits | Optional module* (theory, online) | 15 Credits | Innovative Designs for Research Impact (theory, online) |

**+** independent research project  **+** Dissertation  **+** Dissertation

# Non-Compulsory student selected modules

| Leadership specialism | Research methodology specialism | Genomic Medicine specialism | Public Health specialism |
|---|---|---|---|
| **Leadership in Healthcare** | Statistics as Applied to Health | Fundamentals in Human Genetics and Genomics | Structuring and Solving Public Health Problems |
| **Improving care with Data Analytics and Artificial Intelligence** | Clinical Trials | Ethical Legal and Social Issues in Applied Genomics | Epidemiology |
| **Future Health: Beyond Data** | Qualitative Methods | Genomics of Common and Rare Inherited Diseases | Health Protection |
| **Future Health: Reimagining Systems** | | Omics Techniques and their application to Genomic Medicine | Evidence to Decision |

Modules can be selected from speciality pathways if desired (1 selected at PGCert stage, 2 selected at PGDip stage)

# Research Practice Experience / Advanced Research Practice Experience Supervisors

## Skill Set

➢ Passionate about clinical research

➢ Want to grow their team or grow clinical research within their organisations

➢ Have experience in clinical research delivery at a level appropriate to the module (experience rather than qualifications are key here)

➢ Interested in developing their experience as a clinical research leader, including (but not limited to) those who have held clinical research lead roles e.g. Sub-, Co- PI or a Clinical Research Manager.

## What will supervisors do?

➢ Support one or more MSc students at PGCert /PGDip level to develop skills in leading research delivery.

➢ Attend around six supervisory meetings with the student (when the module is running) to guide their learning, set appropriate goals and provide opportunities to meet/shadow key colleagues.

➢ Advise at the end of the process about whether they feel the student has demonstrated capability to fulfil duties of a Sub- or Co- Investigator or other Clinical Research Delivery Lead Role.

# Opportunities

# The NIHR Senior Research Leader: Nursing & Midwifery Programme (*former 70@70*)

Aims

To empower SRLs to further increase research capacity and capability at a local, regional and national level

To support development as future research leaders.
Annual intake: 0.4 FTE for 3 years
Launch: **31 Aug '23**
Closing Date: **30 Oct '23**
Start: **April '24**

# New Clinical Research Leader Programme for AHPs

Aim: to increase research leadership skills for AHPs

3 year programme with annual intake (similar T & Cs to Senior Research Leader for N&M)

Launching 2024 for commencement in April 2025.

# NIHR Nursing & Midwifery: Principal Investigator Pipeline Programme

- The NIHR PIPP aims to address some of the current gaps in career opportunities for research delivery nurses and midwives by supporting them to become Principal Investigators (PIs) to deliver NIHR portfolio studies.

- The programme will develop the skills, knowledge and experience required by research nurses and midwives to undertake a Principal Investigator (PI) role including supervised experience in the PI role.

Cohort One applications closed 30/09/23 - 2 cohorts pa (Jan / Sept start)

COHORT 2 key dates:

31st May 2024: Close to applications

End June 2024: Applicants notified of outcome of application

https://www.nihr.ac.uk/documents/principal-investigator-pipeline-programme-pipp/33803

# NIHR Nursing & Midwifery: writing for publication …

- Challenges to develop as an individual researcher due to limited publication opportunities
- NIHR plans:
  - A series of 'writing for publication' webinars, targeted at research nurses and midwives (recording **summer '23**)
  - Small internships (e.g. 0.2 for 3 months) to work alongside the CI of a portfolio study on a publication.
  - Provide mentorship from experienced author
  - internship applicants need the support of the study CI before applying (advertise **Autumn '23**).
- If successful, to be repeated!

https://www.nihr.ac.uk/about-us/events.htm

# Expansion of In-Practice Fellows

- Pre-doctoral scheme aimed at those working in practice in primary care.
- Traditionally only open to GPs and GDPs
- Will be open to wider clinical professions working in primary care e.g. nurses and pharmacists.
- Funding is available to support the academic component of two-year 50% clinical, 50% academic posts with a well-defined academic content, which may include a Master's degree.
- NIHR IPFs can also be taken up part-time over 30 or 40 months.
- Annual competition, changes from February 2024

Bonebright DA. (2010) "40 years of storming: a historical review of Tuckerman's model of small group development", *Human Resource Development International*, **13**(1), pp. 111-120. DOI: 10.1080/13678861003589099

**Forming**
Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.

Study Set-up: picking the right people for the roles and involving the clinical team

**Norming**
People feel part of the team and realize that they can achieve work if they accept other viewpoints.

Study Progress: people know what they are doing and have the confidence to challenge others

**Performing**
The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.

**Adjourning**
The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.

**Storming**
Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.

What people want vs. what can be done: Trying to work out the differences between the clinical team and the delivery team

Achieving a consensus: end of set-up and the point the study is ready to start

End of study: PI exit meeting and stop working together. This is often a good time to take a good working team to work on a new study

**NHS** Leadership Academy

## EDWARD JENNER PROGRAMME

Want to get ready for your first leadership or management role? The Edward Jenner programme will build your foundation-level leadership skills

A self-guided suite of short courses. Online with interactive discussions

**Find out more about the programme**

## MARY SEACOLE PROGRAMME

If you're in your first leadership role, the Mary Seacole programme will develop your knowledge and skills in leadership and management

100 hours of online learning plus three behavioural workshops

**Find out more about the programme**

## ROSALIND FRANKLIN PROGRAMME

For mid-level leaders aspiring to lead large and complex programmes, departments, services or systems

120 hours of online learning, four days of workshops and small group work

**Find out more about the programme**

## ELIZABETH GARRETT ANDERSON PROGRAMME

For middle to senior leaders, this programme will help you challenge the status quo, drive lasting change and prepare for senior roles

24-month programme, leads to MSc in Healthcare Leadership

**Find out more about the programme**

## NYE BEVAN PROGRAMME

If you're a senior leader who wants to move into a board role, the Nye Bevan programme will help you develop the skills attitudes and behaviours you need to succeed

12-month programme. Online learning, residential workshop and self-managed learning sets

https://www.leadershipacademy.nhs.uk/programmes/

*Jenny Jones Chair Nursing Science*