

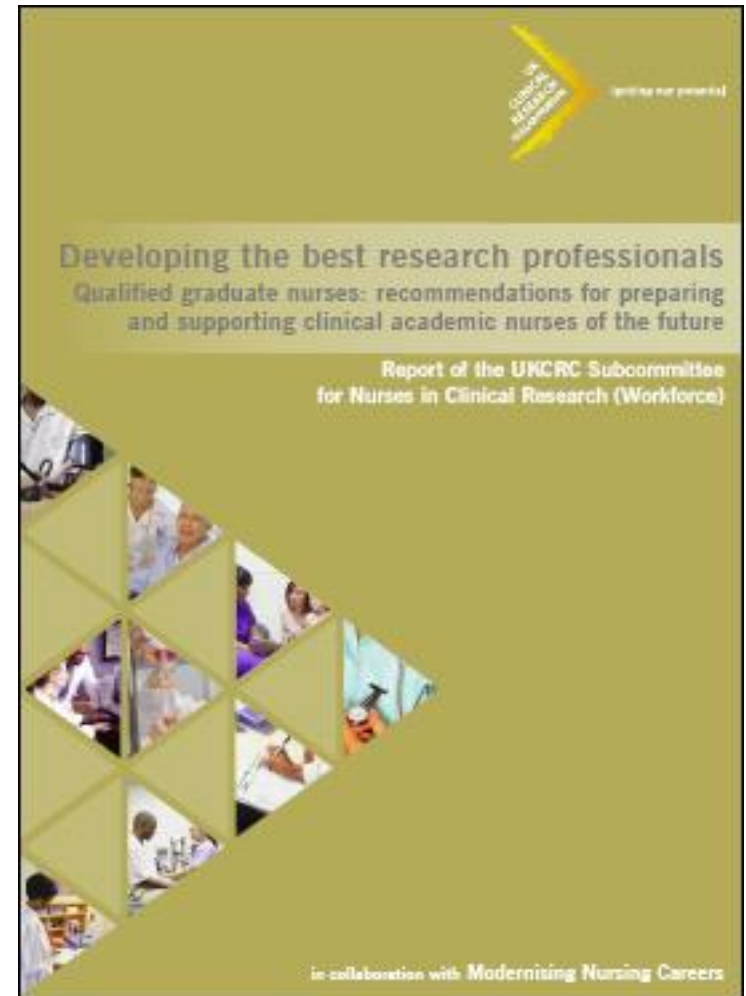
**Clinical Academic Careers in the UK
National and Local Schemes (May 2015)**

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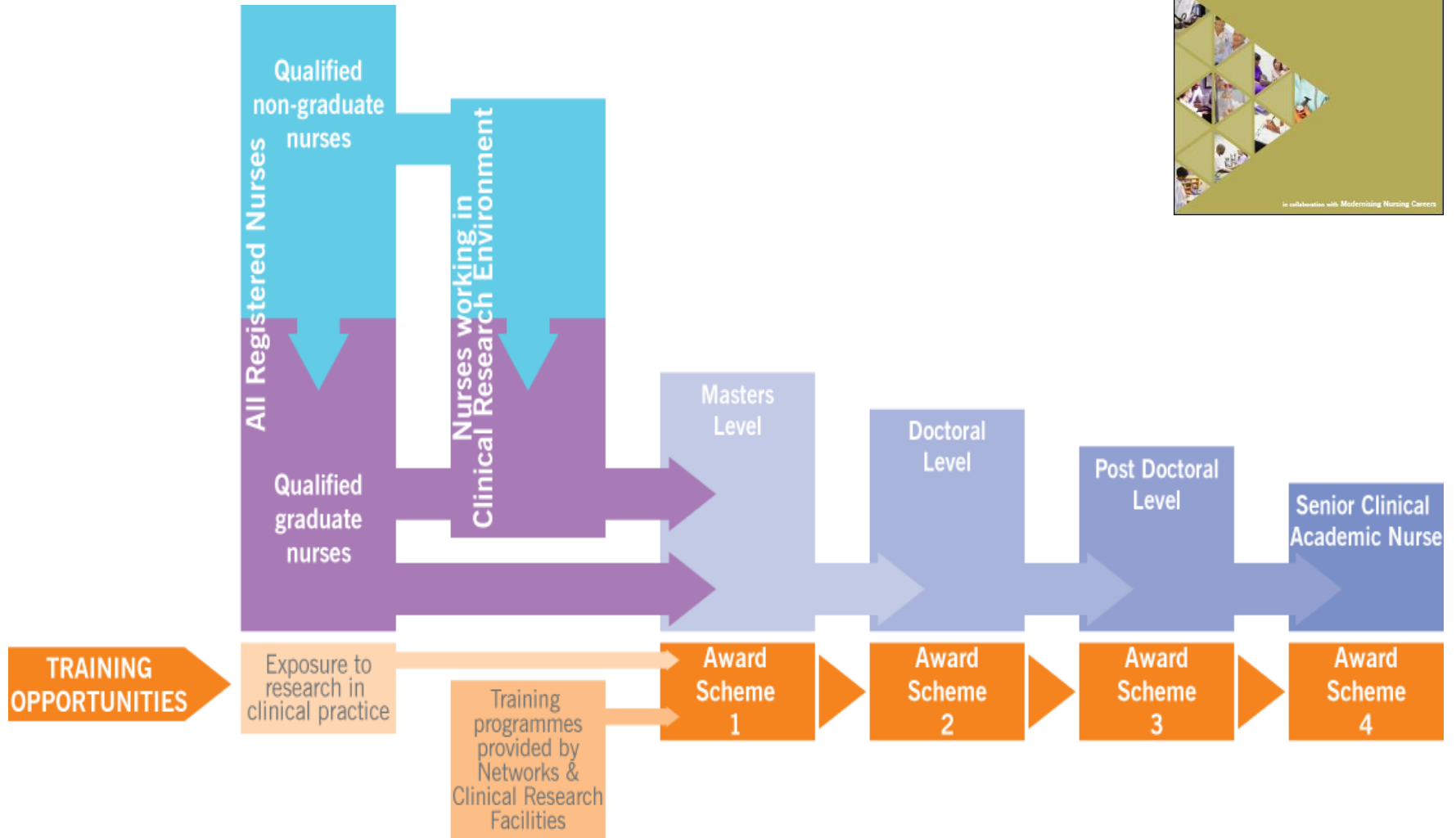
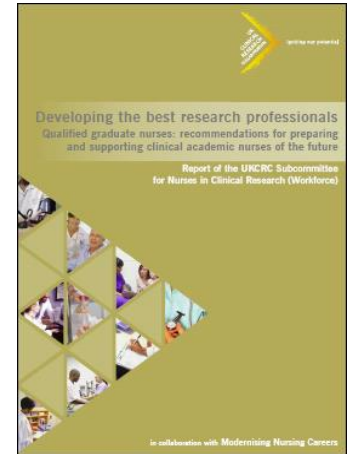
‘Developing the best research professionals’

Qualified graduate nurses:
recommendations for preparing and
supporting clinical academic nurses of the
future

Report of the UKCRC Sub Committee
for Nurses in Clinical Research
2007



The National (NIHR) Clinical Academic Training Pathway



NIHR CAT Awards (n=110)

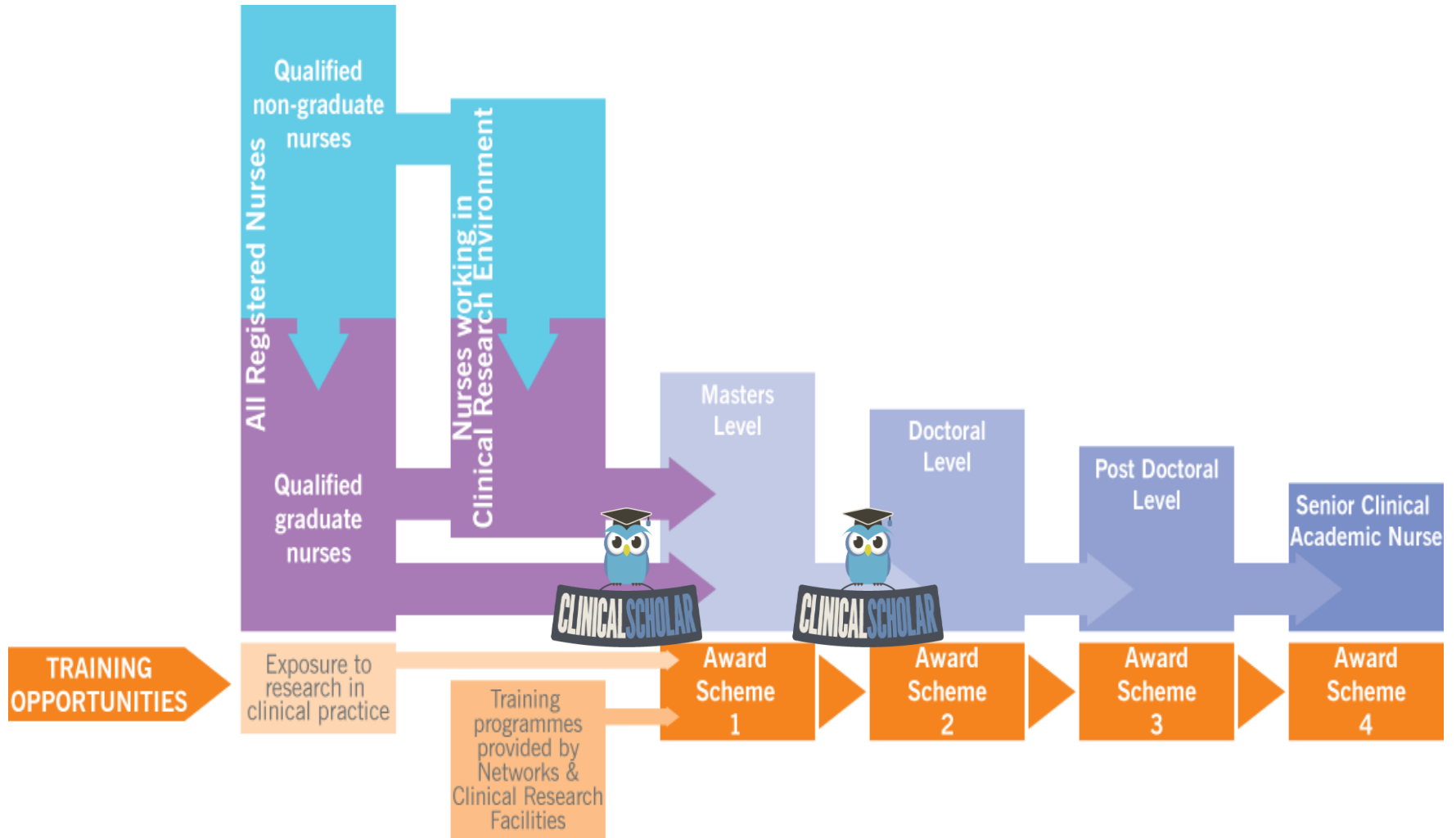
	Nurse	Midwife	AHP	Total
<u>Complete</u>				
CAT - Doctorate	16	2	22	40
CAT – Post Doctorate	6	6	4	16
Total (%)	22 (39%)	8 (14%)	26 (46%)	56
<u>Current</u>				
CAT - Doctorate	19	4	27	50
CAT – Post Doctorate	4	0	10	14
Total (%)	23 (36%)	4 (6%)	37 (58%)	64

<http://www.nihr.ac.uk/funding/training-programmes.htm> accessed 21st October 2014 (awards up to 1st May 2014)

Health Education England and NIHR: Long Term Goals

- To secure a sustainable and embedded National (training and role) pathway
- To significantly increase capacity of the clinical academic Nursing, Midwifery and AHP (NMAP) workforce (1% of the workforce by 2030)
- To create a clinical academic NMAHP lead role in each NHS-HEI partnership

Clinical academic careers at a local level



The Clinical Scholar Awards



- Are sponsored by Health Education East Midlands (HEEM)
- approx. 10,000 euro per scholar for salary and training costs
- Aim to prepare clinicians for undertaking the National Institute of Health Research (NIHR) award scheme Masters and Doctoral level study
- Linked to three local universities

www.clinicalscholar.co.uk

Our local schemes in the East Midlands for Nurses, Midwives, AHPs, Health Visitors, Pharmacists



- Funded places
- Released for 48 days per programme duration (10 months)
- Training programme (5-10 days)
- 1:1 Mentorship
- Action learning sets

Bronze award

- Preparation for Masters study
- Research project
- Dissertation, reflective piece and presentation

Silver award

- Preparation for PhD study
- Literature Review
- Ethical approval
- NIHR Research proposal

References

- 1. Developing the best research professionals. Qualified graduate nurses: recommendations for preparing and supporting clinical academic nurses of the future. Report of the UKCRC subcommittee for Nurses in Clinical research (Workforce); 2007.
- 2. Butterworth A, Jackson C, Brown E, et al. Clinical academic careers for educators and researchers in nursing. *Journal of Research in Nursing*. Sage Publications, London, 2005; 10 (1), 85-97
- 3. Butterworth T, Jackson C, Orme M, et al. *StLaR HR Plan Project. Phase II Strategic Report. Developing and sustaining a world class workforce of educators and researchers in health and social care. A report to the Strategic Learning and Research Committee (StLaR) Project Report*. Strategic Learning and Research Advisory Group (StLaR)/National Health Service University. 2004.
- 4. Developing the Role of the Clinical Academic Researcher in the Nursing, Midwifery and Allied Health Professions. Department of Health; 2012.
- 5. Competency Framework for Clinical Research Nurses. October 2011 [Online], Available from http://www.rcn.org.uk/development/researchanddevelopment/rs/publications_and_position_statements/competencies

Workshop for today

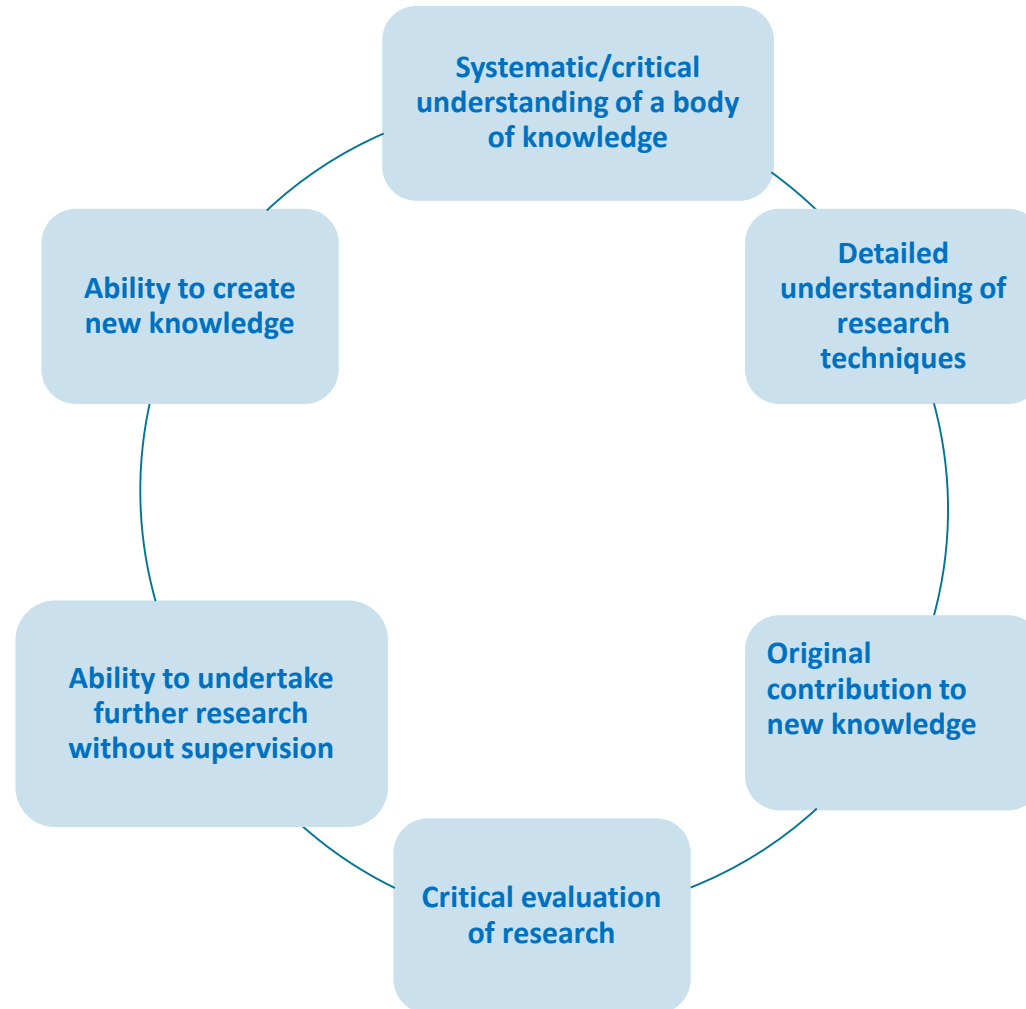
Questions for academic and clinical staff

- Do you think that clinical academic positions are relevant in Slovenia?
- Could a scholar scheme discussed here apply to Maribor?
- What are the barriers to a successful scheme?
- What would need to be in place to ensure success of the scheme?

Doctoral training at the University of Lincoln

- Ed.D, M.Phil, PhD (full time or part time)
- On - line application process
- Self funded, part funded, scholarship, research centre
- Interview, Research proposal, TDNA and Ethical approvals
- Two/three supervisors- monthly recorded meetings
- Mandatory training sessions, upgrade viva voce
- Duration FT 36months, PT 54 months
- Approx 80,000 words
- Fees UK/EU FT £4337 PT £2,169 per annum
- International £14,703

A University of Lincoln doctoral thesis has to demonstrate the following



A Pragmatic Alternative to the Key Issues in Social Science Research Methodology

	Qualitative	Quantitative	Pragmatic
<i>Connection of theory to data</i>	Induction	Deduction	Abduction
<i>Relationship to research process</i>	Subjectivity	Objectivity	Inter-subjectivity
<i>Inference from data</i>	Context	Generality	Transferability

Morgan, D.L. Paradigms Lost and Pragmatism Regained. *Journal of Mixed Methods Research* 2007 1:48 p 71