

**NIHR Applied Research Collaboration North East and North Cumbria
Academic Career Development and Training Survey 2021 Report
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Reason for conducting the survey

The survey was undertaken to understand the Academic Career Development and Training (ACDT) needs of the Applied Research Collaboration (ARC) North East and North Cumbria, and to provide an evidence-based framework for training to be identified and provided for ARC NENC members.

Method

The training needs survey was distributed via the ARC NENC communication network (currently 650 members). Those contacted were asked to forward on to others who may be interested. The survey was internet based. The survey was released on 29th June 2021 and ended on 23rd July 2021.

Results

The survey was completed by 67 people (10% of the membership). Participants included Researchers, Public Involvement and Community Engagement members, health staff, and local authority staff.

| Primary role | Number of participants |
|--|-------------------------------|
| Academic / researcher (University based) | 34 |
| NHS staff (doctors, nurses, Physiotherapists, managers) | 15 |
| Public involvement and Community Engagement / Charities / Non-Government Organisations | 14 |
| Local authority | 3 |
| Other (NIHR) | 1 |

For responses to survey questions, not all participants answered all questions and also respondents were able to respond to more than one answer., thus total responses per question may equal less than or more than 67 responses.

| Role in the ARC | Number of participants |
|--|-------------------------------|
| Leading / co-leading an ARC project (current or applied for) | 26 |
| ARC member / associate member | 14 |
| ARC fellow or PhD student | 8 |
| Public involvement and Community Engagement | 3 |
| Other (ARC staff, PhD supervisor, other) | 4 |

| ARC Themes to which respondents are linked | Number of participants |
|---|-------------------------------|
| Inequalities and marginalised communities | 21 |
| Prevention, early intervention and behaviour change | 32 |
| Supporting children and families | 21 |
| Multi-morbidity, ageing and frailty | 19 |
| Integrating physical, mental health and social care | 17 |
| Knowledge mobilisation and implementation (SKIM) | 13 |
| Enabling methodologies | 9 |
| Not applicable | 7 |

Training needs

Sixty-nine training needs were identified across ten topic areas.

| Topics | Training needs |
|--------------------------------------|--|
| Dissemination | Writing for publication |
| | Presentations |
| | Innovative / alternative dissemination e.g. theatres, social media |
| Implementation / Impact / Evaluation | Implementation |
| | Impact evaluation |
| | Evidence based practice |
| | Policy development |
| | Knowledge mobilisation |
| | Behaviour change, Shared Decision Making |
| Leadership skills | Improvement coaching |
| | Leadership and team management |
| Mentoring | Business skills |
| | Support for new Principal investigators |
| Methodology workshops | Developing a research portfolio |
| | Quantitative methods overview |
| | Meta-analysis |
| | Evaluation complex interventions |
| | Data integration & linkage, sharing data |
| | Analysing longitudinal data |
| | Statistics |
| | Critical analysis |
| | Health economics |
| | Literature reviews (rapid, systematic etc.)and search strategies |
| | Qualitative methods overview |
| | Creative and participatory methods |
| | Clinical trials |
| Mixed methods research | |

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|---|--|
| | Finding and accessing data |
| | Grounded theory |
| | Ontological analysis |
| | Audits |
| | Diary-based methods, Case studies |
| | Theoretical domains framework |
| | Normalisation process theory |
| | Developing and running interviews |
| | Realist methods |
| | Logic models and theory of change |
| | Human centred design |
| | Research ethics |
| Project development & funding | Horizon scanning |
| | Identifying funding opportunities |
| | Improving funding applications - what do funding panels look for? |
| | Costing research proposals |
| | Research design in the NHS & local authorities |
| Project management skills | Managing a project |
| | Research passports |
| | Organisation skills |
| Public Involvement & community engagement | Co-production |
| | Engagement by PICE members with academics and health & LA providers |
| | Engagement with PICE by academics and health & LA providers |
| | Accessibility for groups with particular needs (examples given: learning disability, deafness, autism) |
| | Engaging with recovery colleges |
| | Family Hubs, working with families |
| | Working with young people |
| | For academics: what is PICE & why is it important |
| | Cultural aspects of research |
| | Involving the public in surveys |
| | Engaging with marginalised communities |
| | Peer research |
| | Digital inclusion |
| | Creating outputs for the public |
| | Unconscious bias training |
| | Trans awareness |

| | |
|---------------------|---------------------------------|
| Research governance | Research governance |
| Software training | Endnote |
| | Reaper (podcast software) |
| | Excel |
| | Statistical packages e.g. Stata |

Next steps

These training needs now provide the framework for the training to be provided to ARC NENC members by September 2024. In order to maximise the use of ARC NENC funding, we are working to identify where high-quality provision is already available and accessible to our members. We are liaising with ARC NENC regional partners: other NIHR organisations (the Clinical Research Network and Research Design Service), Academic Higher Education Institution partners (i.e. Universities), and Arms-length Bodies (i.e. Health Education England). At a national level, the ARC NENC Research Methodology Fellows are undertaking a survey of all ARCs to identify training open to ARC NENC members.

Where high-quality training is not identified as available to meet a training need, we are exploring with ARC-funded staff (Fellows, and Theme Leadership) to see what training can be provided in-house (where possible this will also be made available to local and national partners as detailed above). Where training cannot be provided by ARC-funded staff, we will commission external training.

Summary

The ARC NENC ACDT survey has provided a framework for ACDT, which will be delivered by September 2024. We are working with Local and National partners and ARC NENC-funded staff to ensure cost-effective use of ARC NENC resources.