

Academic Clinical Fellowships

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ACF-Northern Deanery

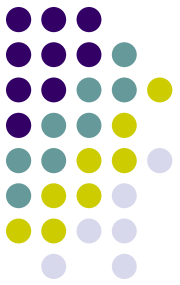
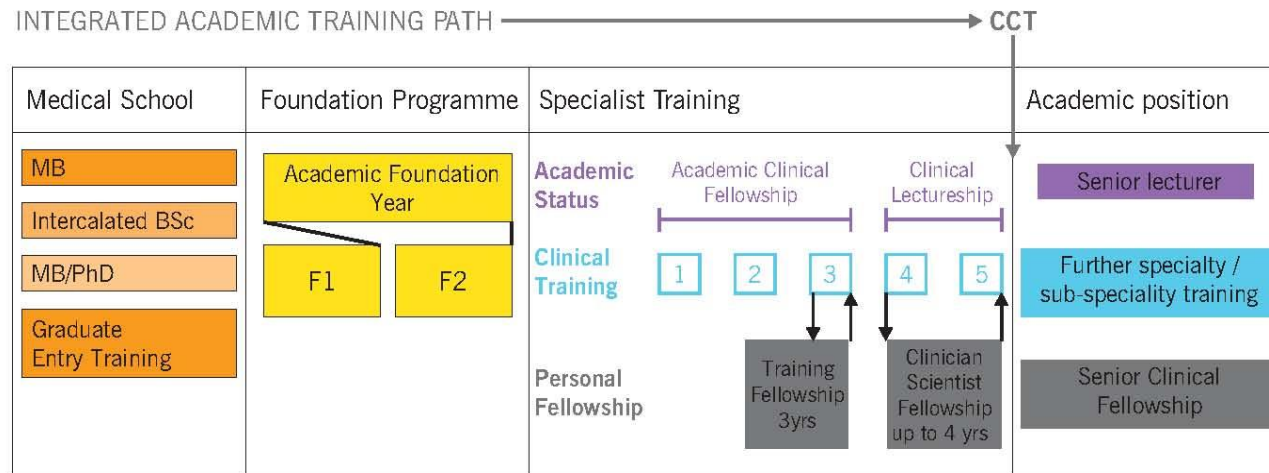


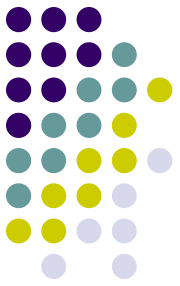
Figure 3 Integrated academic training path for researchers



The timings of personal fellowships are indicative - there should be flexibility according to individual career progression

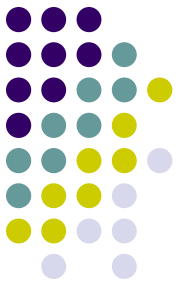


Academic Clinical Fellowship



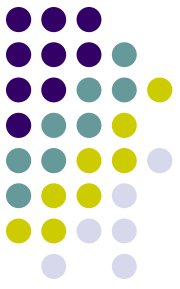
- Combination of 25% academic / 75% clinical training.
- Speciality specific
- Competency based
- Leads to application for externally funded fellowship and PhD/MD

ACFs in Newcastle/Northern



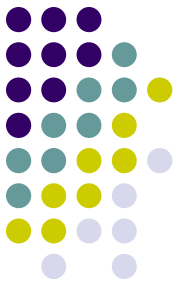
- Neurology
- Hepatology
- Dermatology
- Reproductive Medicine
- Urology
- Paediatric Oncology
- Geriatric Medicine
- Clinical Dentistry
- Psychiatry (child; adult; old age)
- Ophthalmology
- Otolaryngology
- Trauma and Orthopaedics
- Pathology of Ageing
- Respiratory
- Rheumatology
- Clinical Pharmacology

Academy of Medical Sciences guidance



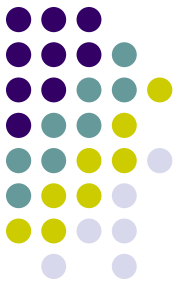
- ‘Training needs to be flexible and trainee-centred, with mentoring to ensure the attainment of both academic and clinical goals’.
- ‘The academic component of the training period must include preparation of an application for a competitive peer-reviewed research training fellowship or educational training programme leading to the award of a higher degree, the completion of which is considered as the end-point of the ACF period’.
- ‘It is essential that ACFs have the opportunity to develop competencies that enable them, in Year 1, to define a research question, and in Year 2, to develop a research proposal. The Academic RITA should record the ACF’s progress specifically in relation to these training goals’.

Postgraduate Certificate in Clinical Research



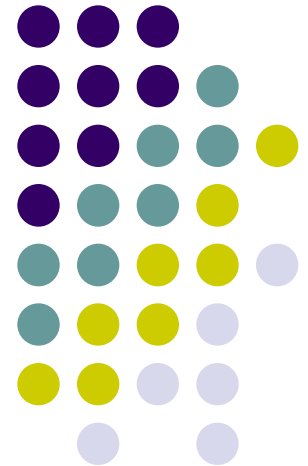
- Mandatory ! – required by NIHR TCC
- Generic research skills training
 - Research Governance and Ethics
 - Study design and data interpretation
 - Writing in a research setting

The Academic Supervisor

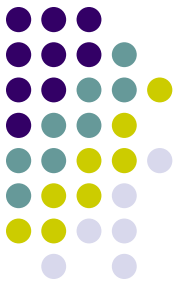


- separate from the clinical educational supervisor
- usually an established clinical academic
- formal mentoring role
- responsible for drawing up an Academic Training Programme with the trainee, and a realistic/achievable timetable for delivery.
- required to identify training goals relating to generic academic competencies and specific academic goals for each individual as appropriate.
- These targets will be summarised within the PDP for the trainee, which should be agreed within a month of commencing work and annually thereafter.

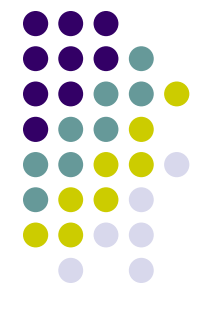
Academic Progress Review – how do we do it



Academic Progress Review



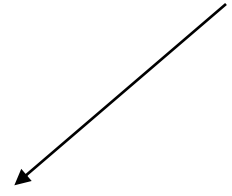
- Jan 2010
- Paperwork from Deanery
 - Deanery rep
 - Me !
 - Programme lead for your academic specialty



ACF – sent an appointment time to attend

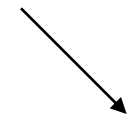


Send PDP and AP1 1 week before Academic Progress Review



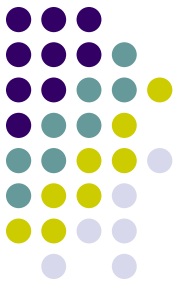
Academic Progress Review
ACF
Me
Deanery
Academic Programme Lead
Another clinical academic

Academic Supervisor report



AP1 to Deanery and Clinical RITA/ARCP

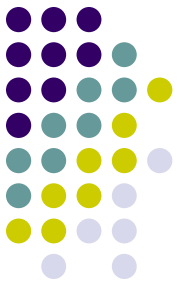
Generic academic competencies



- Three domains:
 - 1) Research Experience,
 - 2) Research Governance,
 - 3) Communication/Education.

- Academic progress will be assessed in relation to each of these domains.

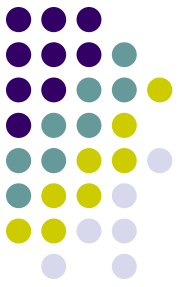
Academic Competencies and Outputs



Generic and applied research skills- examples include:

- Identifying a research supervisor
- Identifying a research topic
- Defining a research question
- Observational and experimental research design
- Developing a research proposal
- Writing a grant application
- Critical appraisal of a paper or topic
- Carrying out an experiment
- Data interpretation and statistical analysis
- Writing a research paper or thesis
- Commercialisation of research outputs

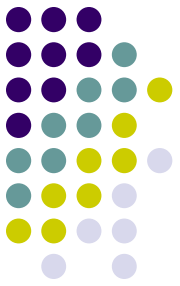
Academic Competencies and Outputs



Research Governance examples include:

- Information storage and retrieval
- Patent and Intellectual Property issues
- Laboratory safety
- Clinical trials / clinical trials legislation
- Research ethics and how it is monitored (including COREC processes)
- Home Office and Animal Licences
- Animal husbandry
- Storage of human tissue
- NHS structure and regulations
- Fraud/Scientific misconduct
- Research and Integrity (awareness of complex dilemmas in scientific research).

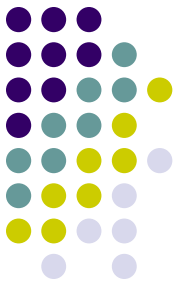
Academic Competencies and Outputs



Communication/Education- examples include:

- Writing skills
- Verbal presentation skills
- Electronic media / audio-visual presentation skills
- Poster presentations
- Teaching skills/experience
- Supervision skills/experience
- Science and the Media
- Effective networking and collaboration
- Collegiality/ability to work co-operatively and creatively with colleagues
- Assertiveness skills

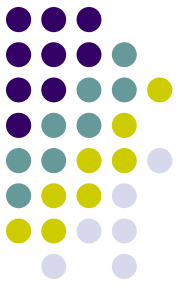
Outputs



Significant outputs should be recorded on the Assessment of Academic Progress form, and supporting evidence provided.

- Presentation at national / international research meetings
- Submitting an application for a grant or fellowship
- Publishing a peer-reviewed article
- Delivering an educational lecture or seminar

PDP

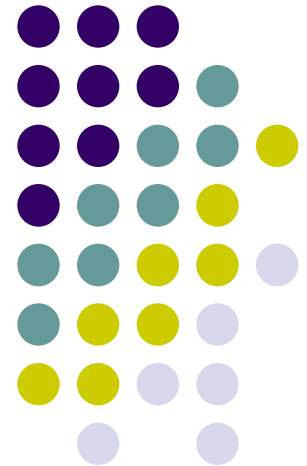


- This form and accompanying evidence can be used to assist in the completion of the Assessment of Academic Progress and will provide the trainee with a personal portfolio of evidence of academic competency that may be transferred between centres and appointments

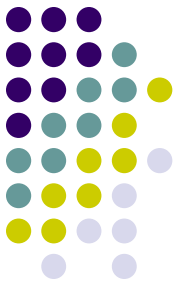
Academy of Medical Sciences



Acrobat Document



And finally



- Enjoy it.
- Take every opportunity that you can.
- Make the most of it.
- Ask for help.



**There has never
been a better and
more exciting
time for a career
in Academic
Medicine**

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