UNIVERSITY OF Southampton
School of Health Sciences

Developing Clinical Academic Careers in Nursing

- New Roles
- Robust Infrastructures
- Flexible Pathways

Professor Dame Jill Macleod Clark
School of Health Sciences
University of Southampton

UNIVERSITY OF Southampton
School of Health Sciences

Defining a Clinical Academic Career

- Spans graduation to retirement
- Combines increasing expertise over time in practice, research and/or education
- Involves continued active engagement in practice and the 'Academy'
- Involves the attainment of standardised academic and professional benchmarks for progression

UNIVERSITY OF Southampton
School of Health Sciences

Purpose of Clinical Academic Career Pathways

- To develop a robust clinical academic infrastructure and culture, as in medicine

- To create a critical mass of nurses with clinical expertise combined with clinical research skills and/or education skills

- To provide flexible roles and career paths which facilitate movement between service and the academy

UNIVERSITY OF Southampton
School of Health Sciences

The need for clinical academic career paths

- Generation(s) of educators with limited clinical nursing credibility
- Tiny numbers of researchers with clinical nursing credibility
- Lack of focus on the evidence base of nursing interventions in current research portfolios
- Limited evidence base for practice
- Current investment in 'Catch up'

  (average age of PhD students = 39)

UNIVERSITY OF Southampton
School of Health Sciences

NIHR CLINICAL ACADEMIC CAREER FRAMEWORK

- Loosely based on the 'Walport' model for medicine
- Designed for non-medical health professionals (nurses and AHP's)
- 4 levels of award
  - MSc Research/Clinical Research Studentships 70 per annum
  - Doctoral Fellowships 15 per annum
  - Clinical Academic Lecturers 10 per annum
  - Senior Clinical Academic Lecturers TBD

UNIVERSITY OF Southampton
School of Health Sciences

SOUTH CENTRAL SHA/UNIVERSITY OF SOUTHAMPTON PILOT SCHEME

•Doctoral Studentships	x 7 (Band 5)	- non-embedded
•Post Doctoral Fellowships	x 3 (Band 7)	- non-embedded
•Clinical Chair	x 1 (Band 9)	- embedded

3 year pump-primed posts, Trust contracts

50% clinical

50% University

UNIVERSITY OF Southampton
School of Health Sciences

Creating new clinical academic career paths

Problems of Scale:

- Medical 'Walport' funding = approximately £30-50m per annum
- Non-medical 'NIHR' funding = approximately £10-15m per annum

- Registered doctors in the UK = 231,565
- Registered nurses in the UK = 620,000

- RAE 2008 - approximately 1 in every 1,500 nurses were 'returned'
- RAE 2008 - approximately 1 in every 100 medics were 'returned'

UNIVERSITY OF Southampton
School of Health Sciences

Creating new clinical academic roles

Some Challenges

- No existing robust infrastructure for career pathways e.g. salaries/terms and conditions
- No existing organisational culture to support non-medical clinical academic careers
- No professional expectations of a clinical academic career (mid-career 'catch up')
- No embedded 'joint' training posts in service/HEI establishment figures
- No embedded flexible career paths to facilitate progression
- No identified training funds in post qualification education budgets
- Few role models

UNIVERSITY OF Southampton
School of Health Sciences

Developing flexible clinical academic career paths

Making it happen

- Undertake workforce modelling of numbers of clinical academic researchers and educators needed in the future
- Map pathways for clinical academic careers from graduate to chair with progression criteria – 'catch them young'
- Reconcile clinical and academic contracts and terms and conditions to facilitate seamless movement between research, education and practice roles in service and HEI's
- Embed establishment posts in service and HEI's for all different levels of career progression
- Dedicate funding for clinical academic training career posts in nursing as part of post qualification education commissions

UNIVERSITY OF Southampton
School of Health Sciences

Learning points from SCSHA Pilot

- Level of culture shift required
- Level of support and mentorship required
- Level of anxiety generated
- Level of commitment shown
- Level of potential impact

Piloting a new flexible career path in an inflexible not-yet-modernised system is ambitious and risky but worthwhile!

UNIVERSITY OF Southampton
School of Health Sciences

From the Horse's Mouth

There also needs to be assurance that there will be a future career pathway to follow – it is no good creating a new type of professional for whom there is ultimately no market.

(Band 5 respondent in CAC pilot evaluation)