

# **Resident Doctor Webinar**

## **20 May 2025**

***Research Opportunities in Parallel to Clinical Duties***

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# This afternoon...

- A summary of academic training post types
- Academic training review
- Research and Education roles in your future career
- Using your curriculum to support your academic development
- A career journey and tips
- Questions / Discussion

# Integrated training and academic post types

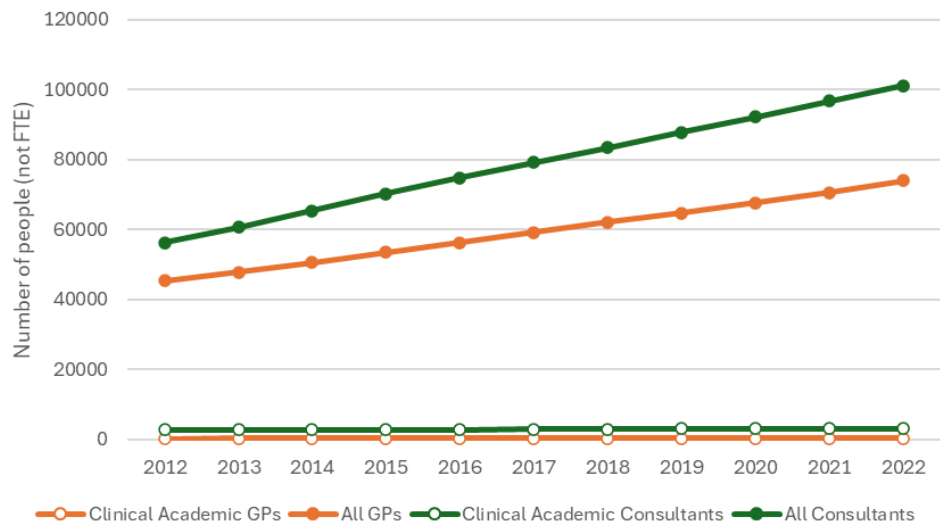
<u>Post Type</u>	<u>Summary</u>	<u>Number of posts currently in Scotland</u>
<b>SPECIALISED FOUNDATION PROGRAMME</b>	Provides foundation doctors the opportunity to develop research, teaching and leadership/management skills alongside the standard competencies in the Foundation Programme Curriculum. It is a two-year programme with a dedicated placement in the second year (FY2), designed to benefit both doctors planning academic medicine careers and those pursuing different medical paths.	51
<b>SCREDS</b> <b>(Scottish Clinical Research Excellence Development Scheme)</b>	The Scottish Clinical Research Excellence Development Scheme (SCREDS) provides an integrated training and career development pathway enabling clinicians to pursue concurrently or sequentially academic and clinical training within the NHS. It facilitates both the attainment of a senior clinical academic appointment and the award of a Certificate of Completion of Training (CCT).	~60
<b>Available in regions</b> <b>ECAT, DCAT, ACAT, Glasgow, St Andrews</b>	University-led oversight groups with additional local/supraregional schemes (e.g. MRC, Wellcome, CRUK-supported posts)	~60
<b>NES / CSO</b>	Joint NES/CSO (Clinical Scientist Office) postdoctoral lectureships. Usually up to 5 appointments per academic year and applicants must hold a Scottish NTN and have completed a research degree (PhD or MD). These Lectureships are usually 50:50 clinical/academic until CCT.	~10

# A review of Academic Training in Scotland

# Workforce Planning



The widening workforce gap



*Trends in Consultant and GP posts - overall v academic  
(source: Medical Schools Council Clinical Academic Survey)*

- 3% of consultant workforce (down from 5% (2012))
- <0.1% GPs are clinical academics
- Clinical academics aged >55 make up 35% of the academic medicine workforce
- Since 2004, there has been a 30% reduction in middle career researchers

# Communication



Poor awareness of academic careers



Reduced profile of academic medicine



Lack of resources highlighting opportunities



Unclear processes eg SCREDS



- Educational activities not valued as highly as research activities
- Lack of career pathway
- Absence of a requirement for doctors with educational roles to undertake formal teaching qualifications
- Opportunities for education-focused careers beginning to increase

# The challenge and the opportunities



ENHANCE  
AWARENESS OF  
ACADEMIC MEDICINE  
AND INCREASE  
ACCESSIBILITY OF  
INFORMATION



RETAINING AND  
ATTRACTING TALENT



UNDERSTANDING  
OUR FUTURE  
ACADEMIC  
WORKFORCE



GREATER  
COLLABORATION  
WITH KEY  
STAKEHOLDER  
INCLUDING  
STRATEGIC PLANNING



STRENGTHENING  
EDUCATION FOCUSED  
CAREERS



ADDRESSING  
INEQUITY IN  
OPPORTUNITY



Research, Curiosity, Innovation  
and Teaching are for everyone,  
though!

# Examples in non-university posts

- Undergraduate elective supervisor / OSCE examiner / lecturing / clinical-based teaching / SSC supervisor
- Undergraduate module/block/year lead
- Training programme director / Associate PG Dean
- Out of Programme Experience / Research
- Director of Medical Education
- NHS R&D Director
- Fellowship Funding from Chief Scientist Office
  - Innovation; doctoral; career researcher

# Using your curriculum

- Generic Professional Capabilities framework domain 9 (“Research and Scholarship”)
- Look for and embrace research competences - typically
  1. Participation in clinical audit/quality improvement cycles
  2. Critical appraisal of literature
  3. Research project involvement
  4. Publication and presentation of research
  5. Completion of specific research training modules

# Example: O&G

- Core curriculum includes essential research competencies for all resident doctors in training
- Clinical Research Special Interest Professional Module
  - Understanding research methodology
  - Conducting clinical studies
  - Submitting research proposals
  - Conducting ethical research

# A career journey and tips from a clinical academic / Questions