

# 4Ps Researcher Development Programme

## Building research capacity for AHPs and the wider workforce

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### Why did we create the 4Ps programme?

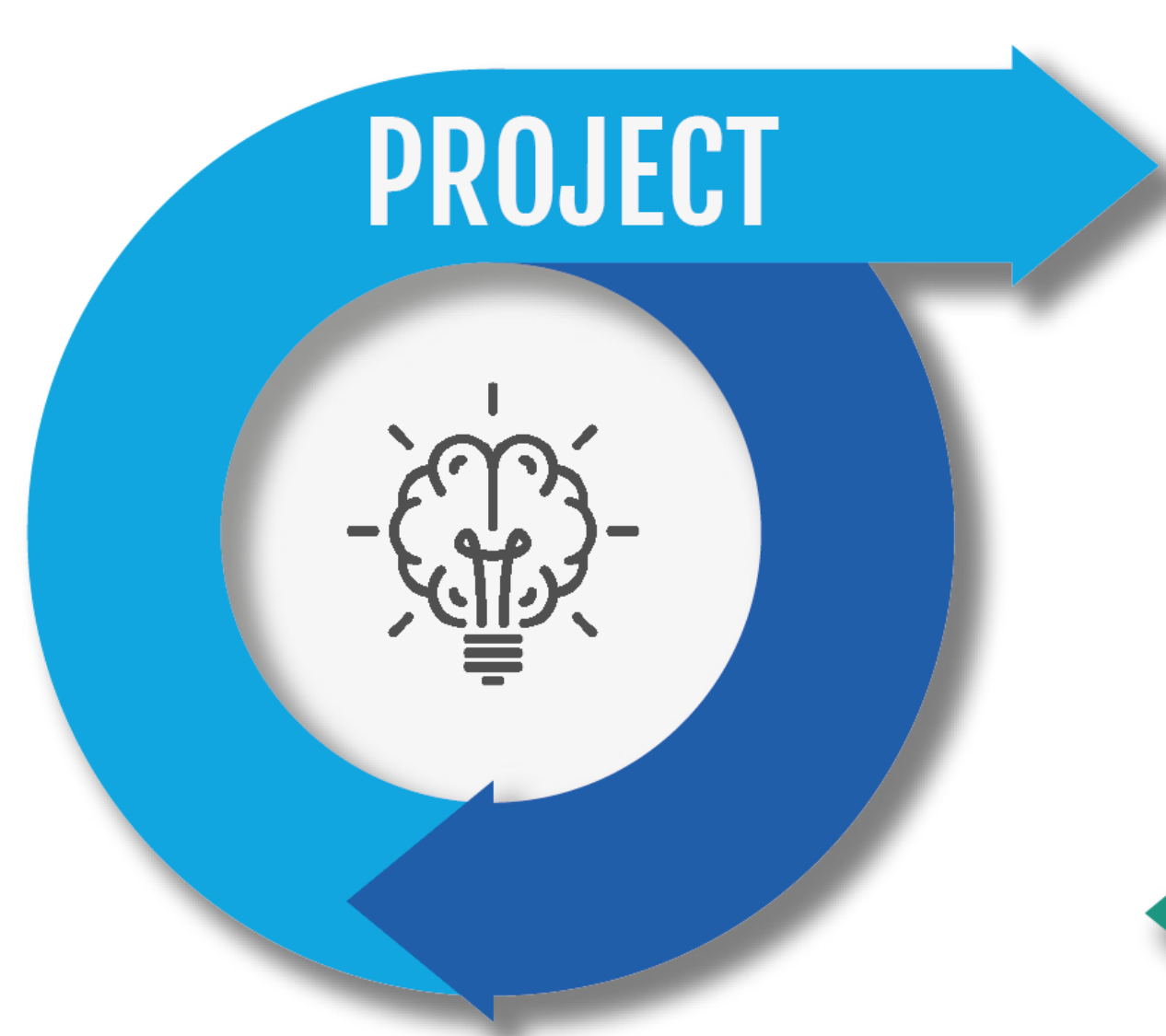
- ❑ Research led by AHPs, nurses, midwives creates better outcomes for patients and a thriving workforce<sup>1</sup>
- ❑ Navigating the research landscape can be daunting and brings various challenges to overcome<sup>2</sup>
- ❑ High-quality support and training is essential to enable staff to develop as clinical researchers<sup>3</sup>



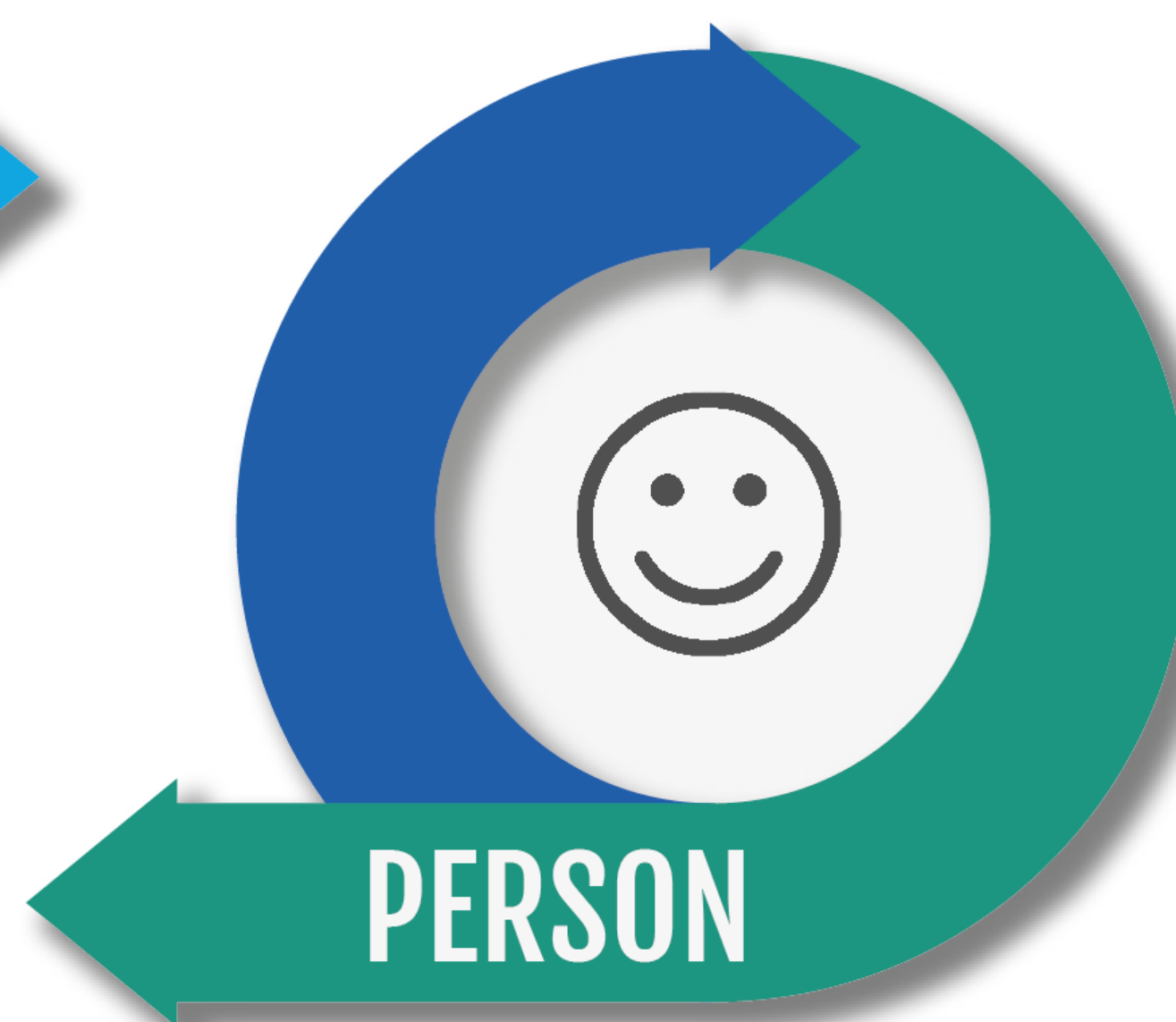
### What does the programme look like?



In the **Place** module, we explore how we can put ourselves in the best environment to develop as researchers. We look at linking with supervisors, mentors, HEIs, regional organisations and other forms of support.



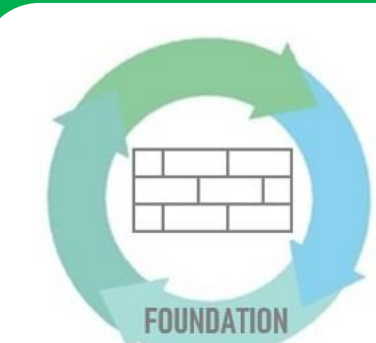
**Project** is about the nuts and bolts of designing a research project. This includes developing a research question, beginning to think about methodology, and writing a research protocol.



In **Person**, we focus on our strengths, skills, areas for development, and how we can maximise these in applications and interviews for research funding.



**Plan** is about stepping back to look at the bigger picture. We think about how our research aligns to what is happening locally and nationally, and how we can influence this.



Underpinning all of this is our **Foundation** introductory session; an essential building block where we learn about the research landscape, and begin to think about where we fit into it. This is a prerequisite session for the main programme.

### How has it evaluated, and what happens next?

The experience has been very inspiring and really helpful all throughout my research journey. :)

Really motivating supportive informative session. Excellent speakers. Supportive, attentive facilitators.

Allowed me to develop some thinking and strategies about starting research work. Developing ideas and 'getting me out of the blocks'.

- ❑ This is a snapshot of qualitative feedback. We are currently gathering robust quantitative and longitudinal data
- ❑ We are making plans to move from Teams to blended delivery of the programme, with accessible online learning and valuable in-person sessions
- ❑ To find out more, please see our [website](#) or email us on [nuth.NMAHPRresearch@nhs.net](mailto:nuth.NMAHPRresearch@nhs.net)

**References** <sup>1</sup>Cowley, A., Diver, C., Edgley, A., & Cooper, J. (2020). Capitalising on the transformational opportunities of early clinical academic career training for nurses, midwives and allied health professionals. *BMC Medical Education*, 20(1), 418. <https://doi.org/10.1186/s12909-020-02348-2>. <sup>2</sup>Jones, D., & Keenan, A. M. (2021). The rise and rise of NMAHPs in UK clinical research. *Future healthcare journal*, 8(2), e195–e197. <https://doi.org/10.7861/fhj.2021-0098>. Olive, P., Maxton, F., Bell, C. A., Bench, S., Tinkler, L., Jones, S., & Kenkre, J. (2022). Clinical academic research internships: What works for nurses and the wider nursing, midwifery and allied health professional workforce. *Journal of clinical nursing*, 31(3-4), 318–328. <https://doi.org/10.1111/jocn.15611>.