

PEAR

Paediatric Trainee Experience of Multi-site Audit and Research, a cross sectional REACH Network study

G Lawson, D Carr, E Loucaides, on behalf of the REACH collaborative

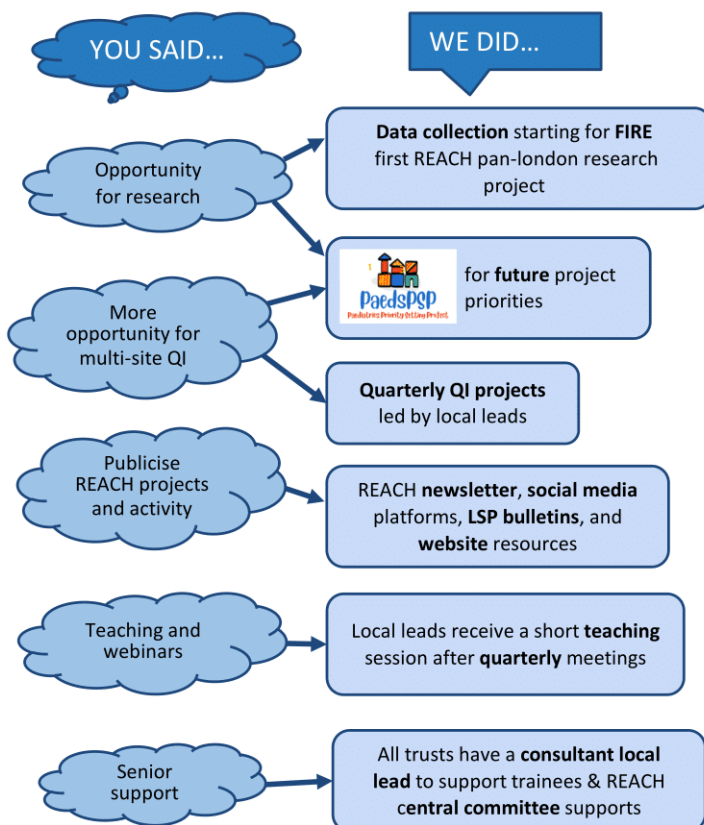
Trainee involvement in research is a key Progress+ curriculum domain¹ and research can significantly improve clinical outcomes. Trainee involvement in research is good for trainees and for patients. Resources such as the RCPCH academic tool-kit² are available but despite this trainees have inequitable access to research opportunities during training with multiple barriers to involvement.^{3,4} The REACH (Research, Evaluation and Audit for Child Health) network was established to support trainees keen to learn more and get involved with research, audit, and service evaluation. The PEAR study was set up to objectively assess paediatric trainee experience of research and multi-site QI work with a section focussing on the impact of the REACH network since its inception, and to identify how this could be improved. Here we present data demonstrating how REACH can improve accessibility and engagement with research.

Objectives

The PEAR study aimed to assess experiences of research and multi-centre quality improvement (QI) work amongst London School of Paediatrics (LSP) trainees and evaluate access to the London REACH (Research, Evaluation & Audit for Child Health) network.

Methods

The PEAR survey was designed by a subgroup of the REACH central committee and delivered by local leads by NHSmail. All paediatric trainees in London were included, as well as those out of programme, but those not in training posts, eg clinical fellows, were excluded as this subgroup were likely to have had a different experience of postgraduate medical training.



Results

146 responses were received from trainees across all grades, with 89% wanting more access to research activities.

Key Themes

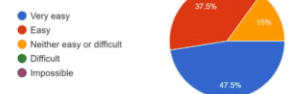
- More opportunities for research or QI
- Increased publicity of REACH
- Senior support
- Webinars and teaching
- Universal theme: Protected time for projects during work hours

Increasing publicity was the main theme in making REACH more accessible, particularly through:
local induction,
local leads & consultants,
social media & LSP communications.

46% of respondents knew of the London REACH network before study participation, via LSP communication (61%), word of mouth (31%), whatsapp (25%), and local department communication (17%).

85% found it easy to get involved with REACH if desired.

23d. How easy was it to get involved with REACH? 40 responses



Discussion

Research is a core learning outcome of the RCPCH Progress+ curriculum. PEAR provides evidence that there is demand for increased protected time for research related activities, and highlights the need for continued advocacy and senior support for progress.

Whilst LSP communications are effective, we recognise that REACH local leads, consultants, local induction programmes, LSP events and social media have a key role in widening access to research within training.

REACH provides trainees with opportunities and support to participate in multi-centre projects at all levels, from designing and leading research studies to championing QI projects locally. It aims to embed research roles into training and instil a culture of inclusivity for all trainees.

1. <https://www.rcpch.ac.uk/resources/rcpch-progress-domain-resources-research-scholarship>
 2. <https://academictoolkit.org/>
 3. Randles V, et al. Mind the gap! Research experience of respiratory trainees- a national survey. https://thorax.bmj.com/content/76/suppl_2/a161
 4. Mustafa K, et al. Understanding barriers for research involvement among paediatric trainees: a mixed methods study. BMC Med Educ. 2018 Jul 13;18(1):165.