



Preparing the educators to teach: what happens before they transition to academia?

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Where are we?

- The UK is currently facing a significant National Health Service clinical staffing crisis
- Ambitious NHS England plan to train and recruit significant numbers of new clinical practitioners over the next few years (NHSE, 2023)
- Healthcare programmes in the UK are degree level and delivered within Universities – facing more difficulty recruiting and retaining academic staff generally, and increasingly concerned how we will support NHS workforce plans.
- Evidence over the last 15 years has identified that we need solutions to support transition of, and to retain novice academics
- Research project, supported by HEE Midlands with funding, and the aim to lead to further work as a PhD
- Project resulted in:
 - Systematic Literature review
 - International survey of novice healthcare academics

Objectives of our study

The aim of the study was to obtain experiences of academics who transitioned from clinical roles.

1. Ascertaining prior understanding of the academic role.

2. Understanding motivations to transition to academia.

3. Determining whether expectations reflect reality.

4. Identifying support needs for successful transition.



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Design, methods and results

Systematic Literature review

- Papers exploring the experience of health practitioners transitioning into first academic roles.
- International perspective
- All clinical professions transitioning from practice

Survey – Descriptive cross-sectional study

- Adapted the validated Career Transition Inventory (CTI) Heppner et al (1994)
- 72 items answered on a 6-point Likert scale
- 100 item HEXACO personality inventory (Ashton and Lee, 2004) to explore personality factors
- Demographic questions
- Five qualitative open-ended questions.



Reasons for, and results from, moving to academia

Research Study

- Needed a new challenge
- Didn't want to be a manager
- Disillusion and stress
- Positive impact on future professionals
- Seeing the "penny drop" moment
- Develop within research and scholarship

Literature Review

- Seen as next step after clinical role
- Seen as successful
- Development and "step up" from clinical posts
- Wanted to give back



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Feelings

Research Study

- Overwhelmed
- Feel like a novice again
- Felt had made the right decisions

Literature review

- Loss of identity
- Uncertainty and confusion
- Stress and anxiety
- Frustration
- Confidence +ve /-ve



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Lack of preparedness

Research Study

- Complexity of pastoral support
- Time on administrative tasks
- Expert – Novice – imposter
- Bureaucracy
- Thought teaching would be the easy part
- It took a while to understand the role and what was required

Literature review

- Not ready for role
- Role clarity
- Difficulty of role
- Expectations
- Academic responsibility
- Lack of teaching knowledge
- Lack of knowledge
- Scholarly activity



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Work-life balance

Research Study

- Expected a favourable work life balance
- Not prepared for the reality of the workload

Literature review

- Time
- Lack of structure
- Lack of resources
- “work always with you”
- Long hours / workload
- Work life balance



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Future work

- Most of the available work makes recommendations of a mentor and to undertake a teaching qualification, **after** transition.
- Many of the **findings** though, suggest key issues need addressing **before** transition:
 - Lack of understanding of what the role is – it isn't just teaching
 - Lack of preparation for the expectations –teaching knowledge and skills, scholarship and research, expert to novice
 - Belief academia offers a better work-life balance (without understanding the challenges of autonomy)
- So, what do we do to prepare our potential academics?



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Thanks for listening

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