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Paediatric trainee experience of multi-site audit and research (PEAR), a cross sectional REACH network study

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Aims

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

Here we present data demonstrating how REACH can improve accessibility and engagement with research.

Methods

The PEAR survey was designed by a subgroup of the REACH central committee and delivered by local leads. All paediatric trainees in London were included.

Results

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

Recurring themes for improving research were:

- QI experience were increased provision and advertisement of opportunities;
- Publicity of REACH and other projects;
- Webinars & teaching;
- Support from seniors.

A universal theme was improving protected time during work hours.

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

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 advertisement and senior support.

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.