Form RDC-R (2019)

**OXFORD BROOKES UNIVERSITY**

**RESEARCH DEGREES COMMITTEE**

## Application to Register for a Research Degree

This form should be word processed and completed by the candidate under the guidance of the supervisors, with reference to the Oxford Brookes University Research Degree Regulations and the Research Degrees Committee’s Notes for Guidance. All the necessary documentation can be downloaded from the Research Degree Team’s web page at: <http://www.brookes.ac.uk/students/research-degrees-team/current-students/research-students/research-degree-forms/>.

Degree applied for: ☐ (i) Master of Philosophy (MPhil)

*Timely submission and completion within - Full-time 2 years; Part-time 4 years*

☒ (ii) Master of Philosophy with possibility of transfer to Doctor of Philosophy (MPhil/PhD)

*Timely submission and completion within - Full-time 3-4 years; Part-time 6 years*

☐ (iii) Doctor of Philosophy (PhD)

*Timely submission and completion within - Full-time 2 years; Part-time 3 years*

# 1 The applicant

First Name: Luke Richard Thomas Title: Mr

Surname (Second) Name: Prout

Private local postal address: 6 North Drive, Harwell, Didcot, Oxfordshire, OX11 0PE

Present place of work or student status: Full time student, part time paramedic.

Effective date of first enrolment: 25/01/2021

Particulars of any scholarship, studentship or other award held in connection with the proposed research programme:

Qualifications gained (regulation 2 refers; include place(s) of higher education, courses completed, main subjects, classification of award, date and name of awarding body):

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Institution** | **Course** | **Grade** |
| 2017-2020 | Oxford Brookes University | Paramedic Science BSc (Hons) | 1:1 |

Source of funding for payment of fees:

(provide details of the nature of funding)

☐Self-funding . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

☐ Sponsor/Employer. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

☐ Government. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

☒ Studentship/other funding . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

* 1. **English language qualifications**:

(If applicable)

Has this been recorded at first enrolment? Yes ☐ No ☒

If No, please attach form RDC.ELQ - qualification held and level achieved.

Tick if form attached: ☐

English language qualification not applicable:

Tick if not applicable: ☒

**1.2 Ethical Approval:**

Is Ethical approval required at the MPhil stage Yes ☒ No ☐

If Yes, attach a copy of the approval letter and tick the box ☐

Is Ethical approval required at the PhD stage? Yes ☒ No ☐

Month/Year the application was or will be submitted for ethical approval . . . . . . Ethical approval to be sought for September 2021 meeting. . . . . . . .

If Yes, you are reminded that confirmation that Ethical Approval has been granted will be expected with the Application for Transfer.

**1.3 Intellectual Property Rights:**

Students who enrolled on or after September 2005 have agreed to assign their Intellectual Property Rights to the University when signing the acceptance of a place on the programme and agreeing to accept the University’s Terms and Conditions, therefore please complete (a) below.

If Intellectual Property Rights have been assigned by way of a formal agreement before enrolment , or if for some other reason you are unable to assign the IP, please complete (b) and attached a letter explaining the reasons as to why the Intellectual Property cannot be assigned.

(a) Please tick this box if you assigned your IP to the University when accepting the University’s Terms and Conditions as part of

signing to accept the offer of a place on the programme, and also to make the express assignment of your future and

incorporated background intellectual property as already agreed by accepting your offer of a place on the programme.

Tick box : ☒

b) If Intellectual Property Rights were formally assigned prior to enrolment or cannot be assigned now, attach a copy of the

agreement or a letter explaining why:

Tick box if letter attached: ☐

**1.4 Previous training and experience** (include details of activities (with dates) relevant to this application, and details of any

research or other relevant papers, books, etc which have been published):

My interest in research was founded and guided through my training as a paramedic during the participation of my paramedic science BSc. I found the world of paramedic research to be significantly lacking in qualitative evidence with many nuanced topics being brushed off as “just the way it is”. I found this attitude inspired me to become interested in the topics that others weren’t looking at. I chose to write my dissertation on the common factors associated with electrocardiogram (ECG) lead placement. A topic that may seem dry but in fact was rich with many pertinent themes discussed in current political discourse, in this case the female body. The evidence I produced evidenced that women commonly do not have ECGs performed correctly on them due to presence of breast tissue. The abstract of my dissertation was published on the Student4BestEvidence blog, a subsidiary of Cochrane that hosts undergraduate research projects. I also used this evidence to influence the teaching of lead placement at Oxford Brookes and in my career as a paramedic by educating student paramedics who shadow me.

**1.5 Data Management Plan** (provide details of how your data will be stored and managed during the course of your programme and how it will be archived on completion of the degree)

**Project title**

An exploration of paramedic confidence whilst making non-conveyance decisions: A mixed methods study.

**Abstract**

A mixed-methods approach to exploring the paramedic experience of confidence as reported by paramedics during three key stages of their career. The methodology includes a rapid scoping review, focus group and telephone interviews, Q-methodology and methodological data triangulation. Participants will be from three groups: Third-year BSC student paramedics, newly qualified paramedics, and paramedics two years or more qualified. The setting will be the United Kingdom.

**Methodology**

Various formats will be created as part of the research project. This project will involve the methodologies of a literature review, focus group interviews, online anonymous submission boxes, Q-methodology, questionnaires, telephone interviews, and methodological data triangulation.

**Project start and end date**: 18/02/2021-Ongoing.

This project will be performed in concordance with Oxford Brookes University research data management policy.

**Mode of data storage**

Data will be stored on my laptop, Google drive and backup onto an encrypted solid state 1tb hard drive (SSD). GitHub will be used as a secure online data repository for code produced. All data will require authentication to access to ensure security.

**Format of stored data**

Due to the wide variety of methodologies involved in the project, many varying types of format will be included. These include Microsoft Word documents (.odt), Microsoft Excel documents (.xls), Zoom files (.MP4 and .txt files) , Nvivo project files (.NVP), Endnote archives (.enlx), PhD notes in both physical and digital format (exported from Evernote).

**Volume of data**

The project itself is likely to require significant data storage capacity. But at the current point of this project an accurate estimate of the required data storage capacity is unable to be provided, therefore a flexible approach will be employed via the use of Google drive, GitHub and SSD (of which multiple can be employed to increase maximum storage capacity).

**Responsibility**

The PhD student will be solely responsible for the collection, storage, and dissemination of data.

**Versioning**

A three part semantic versioning system will be employed to track development among file names. Three numbers used to indicate major, minor and patch changes to the document. For example: “example-document.1.2.1.odt”

**Data quality assurance**

All data will be stored in open standard formats and will be copied at two year intervals in order to guard against potential obsolescence. Data integrity will be ensured by checking at bi-monthly intervals and storing the data in multiple secure locations such as Google drive, SSD, locally on my laptop and via a repository on GitHub. Any paper documentation will be stored and backed up digitally on Google drive. All code created will be stored via a GitHub repository.

**Data sharing**

The data produced by this project will be valuable to the wider scientific community and therefore allowing for open access and re-use of data will be accommodated. However consideration will be made to fully anonymise all personal data and to ensure confidentiality.

Management of intellectual property rights and copyright are in concordance with the Oxford Brookes intellectual policy and regulations.

If data sharing is requested by an outside source then a secure data enclave will be used to host the anonymised data. Individual user agreements will need to be produced in order for access agreements to be granted, this will be done via a case by case basis.

**Use of third party cloud-based services**

The Oxford Brookes Google drive account will be used primarily for cloud based storage. GitHub online repositories will be used for code storage. In accordance with the Data Protection Act 1998, no personal or sensitive data will be stored on overseas online servers. Any personal or sensitive data will be stored locally and securely in line with GDPR regulations. All data stored via third party cloud based services will be encrypted.

**Phase 1:**

Data source: Online databases will be used to collect the meta-data of literature. Additionally abstracts and .pdf files will be collected and stored accordingly with the relevant meta-data. Thematic analysis performed via Nvivo. Citation manager is Endnote.

Format: .pdf, .nvp, .odt, .xls, .enlx.

**Phase 2:**

Data source: Focus group interviews performed via Zoom will be recorded. Chat functions performed during the interviews on Zoom will be collected. Anonymous individual submission boxes during the focus group interviews via google forms. Citation manager is Endnote.

Format: .mp4, .txt, .odt, .xls, .enlx.

**Phase 3:**

Data source: Q-methodology will involve recording of participant Q-sets (at this stage .xls but may vary depending on the software used to perform Q-methodology). Demographic data via Microsoft Word. Additional questionnaire info in Microsoft Word. Randomised anonymous telephone interviews will be performed via Zoom audio only function. Citation manager is Endnote.

Format: .xls, .mp4, .odt, .enlx.

**Phase 4:**

Data source: All data collected from stages 1-3 will be cross analysed. Citation manager is Endnote.

Format: .pdf, .nvp, .odt, .xls, .enlx, .mp4, .txt.

**2 Academic referees** (regulation 2 refers; only required for candidates who hold non-standard entry qualifications or who do not have at least an upper second class honours degree or equivalent - please attach references to application):

1. **Name of collaborating establishment(s)** **and the nature of the association:**

*If any collaborating establishments have been agreed, a letter from a senior member of the collaborating department or organisation must be attached to the application for registration. The letter must state that the facilities to be provided will be available for the duration of the programme (for example, access to specialist equipment, specific population of subjects or records, etc) and confirm that the institution will act as a collaborating establishment - If this is the case, the nature of the collaboration should be specified here.*

(Regulation 10. refers) Please tick box if a copy of the letter is attached: ☐

N/A

### 4 The programme of research

**4.1** Title of the research thesis:

*This is not expected to be the final title of the thesis, but it must be as concise and informative as possible, specifying the research project.*

An exploration of paramedic confidence whilst making non-conveyance decisions: A mixed methods study.

**4.2** a) Aims of the investigation:

*(One overarching aim/research question should be listed with no more than two other aims if necessary. The aims of the investigation should be listed in a systematic and logical way. Care should be taken to make the aims as clear as possible - a series of bullet points may be used. It is often helpful if the aims can be linked to the MPhil and PhD components of the proposed plan of work, where appropriate.*

Aim is what you intend to achieve

The aim of the investigation is to critically explore the lived experience of confidence as a paramedic when making non-conveyance decisions in the pre-hospital setting. This task will be performed by carrying out the following:

**MPhil**

* To identify factors influencing the confidence of paramedics when making non-conveyance decisions (Stage 1-2).
* To describe how confidence affects non-conveyance decisions by paramedics (Stage 1-2).

**PhD**

* Provide a description of the subjective experience of confidence in the context of non-conveyance decisions made by paramedics (Stage 3-4).
* To identify methods to optimise confidence for non-conveyance decision making in paramedics (Stage 4, may require additional research to fully explore this topic).

b) Objectives

*(Four or five objectives should be listed as bullet points detailing the main objectives for the project – care should be taken not to prejudge the outcomes. Explain how each objective will be met when describing the proposed research in the MPhil and PhD stages of the plan of work)*

* To extend what is known of how a paramedic’s experience of confidence affects their non-conveyance decisions.
* To report how paramedic’s non-conveyance decision making is affected by confidence.
* To explore how paramedics define confidence in the context of non-conveyance decisions.
* To demonstrate the variance in experience of confidence between three key stages of varying autonomy amongst paramedics.
* Combine mixed methodologies to give a comprehensive understanding of paramedic confidence when making non-conveyance decisions.

**4.3** Proposed plan of work should written by the candidate with the advice and assistance of the supervisors. It must indicate that a viable programme of research has been formulated, which has been set within the appropriate context and is likely to be achievable within the time permitted for the programme i.e. completion within 4 years for full-time and 5 years for part-time study.

*The plan of work should present the background to the project and set the research in its academic context. It must include details of: the relationship to previous work such as a recent Masters; avoid excessive use of technical terms but when unavoidable provide a glossary of terms in section 4.5; only use the space provided below using no more than 1,000 words; write for a non specialist audience; for MPhil/PhD split the plan into two stages indicating where transfer will occur; clearly explain the proposed methodology and/or techniques stating what you will do and how; deal with each aim and objective stating how they will be addressed during the programme; PhD proposals must include a brief account of the new contribution to knowledge; if undertaking group work or a variation of a larger project – explain your individual contribution and the relationship between this and the larger project; include a timetable covering when the work will be done with timescales for each stage; include up to 10 key references attached on a separate sheet and number these in the text ;*

It is essential that candidates referto **Section 8** of **The Guidance Notes** for completing this form - available to download at: <http://www.brookes.ac.uk/students/research-degrees-team/current-students/forms/>

**Background**

There has been a steady growth in the level of autonomy granted to paramedics when making conveyance decisions in the UK. With greater academic requirements and a maturing profession, greater responsibility is placed upon paramedics to make safe, consistent and evidence based conveyance decisions. Whilst the decision of whether to drive a patient to the hospital or leave them at home may appear to be a rather binary if not simple decision on first thought, it in fact requires a highly complex level of decision making taking many factors into consideration. Whilst a patient may supply ample factors for a paramedic to consider, the paramedic themselves carry a level of personal factors that must be consulted also (Oosterwold *et al.,* 2018). Oosterwold et al (2018) identified confidence as one such example of a personal factor that significantly affects the conveyance decisions of a paramedic.

The term self-confidence is commonly used in an indiscriminately manner to describe self-confidence, self-esteem and self-efficacy (Bandura, 1997). All three of which are distinct phenomena. Due to this common conflation of definitions the proposed research will aim to extract evidence regarding all possible definitions of confidence and then differentiate these at a later point.

Evidence shows that self-confidence and self-efficacy are highly influential upon a healthcare professional’s ability to critically think and problem solve (Fry and MacGregor, 2014). Self-confidence has been identified as an influencing factor on a paramedic’s conveyance decisions (Knowles et al., 2018; Oosterwold et al., 2018). Despite this, the subject of self-confidence when making non-conveyance decisions has not been thoroughly explored. Due to this lack of evidence it is not possible to fully understand how self-confidence and self-efficacy affect non-conveyance decision making and conversely, how the act of non-conveyance decisions affects an individual's self-confidence

Non-conveyance decisions are not only relevant in that they are an acute and growing topic of interest within the world of paramedicine, but it also acts as a “contextual-sandbox” to view self-confidence occurring within. By viewing confidence within the context of non-conveyance decision making we will be able to observe how confidence and the individuals experiencing it move amongst the defined contextual parameters of non-conveyance decision making.

To understand this complex relationship we must first understand the individual’s subjective experience of confidence during the act of non-conveyance decision making. By utilising a methodology optimised at presenting the individuals subjective experience we can gain a view into the lived experience of making such decisions, which may offer greater insight into the topic leading to a deeper understanding of how to best optimise confidence and non-conveyance decision making in paramedics.

**Setting**

The proposed work will be performed in the UK involving participants from a wide sample of ambulance trusts, private providers, and universities. This wide sampling approach is being applied due to the wide variance in regional in autonomy and protocol relating to conveyance decisions within the UK.

**Sample**

Third year Paramedic Science BSc students, newly qualified paramedics (NQP), paramedics who have been qualified for two years or more (outside of NQP period). These three groups of participants are at distinct intersections in their career which indicate a change in conveyance decision autonomy. By studying these three groups we are able to compare three key stages of autonomy in decision making and potentially observe how it’s interaction with confidence changes as the stages progress in increased autonomy.

**Methodology**

The methodology employed follows a mixed methods approach. The project will be using sequential generation to inform the development of the various stages. For example, the literature review will return results which will be used to generate the questions that will be asked during the focus group interviews.

**MPhil activities**

Stage 1: A rapid scoping review will be performed following PRISMA-scr with the aim of identifying factors influencing the confidence of paramedics when making non-conveyance decisions and how confidence affects non-conveyance decisions in paramedics (Tricco et al., 2018). Second to this, the rapid scoping review may identify key concepts, definitions and knowledge gaps on the topic whilst demonstrating the scope and volume of evidence available (Aromataris and Pearson, 2014; Booth et al., 2012; Hamel et al., 2021; Munn et al., 2018).

The information collected and analysed as part of stage 1 will be used to build a topic guide to be used in stage 2, guide the synthesis of the topic guide to be used as part of the semi-structured interview and in the formation of statements for stage 3 (Creswell and Plano Clark; see also Kroll et al., cited in Tausch and Menold, 2018).

Stage 2: Student paramedics, NQPs, and experienced paramedics take part in virtual focus group interviews in their separate groups. The aim of the focus groups interviews is to explore the experiences of student paramedics, NQPs, and paramedic’s self-confidence when making non-conveyance decisions. The interviews take a semi-structured approach with a topic guide formulated from the findings of stage 1. During the focus group interviews participants will have access to an anonymous submission box which will allow them to make comments that they do not feel suitable to share as part of the live focus group. The submission box will simply record the comment made anonymously and the time submitted.

The information collected and analysed as part of stage two will be used to guide the synthesis of the topic guide to be used as part of the semi-structured interview and in the formation of statements for stage three (Creswell and Plano Clark; see also Kroll et al., cited in Tausch and Menold, 2016).

**PhD activities**

Stage 3: The aim is to assess the order of importance of statements relating to confidence and non-conveyance decision making as reported by the three groups of participants. Q-methodology using statements synthesised from stages 1-2 will be performed. Student paramedics, NQPs, and experienced paramedics will be asked to fill in demographic information, perform a Q-sort, and then a sample of randomised participants will be asked to take part in a phenomenological telephone interview using a semi-structured approach.

Demographic information such as gender, age, previous experience in healthcare, length of previous experience in healthcare will be collected via questionnaire.

Q-sets will be collected via a bespoke Q-methodology tool developed as part of stage 3 and analysed in R.

A random sample of participants will be followed up for a semi-structured telephone interview to discuss the results of their Q-sort (Englander, 2016). The aim of this interview is to explore the reasoning behind their choices and to identify any sensitive topics that may not have been reported as part of the focus group interviews. There is the possibility that sensitive topics that risk personal and professional accountability will not be reported in the focus group setting due to social pressures. By performing both interview methodologies we can ensure a broad range of answers from both anonymous and socially pressured settings.

Stage 4: Methodological data triangulation to be performed. An across method analysis of where the convergence, agreeability and dissonance of the results of stages 1-3 (Adams et al., 2015). This method of cross analysis will assess the validity of the research performed through stages 1-3 by combining and comparing the different perspectives from each methodology.

**Timeline**

First quarter starts from January 2021.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Quarter** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| PhD Registration |  | **x** |  |  |  |  |  |  |  |  |  |  |
| **Stage 1** |  | **x** | **x** |  |  |  |  |  |  |  |  |  |
| Ethics application |  |  | **x** |  |  |  |  |  |  |  |  |  |
| **Stage 2** |  |  | **x** | **x** |  |  |  |  |  |  |  |  |
| Transfer MPhil-PhD |  |  |  |  | **x** |  |  |  |  |  |  |  |
| Creation of bespoke Q-methodology |  | **x** | **x** | **x** |  |  |  |  |  |  |  |  |
| **Stage 3** |  |  |  |  | **x** | **x** |  |  |  |  |  |  |
| **Stage 4** |  |  |  |  |  |  | **x** | **x** | **x** |  |  |  |
| **Write up of PhD thesis.** |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** |

**Novelty of project**

To the best of my knowledge the proposed research aims to confront a research gap in a suitable manner. The paramedics' lived experience is critically underrepresented in research. Many studies, for example Knowles et al (2018), involve paramedics but prioritise managers in representation. Therefore a focus on the personal experience of the participant group has been demonstrated in the use of qualitative and phenomenological methodologies in the proposed research. Not only do group perspectives allow for greater insight into specific and nuanced topics, they have also been demonstrated to be effective routes of informing policy-makers (Kebbe et al., 2019). By performing such research we may be afforded a novel glimpse into the consciousness of paramedics in three key stages of their career in a highly complex decision-making process. The three stages of participants may show us how when making non-conveyance decisions, self-confidence and its influencing factors vary through time and experience. Data-triangulation can then be performed between stages 1-3 (Salkind, 2010). This may help to identify key themes and factors but could also aid in the validation of Q-methodology and phenomenological interview techniques in the research of similar topics (Lau and Holbrook, 2017). This mixed methods approach could give a unique insight into the needs and perspectives of paramedics allowing for a calculated approach to non-conveyance decision optimisation in future. Not only could this project and build the foundations for future research on the topic of non-conveyance, but it also aims to add to the scientific understanding of a paramedic’s self-confidence, self-concept, self-esteem, self-efficacy and decision making.

**References**

Adams, J.*et al.* (2015) *Triangulation and integration of results.* NIHR Journals Library.

Aromataris, E. and Pearson, A. (2014) 'The systematic review: an overview', *The American Journal of Nursing,* 114(3), pp. 53-58. doi: 10.1097/01.NAJ.0000444496.24228.2c.

Bandura, A. (1997) *Self-efficacy : the exercise of control.* New York: Freeman and Company.

Booth, A., Papaioannou, D. and Sutton, A. (2012) *Systematic Approaches to a Successful Literature Review.* SAGE Publications.

Knowles, E. *et al* (2018) 'Exploring variation in how ambulance services address non-conveyance: a qualitative interview study', *BMJ open,* 8(11), pp. e024228.

Englander, M. (2016) 'The phenomenological method in qualitative psychology and psychiatry', *International Journal of Qualitative Studies on Health and Well-being,* 11. doi: 10.3402/qhw.v11.30682.

Fry, M. and MacGregor, C. (2014) 'Confidence and impact on clinical decision-making and behaviour in the emergency department', *Australasian emergency nursing journal: AENJ,* 17(3), pp. 91-97. doi: 10.1016/j.aenj.2014.03.003.

Hamel, C.*et al.* (2021) 'Defining Rapid Reviews: a systematic scoping review and thematic analysis of definitions and defining characteristics of rapid reviews', *Journal of Clinical Epidemiology,* 129, pp. 74-85. doi: 10.1016/j.jclinepi.2020.09.041.

Kebbe, M.*et al.* (2019) 'End-user perspectives to inform policy and program decisions: a qualitative and quantitative content analysis of lifestyle treatment recommendations by adolescents with obesity', *BMC pediatrics,* 19(1), pp. 418. doi: 10.1186/s12887-019-1749-3.

Lau, F. and Holbrook, A. (2017) *Chapter 10 Methods for Comparative Studies.* University of Victoria.Handbook of eHealth Evaluation: An Evidence-based Approached.

Munn, Z.*et al.* (2018) 'Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach', *BMC Medical Research Methodology,* 18. doi: 10.1186/s12874-018-0611-x.

Oosterwold, J.*et al.* (2018) 'Factors influencing the decision to convey or not to convey elderly people to the emergency department after emergency ambulance attendance: a systematic mixed studies review', *BMJ Open,* 8(8), pp. e021732. doi: 10.1136/bmjopen-2018-021732.

Salkind, N. (2010) 'Triangulation', *Encyclopedia of Research Design*. 2455 Teller Road, Thousand Oaks California 91320 United States: SAGE Publications, Inc.

Tausch, A. P. and Menold, N. (2016) 'Methodological Aspects of Focus Groups in Health Research', *Global qualitative nursing research,* 3. doi: 10.1177/2333393616630466.

Tricco, A. C.*et al.* (2018) 'PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation', *Annals of Internal Medicine,* 169(7), pp. 467-473. doi: 10.7326/M18-0850.

**4.4** Details and location of any specialist facilities available for the investigation if not available at Oxford Brookes:

(Please tick the box and attach copy of letter guaranteeing access to facilities for the duration of the programme): ☐

**4.5** If appropriate, provide a list of the glossary of terms used in the plan of work in section 4.3 and attach it to the form.

### 5 The programme of related activities

* 1. Details of programme of related activities to be undertaken during the course of this programme must be list here. Attendance at both Faculty and University training programmes is expected. A list of the various sessions and external activities should be provided and reflect those listed in the Personal, Professional & Career Development Planner.

(refer to regulation 8.2) Specific examples of seminars and at least one external conference to be attended should be included. The Graduate College training programme and Planner are available at: <http://www.brookes.ac.uk/students/research-degrees-team/current-students/graduate-college/events/training-and-networking/>

|  |  |  |  |
| --- | --- | --- | --- |
| Skills domain & sub-domains  (skills to be developed) | Training undertaken / prospectus Year 1 | Year 2 | Year 3 |
| **A Knowledge & intellectual abilities**  A1 knowledge base  A2 cognitive abilities  A3 creativity | Supervisor meetings Oxford Brookes University  Migration and complexity lecture 27th January 2021 Oxford Brookes University  Brookes BMS Seminar series Oxford Brookes University  OBU Paramedic Journal Club Oxford Brookes University  Centre for Nursing, Midwifery, Health and Social care research Oxford Brookes University  Critical appraisal of Knowles et al 2018 with a colleague 16th February 2021  Critical appraisal of Oosterwold et al 2018 16th February  Qualitative data collection methods: interviews and focus groups 17th February 2021 Oxford Brookes University  OXINMAHR series Oxford Brookes University  An introduction to thematic analysis and framework 24th March 2021 Oxford Brookes University  An introduction to narrative and discourse analysis 21st April 2021 Oxford Brookes University  Approaches to case study in qualitative research 19th May 2021 Oxford Brookes University  CAQDAS webinar 009 Using qualitative software successfully  CAQDAS webinar 005 transcription as an analytic tool  KTDRR Qualitative Research Synthesis: Web based series  University of Washington: Qualitative methods: conducting interviews and focus groups. Online presentation.  Cardiff university: Develop a Q methodology study. Online presentation.  Background reading of relevant research  The British Society of Phenomenolgy – Future as a Present Concern Conference 1-3 September 2021  Harvardx Data Science:R 10th June 2021 | Supervisor meetings Oxford Brookes University  Brookes BMS Seminar Series.  OBU Paramedic Journal Club.  Centre for Nursing, Midwifery, Health and Social Care Research.  OXINMAHR Seminar Series.  The Society for judgement and decision making conference Nov 2021.  Oxford University. Learning data analysis with R. Online course.  Oxford Brookes Prevention Science groups meetings.  Paramedic Science research group meetings. | Supervisor meetings Oxford Brookes University  Brookes BMS Seminar Series.  OBU Paramedic Journal Club.  Centre for Nursing, Midwifery, Health and Social Care Research.  OXINMAHR Seminar Series.  The Society for judgement and decision making conference Nov 2022  Oxford Brookes Prevention Science groups meetings.  Paramedic Science research group meetings. |
| **B Personal effectiveness**  B1 personal qualities  B2 self management  B3 professional & career development | S2 Research Student Induction 8th February 2021 Oxford Brookes University  New student induction – January 2021 starters 24th February 2021 Oxford Brookes University  Read “Tricks of the Trade” – Howard S. Becker. Regards performance of social research  Read “Doing a literature review in health and social care” – Helen Aveyard.  Reading “Doing Q methodological Research” – Watts and Stenner. | Management of stage 2/3 of research project.  College of Paramedics International Education Conference 2022  College of Paramedics National Conference 2022  College of Paramedics Student Paramedic conference 2022 | Management of stage 3 of research project.  College of Paramedics International Education Conference 2023  College of Paramedics National Conference 2023  College of Paramedic Student Paramedic conference 2023 |
| **C research governance & organisation**  C1 professional conduct  C2 research management  C3 finance funding & resources | How to make a successful application to FREC 3rd February 2021  Finding information for your research lectures Oxford Brookes University  Good Clinical Practice 4th March 2021 Oxford Brookes University | Finding information for your research lectures Oxford Brookes University | Finding information for your research lectures Oxford Brookes University  The VIVA examination Oxford Brookes University |
| **D engagement, influence & impact**  D1 working with others  D2 communication & dissemination  D3 engagement & impact | Paramedic research group meetings  Paramedic applicant experience event 8th February 2021 Oxford Brookes University  Associate lecturer on Paramedic BSc at Oxford Brookes University | Paramedic research groups meetings Oxford Brookes University  Associate lecturer on Paramedic BSc at Oxford Brookes University | Paramedic research groups meetings Oxford Brookes University  Associate lecturer on Paramedic BSc at Oxford Brookes University |

**5.2** If appropriate, provide details of any programme of formally assessed studies, (refer to regulation 8.3):

**6 Supervision of programme of work** (regulation 9 refers; a current RDC-CV form must be provided for all supervisors who have not previously supervised any Oxford Brookes University research degree candidates)

**6.1** a) Director of Studies:

**(full details must be provided and supervisory figures indicated in the table below):**

1. Name: Prof. David Foxcroft

Post held: Professor in Community Psychology and Public Health

Place of work: Oxford Brookes University

Qualifications: PGDip Evidence Based Health Care, University of Oxford, 2000. PhD Psychology, The University of Hull, 1990. BSc Psychology, The University of Hull, 1987.

b) Co-Director of Studies: (if required)

**(full details must be provided and supervisory figures indicated in the table below):**

Name:

Post held:

Place of work:

Qualifications:

**6.2** Second supervisor(s):

**(Full details must be provided and supervisory figures indicated in the table below):**

c) Name: Dr. Andrew Freeman-May

Post held: Senior Lecturer.

Place of work: Oxford Brookes University.

Qualifications: DPhil Oxford University.

d) Name:

Post held:

Place of work:

Qualifications:

e) Supervisor with responsibility to act as Mentor to the supervisory team:

**(full details must be provided and supervisory figures indicated in the table below):**

Name:

Post held:

Place of work:

Qualifications:

**6.3** Details of any other person(s) who will act in an advisory capacity:

Name:

Post held:

Place of work:

Qualifications:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Supervisory figures: | | a | b | | c | d | | e |
| Currently Supervising | enrolled research degree candidates as Director of Studies | 2 |  |  | | |  |  |
| enrolled research degree candidates as Second supervisor | 2 |  | 1 | | |  |  |
| Previously Supervised to completion as Director of Studies | MPhil candidates | 1 |  |  | | |  |  |
| PhD candidates | 12 |  |  | | |  |  |
| MA, MSc, LLM by Research candidates |  |  | 8 | | |  |  |
| Professional Doctorate candidates |  |  |  | | |  |  |
| Previously Supervised to completion as Second Supervisor | MPhil candidates | 1 |  |  | | |  |  |
| PhD candidates | 5 |  |  | | |  |  |
| MA, MSc, LLM by Research candidates |  |  |  | | |  |  |
| Professional Doctorate candidates |  |  |  | | |  |  |
| Supervisor with responsibility to act as Mentor to the Supervisory Team | MPhil candidates |  |  |  | | |  |  |
| PhD candidates |  |  |  | | |  |  |
| MA, MSc, LLM by Research candidates |  |  |  | | |  |  |
| Professional Doctorate candidates |  |  |  | | |  |  |
| Attended the University’s Supervisor Training Programme |  | Yes | Yes  No | No | | | Yes  No | Yes  No |
| Attended the University’s Experienced Supervisor up-date Training Session |  | Yes | Yes  No | No | | | Yes  No | Yes  No |

**7 Period of time for completion of programme of work** (regulations 4 and 5 refer)

**7.1** Date of registration (regulation 5.2 refers):

1st of . . . . February. . . . . . (month). . .2021 . . . . . (year)

*(Date should be the first day of the month following first enrolment)*

**7.2** Transfer from another institution or re-enrolment following withdrawal:

State the date requested for the beginning of the period of backdating for this registration.

1st of . . . . . . . . . . . . . . . (month). . . . . . . . (year)

**7.3** Mode of study: Full-time ☒

Part-time ☐

**7.4** Amount of time (hours per week average) allowed for programme: (*Minimum 35 hrs full-time)* - 40 hours per week

*(Minimum 15 hrs part-time)* - hours per week

**7.5** Expected duration of programme (in years) on the above basis to MPhil: 1

and additionally to PhD: 2

*NB : timely submission and completion timescales for MPhil/PhD full-time study are 3.5 – 4 years or 5 years for part-time study.*

**8 Statement by the candidate**

I wish to apply for registration for the degree of MPhil / MPhil/PhD / PhD/ on the basis of the proposals given in this application.

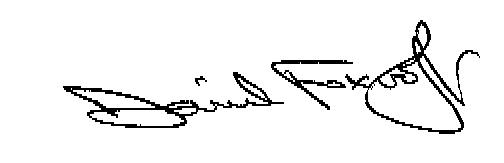
I confirm that the particulars given in Section 1 are correct. I understand that, except with the specific permission of the Research Degrees Committee, I may not be a candidate for another award during the period of my registration. I understand that, except with the specific permission of the Research Degrees Committee, I must prepare and defend my thesis in English.



Signed . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Date . . . . . 8/6/21. . . . . . . . . . . . . . . . . . . .

**9 Recommendation by the supervisors**

We support this application and believe that . . . .Luke Prout . . . . . . . . . . . . . . . . . . . has the potential to complete successfully the programme of work proposed. We recommend that this applicant be registered as a candidate for the University's research degree.



Signed . . . . . . . . . . . . . . . . . . . . . . . Date . 10 June 2021 . . . . . . . . . . . . . . . . . .

Signed . . . . .. . . . . . Date . . .10 06. 2021 . . . . . . . . . . . . . . . . . . . . . .

Signed . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Date . . . . . . . . . . . . . . . . . . . . . . . . .

**10 Recommendation on behalf of the candidate's Faculty**

On behalf of the Faculty I support this application for registration of. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . as a candidate for the University's research degree and confirm that the appropriate facilities are available.

Signed . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Date . . . . . . . . . . . . . . . . . . . . . . Faculty . . . . . . . . . . . . . . . . . . . . . .

(Faculty Postgraduate Research Tutor / Research Degree Committee Chair)

**11 Approval of registration for a research degree on behalf of Oxford Brookes University**

I confirm that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . has been registered by the Subject Committee

of the Research Degrees Committee for the degree of MPhil / MPhil/PhD / PhD at the meeting

on . . . . . . . . . . . . . . . . . . . . . . . . . . . . with effect from . . . . . . . . . . . . . . . . . . . . . . date of registration.

Signed . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Date . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Chair / Vice-Chair / of the Subject Committee of the Research Degrees Committee)