



Academic Staff Research Training and CPD Framework

Approved by: Academic Board

Date: 3rd February 2026

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Purpose and Strategic Alignment

Development of staff research training and CPD is closely linked to the aims of the REAL strategy:

›to.develop.excellence.in.teaching?ensure.that.curricula.are.contemporary?enrich.the.students".learning.experience?and.contribute.to.the.development.of.the.professional.field]"

It underpins the Metanoia Institute strategic commitment to embedding research-informed education and scholarship across all programmes and levels of academic practice.

Academic and teaching staff across the Institute have differing levels of research knowledge and skills, and different levels of CPD will therefore need to be offered, normally developed in consultation with their managers, WLA availability and individual PDRs. By strengthening research literacy, engagement and output, the framework will help to ensure that all staff, regardless of entry point, can contribute to a research-active, innovative and inclusive academic culture that enhances teaching quality, external partnerships and impact.

Structure and Progression Pathway

The framework operates on a tiered development model with four progressive levels of research engagement:

Level	Focus	Indicative Participants	Expected Outcome
Level 1: Foundational Research Literacy	Core knowledge and skills for understanding and applying research in practice and teaching.	Academic staff new to research or from practice-based backgrounds.	Confidence in reading, evaluating, and applying research; readiness to support student research.
Level 2: Applied Research Practice and Presentation	Application of research methodologies, project design and dissemination.	Staff developing or supervising research projects.	Ability to design, present and discuss research; integration into curriculum design.

Level 3: Scholarly Writing and Publication	Development of academic writing, publication and peer review skills.	Emerging researchers and novice authors.	Published outputs and contributions to internal/external dissemination.
Level 4: Advanced Research and Leadership	Independent research, grant activity, supervision and institutional leadership.	Research-active staff and postdoctoral academics.	Leadership in research projects; national/international dissemination and impact.

Development Activities and Support

Level 7: Developing Foundational Research Literacy

This CPD level is delivered through the Introductory Research Workshop Series (facilitated by the DPsych and Education Leads teams).

It is appropriate for novice researchers and academics whose prior training did not include research.

Core modules: Introduction to research in psychotherapy, research paradigms, literature searching, referencing, critical appraisal and introductions to qualitative and quantitative methods.

Workshops can be taken independently of each other, or together, and repeated if required. They are accessible online and open to all staff. Completion is recognised within annual PDRs and contributes to eligibility for advanced levels.

Below is the list of the workshops currently available:

Generic Research Components:	Qualitative Research Workshops:	Quantitative Research Workshops:
Introduction to research in psychotherapy	Principles of qualitative research	Introduction to quantitative methods
Choosing a research topic	Qualitative methods: Thematic Analysis	Introduction to SPSS
Research paradigms – ontology, epistemology, methodology	Qualitative methods: IPA	Writing a research proposal
Referencing and literature search	Qualitative methods: Grounded Theory	Two-sample tests
Developing criticality – appraisal of literature	Qualitative methods: Narrative Analysis	Three+-sample tests

Writing a literature review	Qualitative methods: Discourse Analysis	Introduction to questionnaire research
	Designing an interview schedule	

Level.8¿Applied.Research.Practice.and.Presentation

Focuses on applying research knowledge within real-world academic and professional contexts with the aim of supporting the development of further knowledge of the psychotherapy research field and applications. Academic staff will have access to the following annual events:

- Research Academy, a one-day online event focused on application of research methods and methodologies, with examples of presenters own research projects.
- MI Staff/Student Research Conference, with opportunities to present research, papers, posters and workshops, and engage with staff and student research within MI.

Expected outputs: internal presentations, contribution to student supervision and small-scale project participation.

Level.9¿Developing.Scholarly.writing.and.publications

This CPD level supports the transition from practitioner-scholar to published academic. The development of academic and research writing and publication forms a specific area of research competency. It is envisaged that novice authors will have support developing their skills by taking:

- Opportunities to publish in MI journal SPHERE (in development) a publication pathway -
- Opportunities to take part in monthly Academic and Research writing mornings.
- Opportunities to participate in the Research Mentorship Scheme (novice-expert pairings)

Level.0¿Developing.Advanced.Research.Knowledge?Research.Activity..Funding.and.Leadership

This CPD level is designed for academic staff with research degrees and postdoctoral research knowledge and experience. They will be able to bid for research conference funding, and research and scholarly time activity each year, following the institutional policies, budgetary availability, and WLA in the following areas:

- To develop and conduct strategically aligned research projects, approved by MI Research Ethics policies.
- Tuition waiver for the DPsych programme
- To present research and academic papers at national and international conferences
- To Receive funding for Open Access Publishing for high impact papers.

Monitoring, Recognition and Integration

Staff member's research plans are reviewed annually through PDR discussions with their line manager and Education Leads. Participation is recorded on the Research and Scholarship Tracker, with progression linked to professional development pathways. Achievements are showcased in the annual Metanoia Research and Innovation Report.

Governance and Quality Assurance

Oversight is provided by the Institute REAL Lead in collaboration with the Ethics Committee. Annual evaluation is reported to Academic Board and where appropriate integrated into HEIF/KEF submissions. The framework aligns with Institute policies on EDI, workload planning and staff development, ensuring equitable access and transparency.

Outcomes and Impact Indicators

Indicator	Metric	Frequency
Staff research participation rate	% of staff engaged in workshops or projects	Annual
Research outputs	Publications, conference papers and creative works	Annual
Collaborative projects	Number of cross-Institute or cross-programme projects	Annual
External engagement	Grants, partnerships and consultancy	Annual

Impact evidence

Case studies showing
application of research in
teaching/practice

Biennial