

## Alzheimer's Research UK - Early Career Researcher Framework

Queries should be directed to [research@alzheimersresearchuk.org](mailto:research@alzheimersresearchuk.org)

This framework outlines the skills and training Early Career Researchers are expected to demonstrate in order to win support for their application from our Grant Review Board. The framework was developed in 2017 as a result of Alzheimer's Research UK's decision to remove time-bound eligibility criteria from our Fellowship schemes, bringing us in line with the requirements of other funders such as the MRC. We share the belief that [Science doesn't only need sprinters](#). The framework has been adapted, with thanks, from the MRC's own "[Skills needed to win support](#)".

Our framework encourages Early Career Researchers to consider the "whole package" early on, which extends beyond a strong scientific track record to attributes such as leadership skills and communication and engagement. During the application process, prospective Fellows will be expected to discuss how they satisfy the criteria outlined in the framework, in addition to detailing plans for continued development during the course of their Fellowship.



ARUK Fellowships are personal awards for excellent Early Career Researchers to support key transition points in their careers and are **available to both non-clinical and clinical researchers**. We continue to be supportive of career breaks and part-time working when assessing research experience and track record to date, and also **encourage applications from researchers from other disciplines** who have expertise and ideas which could benefit dementia research.

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Early Career Researcher Framework			
	Training & Skills Development	Increasing Independence & Recognition	Independence & Leadership
<b>Scheme(s)</b>	PhD Scholarship Clinical Research Training Fellowship	Research Fellowship Clinical Research Fellowship	Senior Research Fellowship
<b>Award(s)</b>	Jean Corsan Prize	<i>Prospective Fellows may be eligible to apply for our <a href="#">David Hague Early Career Investigator of the Year Award</a> (Applicants for the award are not required to hold current funding from Alzheimer's Research UK)</i>	
<b>Key criteria</b>	<ul style="list-style-type: none"> <li>Evidence of participation in previous research project(s)</li> <li>Clear plans to pursue a career in dementia research</li> <li>Enthusiasm for developing a “tool-box” of skills that will provide the basis for future research activity</li> </ul>	<ul style="list-style-type: none"> <li>Delivered previous research projects with evidence of impactful outputs</li> <li>Productivity across past appointments and an upward trajectory</li> <li>Clear plans to establish own research ‘niche’</li> </ul>	<ul style="list-style-type: none"> <li>Track record of nationally competitive research</li> <li>Established plans to manage own independent research group and become internationally recognised within the field of biomedical dementia research</li> </ul>
<b>Prior to embarking upon the scheme, candidates should:</b>			
<b>1. Research vision</b>	<p>Have an appreciation of how the research will contribute to one or more of <a href="#">Alzheimer's Research UK's Key Goals</a> and the wider biomedical dementia research landscape.</p> <p>Demonstrate an understanding of how the proposed research will address fundamental gaps in our knowledge of disease processes and will translate into improved diagnosis, prevention and/or treatment.</p> <p>Have an awareness of research in other fields and appreciate the importance of collaborative and interdisciplinary working.</p> <p>Show a willingness to embrace the opportunities provided through an integrated training programme that supports career development, in addition to being realistically achievable within the timeframe and relevant for the success of the project.</p>	<p>Have a clear understanding of the contribution of their research to one or more of <a href="#">Alzheimer's Research UK's Key Goals</a> and the wider biomedical dementia research landscape.</p> <p>Demonstrate independent research ideas that address fundamental gaps in our knowledge of disease processes, contribute to improved diagnosis, prevention and/or treatment and have a clear translational path or vision.</p> <p>Have an awareness of research in other fields and embrace opportunities for collaborative and interdisciplinary working.</p> <p>Have credible plans for a coherent and integrated training programme that supports career development, in addition to being realistically achievable within the timeframe and relevant for the success of the project.</p>	<p>Be able to explain how their research plans will contribute to achieving one of more of <a href="#">Alzheimer's Research UK's Key Goals</a> and fit into the global landscape of biomedical dementia research.</p> <p>Have their own ambitious research plans or ideas that address fundamental gaps in our knowledge of disease processes, contribute to improved diagnosis, prevention and/or treatment and have a clear translational path or vision. Plans should not significantly overlap with those of their proposed Sponsor(s).</p> <p>Have an increasing network of research contacts and collaborators, independent of their group leaders, Supervisor(s) and Sponsor(s) to date, including appropriate collaborations nationally, internationally and across disciplines.</p> <p>Have established plans to grow their own research team that will enable them to become an independent and internationally recognised biomedical dementia researcher.</p>
<b>2. Research experience and potential</b>	<p>Have participated in previous research project(s) such as Masters projects, summer placements, work experience or shadowing.</p> <p>Have training relevant to the success of the proposal and its completion within the stated timeframe, such as a good undergraduate and/or Master's degree in a relevant discipline.</p> <p>Be prepared to take a proactive approach to accumulating a “tool-box” of new skills that will serve as a strong basis for future research.</p>	<p>Hold a PhD, if they are a non-clinical researcher or ideally hold a PhD if they are a clinically qualified researcher.</p> <p>Have delivered previous research project(s) and show evidence of impactful outputs, for example, first author publications and conference presentations, as well as demonstrating an upward trajectory.</p> <p>Be enhancing their growing “tool-box” of skills, which will serve as a strong basis for future independent research activity, whilst being increasingly recognised for their specialist expertise.</p>	<p>Have a strong track record of original and productive nationally competitive research in their area (as evidenced by senior author publication(s) or other equivalent outputs), which shows productivity and impact across past appointments (typically including post-doctoral appointments and a junior Fellowship).</p> <p>Demonstrate potential to lead independent research, for example by having:</p> <ul style="list-style-type: none"> <li>formed new collaborations with teams in other departments, research organisations and/or other disciplines</li> </ul>

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		Be establishing their own network(s) of research contacts independent of the current group leader/supervisor.	<ul style="list-style-type: none"> <li>- secured small amounts of independent funding, such as a previous intermediate fellowship</li> <li>- a proven track record of effective management of a small number of their own laboratory staff</li> </ul> <p>Be starting to show evidence of recognition and leadership in the community on an international scale, e.g. through citations to their publications, invitations to seminar/conferences.</p>
<b>3. Personal development</b>	<p>Understand how the proposal has been designed to include research and training that will enable them to gain the specific skills needed to deliver future research.</p> <p>Be <i>starting</i> to identify and pursue opportunities to access career development support, e.g. mentoring, learning new skills, and spending time in other research groups or settings, either within the UK or overseas.</p>	<p>Describe how they have designed their proposal to include research and training that will enable them to gain the specific skills needed to deliver their future research plans.</p> <p>Have identified and be pursuing opportunities to access career development support, e.g. mentoring, learning new skills, and spending time in other research groups or settings, either within the UK or overseas.</p>	<p>Have undertaken and be actively pursuing research training opportunities to broaden their development, such as time in a second research centre or in industry.</p> <p>Be able to outline how they will use the fellowship to seek opportunities to develop their career, e.g. through mentoring and professional training development such as management and leadership training.</p>
<b>4. Leadership</b>	<p>Show potential to lead and inspire, for example through organisation of peer activities, workshops, journal clubs or supporting individuals at earlier career stages such as Masters or short-project students.</p>	<p>Show evidence of leading and inspiring, for example through organisation of peer activities, workshops, journal clubs or supporting individuals at earlier career stages such as Masters and PhD level students.</p>	<p>Have a track record of identifying and maximising potential in others. For example, through the management and mentoring of some of their own staff and early career researchers, and/or as the primary supervisor to PhD students.</p>
<b>5. Communication and engagement skills</b>	<p>Have excellent communication and interpersonal skills across a variety of audiences, for example academic and public.</p> <p>Show how their research outcomes will be communicated and disseminated within and outside the research community.</p> <p>Be prepared to demonstrate how their research aligns with Alzheimer's Research UK's <a href="#">vision</a> and our <a href="#">promise</a> to supporters.</p>	<p>Have excellent communication and interpersonal skills across different audiences, including academic and public, demonstrated, for example, through presentations at scientific conferences and involvement in public meetings (for example, those held by Alzheimer's Research UK's Network Centres).</p> <p>Show how their research outcomes will be communicated and disseminated within and outside the research community.</p> <p>Be prepared to demonstrate how their research aligns with Alzheimer's Research UK's <a href="#">vision</a> and our <a href="#">promise</a> to supporters.</p>	<p>Have excellent communication and interpersonal skills across diverse audiences, demonstrated, for example, through interactions with academia, the general public, policy stakeholders and the media.</p> <p>Show how their research outcomes will be communicated and disseminated within and outside the research community.</p> <p>Be prepared to act an ambassador for Alzheimer's Research UK by showing how their research and future plans align with our <a href="#">vision</a> and our <a href="#">promise</a> to supporters.</p>
<b>6. Profile and influence</b>	<p>Have a strong sense of the pathway towards an independent career in dementia research.</p> <p>Be supportive of the wider research agenda through, for example, providing lectures/seminars and undertaking teaching/clinical duties.</p>	<p>Have a strong, practical sense of how they will develop their careers to become leading independent researchers.</p> <p>Be supportive the wider research agenda through, for example, peer review activity, providing lectures/seminars, teaching/clinical duties and participation in internal committees.</p>	<p>Show evidence of their support of the wider research agenda, through peer review activity, invited lectures/seminars, teaching or clinical duties and participation in internal and external committees.</p> <p>Show increasing influence and contribution to the wider research agenda. For example, through development of research standards or guidelines, committee membership, research strategy at organisational/national/international level.</p>