RDDirect

www.rddirect.org.uk

Research Process Flowchart

This handout is an introduction to the RDDirect Research Process Flowchart. The on-line version can be accessed from our website at www.rddirect.org.uk and may be more up to date

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If you are experiencing problems while conducting your research remember that the RDDirect website and telephone advisory service are only a click and a call away

Words or phrases which are in *italics and underlined* denote where links to other recommended websites have been included in the on-line version of the flowchart.

YOUR RESEARCH PROJECT
HOW & WHERE TO START?
(Download a pdf version of this flowchart)
Clicking on the coloured boxes of the flowchart accesses the next level

RDFunding - for all health related funding opportunities

Any comments or suggestions?
Email us....

1. Turn your idea into a research question

- First stages
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- User Involvement
- Other issues to consider

2. Review the literature

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3. Design the study and develop your method(s)

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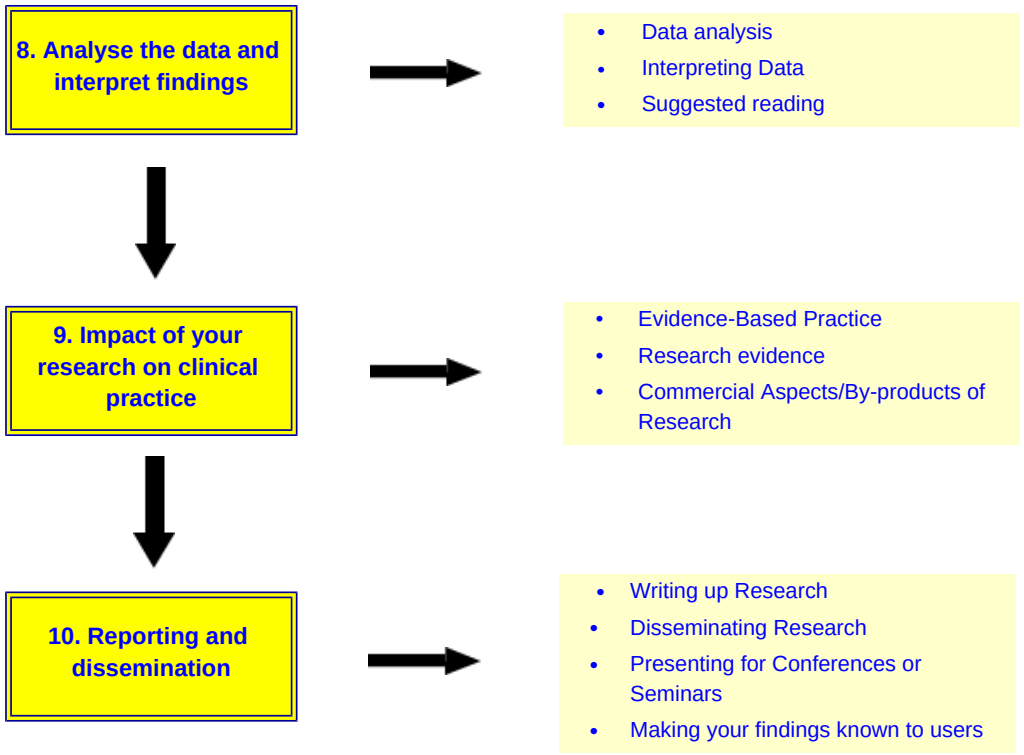
- Research Governance

7. Collect and collate the data

- Issues to consider
- Conduct Issues
- Data Protection and Confidentiality
- Suggested reading



RDLearning

If you have found this flowchart useful you might be interested in our special editions

RDLearning

1. Turn your idea into a research question

First stages

Where do you start?

- Decide on a general area of interest
- Why does this area interest you?
- Answer the questions:
  - What is your aim? (In general terms)
  - What is your hypothesis? (In specific terms)
  - Is your idea novel? (See Section 2 on reviewing the literature)
  - Why does it matter?
  - How will NHS patients or service users benefit form your research? Consult colleagues and other researchers

Discuss your ideas with others

- Your RDSU or your local R&D department?
  - Links to RDSU and Regional sources of advice
  - Select your SHA to find all your local trusts and PCT
  - The R&D Forum maintains list of contacts for R&D Departments in:
    - Local Trusts
    - Local Primary Care Trusts (PCTs)
- Ascertain who might be your supervisor or mentor: talk in detail with that person about your potential research project
- Short PowerPoint presentation entitled 'Turning Ideas into Research Questions', by Jon Silcock, Leeds Teaching Hospitals NHS Trust
- Contact RDDirect for general advice (Helpline 0113 295 1122)
- Contact RDLearning for details of workshops and courses to give you the research skills you need

User Involvement

Involve users at all stages of the research process (See User Involvement section) especially:

- Setting the research agenda (See Section 2 of this flowchart)
- Developing the proposal (See Section 3 of this flowchart)
- During the conduct of the project
- Disseminating results (See Section 10 of this flowchart)

Other issues to consider

- Collaborating with experienced researchers (See Section 3 of this flowchart)
- Having your research proposal peer reviewed at every stage. (See Section 4 of this flowchart)

2. Review the Literature

- It is essential that existing sources of evidence, especially systematic reviews, are considered carefully prior to undertaking research.
- **Re-inventing the wheel?** Research which duplicates other work unnecessarily or which is not of sufficient quality to contribute something useful to existing knowledge is in itself unethical.

Where do I start?

- How to search literature: attend a short introductory course (available at most university libraries)
- Discuss with your supervisor or mentor
- Then work out a *search strategy* to decide on your plan of action
- Start reading: use reading lists, texts, journals, abstracts, etc. (The NHS Information Standards Boards has a useful glossary if you get stuck with the acronyms)
- Internet search engines may be helpful but beware of incomplete information
- Try looking at these three useful guides:
    - Literature searching for research: University of Bath
    - Literature searching: University of York: Centre for Reviews and Dissemination
    - Millbrook House, University of Plymouth has a guide on Searching the literature and Critically Reviewing the Literature
- How to develop critical appraisal skills : Public Health Resource Unit
- Consider whether your research proposal will be important to users:
    - The James Lind Alliance aims to identify the most important gaps in knowledge about the effects of treatments and brings patients and clinicians together to identify and prioritise the unanswered questions that they agree are most important.
    - The Cochrane Consumer Network is an international consumer organisation within the Cochrane Collaboration.

Libraries: contacts

Libraries are a very good source of information and help. You can find your local library, as well as national library resources, from the list below.

- Social Care Online
- North and East Yorkshire and Northern Lincolnshire
- West Midlands

- South West Health Care Libraries Directory
- North West Region Healthcare Libraries Unit
- NHS Scotland: eLibrary and local libraries
- NHS Wales: Libraries
- London Health Libraries A to Z
- Some information on other libraries in the South East

Links to useful websites

These websites are excellent for literature searching. In some cases you will need a password which your library may be able to provide.

- PubMed -Searches MEDLINE and other life science journals for biomedical articles back to the 1950s
- Intute - Major bibliographic database for biomedical sciences
- Cochrane Library - A collection of evidence-based medicine databases, including The Cochrane Database of Systematic Reviews
- Embase - Major bibliographic database for biomedical sciences
- PsycINFO - Major bibliographic database for psychology. Coverage: 1887 to date.
- RDDirect - for links to the above and to other databases
- The National Library for Health provides (free) access to 8 bibliographical databases and over 800 full text journals - excellent for literature searching. The databases are:
    - **AMED** - Allied and Complementary Medicine Database
    - **BNI** - The British Nursing Index (BNI) is a UK nursing database which covers British publications and other English language titles from over 220 related journals.
    - **CINAHL** - Major bibliographic database for nursing and allied health
    - **DH-DATA** - jointly produced by two services at the Department of Health (UK): The Department of Health Library and Information Service and the PH (Protection of Health) Information Unit. The core subjects covered by the Department of Health Library are health service and hospital administration, with an emphasis on the British National Health Service. The PH Information Unit specialises in medical toxicology and environmental health.
    - **EMBASE** - Major bibliographic database for biomedical sciences
    - **KING'S FUND** - Focus on improving health and health care, covering policy and management of health and social care services in the UK rather than clinical issues and treatments.

Core subjects include National Health Service (NHS) management, social care, health inequalities, urban health and regeneration, race and health, partnership working, primary care, mental health, public involvement, and workforce development in the NHS.
    - **MEDLINE** - Major bibliographic database for biomedical sciences
    - **PSYCHINFO** - Major bibliographic database for psychology.
    - **PubMed** - Access is free for NHS staff, and many University staff, but you need an Athens username/password (NHS staff password registation) to gain access, or obtain one from your library.

Systematic Reviews

The NHS Centre for Reviews and Dissemination at The University of York has published an excellent guide on systematic reviews.

- Undertaking systematic reviews of research on effectiveness: University of York: CRD

3. Design the Study and Develop Methods

Participant Involvement

Consider the effect of your research on the participant.

- Does the design methodologies pose practical or even ethical problems for those taking part?
- Engage with users whilst designing your study to ensure your study works well in the real world. Engagement should
    - Be as early as possible in the process
    - Could be in the form of a small focus group, users on your study design team or speaking to a relevant patient support or other group.
- UK Clinical Research Networks often have access to local and national user involvement groups and may be able to help .
- User Involvement section

Survey Design

Do you know what is the most appropriate survey method for your research project? What method will give you the most useful data for the project you are working on? The Research Methods Knowledge Base has many useful sections on social research methods including:

- Survey Research

Sampling

What method of sampling will give you the most useful data for the project you are working on?

- Sampling methods from the National Audit Office Sampling Guide
- Discussion on the distinction between Probability and Nonprobability sampling methods

Statistical Issues

Are you familiar with the statistics you may need to use? If not, consider enrolling on a suitable course. RDLearning, your local RDSU, R&D Office or Higher Education Institution should be able to assist you in finding a relevant

course. Other tools and guidance:

- Statistics Guide for Research Grant Applicants
- Online Statistics Textbook from Statsoft.com
- Statistical Sampling Terms
- Statistics glossary, from The Centre for Applied Statistics, Lancaster University
- Comprehensive bibliography of medical statistics textbooks from 'Medical Statistics at a Glance' (Blackwell Publishing)

Qualitative and Quantitative Research Methods

Which research method is most appropriate to your research project? Do you know the difference between quantitative and qualitative research methods?

- Choosing an appropriate method of research
- Developing your research idea
  Adapted from material by Keith Chantler, R&D Manager, Central Manchester and Manchester Children's University Hospitals
  (Page 11 - Table of comparison)

Questionnaire Design

Do you know how to design a questionnaire for survey research?

- A Guide to the Design of Questionnaires
- Questionnaire Design and Surveys Sampling

Collaboration

Have you considered collaborating with other researchers?

- Collaborative Research - points worth considering

Intellectual Property

What is 'Intellectual Property' and what does it mean to a researcher?

- Policy Framework for the management of Intellectual Property, The Department of Health
- NHS National Innovation Centre - set up to help ensure that

innovations are identified and developed in the interests of patients and society as a whole. There are a number of regional hubs.

4. Writing your research proposal

Starting your research proposal

- First talk about your research proposal with your supervisor. Your supervisor will advise you on writing your research proposal .
- Consider how you get input from users in the development process (see section 3) and ideally have several involved throughout the development process
- You should contact your proposed sponsor and discuss your proposal.
- The researcher has a responsibility for developing proposals that are scientifically sound and ethical.
- No two proposals are the same, but they will all have a similar structure:
    - title
    - abstract/summary
    - background or rationale of the project
    - aims/objectives
    - experimental design and methods
    - ethical considerations
    - benefits of the study
    - resources and costs

  (Adapted from material by Keith Chantler, R&D Manager, Central Manchester and Manchester Children's Hospitals)
- Key elements in a research proposal (from Hull & East Yorkshire Hospitals NHS Trust R&D Resource pack)
- Use the following to check if you have included everything you need in your research proposal:
  'Writing a research proposal: some thoughts to consider'
- Specimen online application forms for grants/awards can be viewed on RDFunding
    - Standard preliminary application form
    - Full application form
    - CV Template
- When writing a proposal it is important toconsider who will be reviewing it (e.g. for funding and/or peer review),as often it will be scrutinised by lay members of committees. The following offers advice on **writing clearly & effectively**

Peer Review

- Every proposal for health and social care research must be subjected

to independent peer review by experts in the relevant fields who are able to offer advice omits quality and suitability. The following web sites provide reasons why peer review is important
    - MRC Reviewer's Handbook
    - AMRC section on Peer Review has a number of documents to download such as **Principles of Peer Review** and Guidelines on the **Implementation of Peer Review**
    - Parliamentary Office of Science and Technology report on Peer Review
- Arrangements for peer review must be commensurate with the scale of the research.
    - Many organisations allow established research teams to determine details of the elements of an overall programme of research, which has been reviewed externally.
    - For student research projects the university supervisor will normally provide an adequate level of review.
- Guidance from the Research Governance Working Group of the NHS R&D Forum
- The NorthWest Peer Review System Guide for Researchers, particularly their overview leaflet, offers an outline and answers some questions about the process.
- You can also check the Southampton University NHS Trust Scientific Peer Review Form for the assessment criteria.

Sponsor Issues

The Research Governance Framework for Health and Social Care for the NHS made clear that no research with human participants, their organs, tissue or data, may begin or continue in the NHS until a sponsor accepts responsibility.

- The designation 'sponsor' describes a set of functions for which one of the lead organisation to take on overall responsibility. It will normally be one of the following:
    - the lead health or social care organisation,
    - the lead employer of the researchers, or
    - the main funder.
- The sponsor needs to be involved in finalising your protocol to ensure any of their standard systems and templates are built into the study.
- The sponsor must be satisfied that clear agreements are reached, documented and carried out, providing for proper initiation, management, monitoring and financing.
- A list of recognised sponsors was on the DH website. With the expected implementation of Directive 2001/20/EC, organisations on

the list are being given the opportunity to reconsider their position in the light of the Directive's requirements. The list of sponsors will now be reconstituted, and a link will be provided to the updated document when available.

Further Help

- Speak with your supervisor or mentor
- Contact RDLearning for courses and workshops for additional skills and knowledge about writing research proposals
- Contact RDDirect for further advice: telephone 0113 295 1122 or email info@rddirect.org.uk

5. Issues About Funding

Advice About Funding

Do you need any advice concerning funding for your research project?

- Visit RDFunding for database of funding opportunities health and social care
- Contact RDDirectfor further advice on 0113 295 1122 or email them
- Contact your local R&D Department, your local RDSU or relevant research lead to discuss issues about funding
- To find our more about current research projects, and the funding they have received visit the National Research Register (NRR)
- Visit RDDirect for links to other database of research projects
- Most large funders require genuine user involvement in applications, so make sure you take this into account

Project Planning

You should have a plan containing

- a rationale
- a strategy (including objectives, timescales and milestones, and methodology) and
- an estimate of resources.

The plan should demonstrate that an assessment has been made of the key factors that will influence the success of the project in terms of achieving its objectives including:

- collection of an adequate amount of data or information
- its proper statistical analysis

NHS R&D costs

Youneed to consider the financial implications for the NHS of the research you are thinking about doing, and be clear when you apply for research funding what is and what is not a research cost. The document **A**ttributing **r**evenue **co**sts of externally-funded non-commercial research in the NHS (ARCO) from the Department of Health clarifies this.

Sponsor costs

You must contact your sponsor before finalising your proposal and applying for funding to ensure any related costs are in included in the application.

Costings Checklist

Have you thoroughly assessed the potential costs of your research project? Allow sufficient time for the costings to be verified by the host institution finance office.

- Proposal preparation and costing checklist; provided by College of Science & Engineering, University of Edinburgh.
- General Costings Checklist, adapted from material provided by The University of Leeds Research Support Unit.

Salaries

Will you need to pay for any other assistance or do you have enough staff within your research project?

- Salaries in Public Health Medicine and Community Health
- Higher Education Salary Scales

Paying Consumers Involved in Research

There can be difficulties in paying users to be involved in your research, especially for those receiving state benefits.

- More guidance is published by INVOLVE

It is important to cost for the involvement of users in development and management of the study, as well as disseminating results to them after it has finished.

6. Obtain Ethical and Trust approval?

All projects need to be reviewed by a research ethics committee and you must get permission from all NHS organisations where you will be conducting your research.

Do you know where to start and what to consider in relation to ethics in your research project? The National Research Ethics Service (NRES) has a section on Do you need ethical approval? included with other frequently asked questions.

Applying to a Research Ethics Committee

Research Ethics Committees (RECs) have been working to standard operating procedures since 1st March 2004. NRES gives people access to comprehensive and up-to-date information on the REC system in the UK including Guidance for applicants.

There is a standard NHS REC application form and you need to register before you can complete it. (Register once, and you can fill in as many applications as you like)

A new Integrated Research Application System (IRAS) was recently launched.

Applying to NHS Organisations for R&D Approval

The NHS R&D Forum provides guidance to applying for R&D approval from the NHS.

There is a standard Site Specific Information form (SSI), to apply to NHS organisations. This form is linked to the standard NHS REC application form. The SSI form needs to be completed for all studies taking place in the NHS.

- Contact your Trust R&D Department

Your R&D Department, RDDirect and the RDSU and Regional sources of advice may be able to help you with the application process.

Prepare your information sheet and consent form

How do you fill out ethical consent forms?

- Information Sheet checklist
- Consent form

Ensure your participant information meets the needs of those using it:

- RNIB clear print guidelines
- Medicines for Children Research Network - See Patients & Families section
- UK Connect – general advice about literature for people with aphasia

Research Governance

What is research governance? How does it affect me?

- Research Governance including the Research Governance Framework
- The UK Medical Research Council and Department of Health have developed a Clinical Trials Toolkit for use in all publicly funded academic trials. This includes guidance on Good Clinical Practice.
- The UKCRN Regulatory and Governance Advice Service publishes information on regulatory and governance events and news, as well as a series of Questions and Answers

7. Collect and collate the data

Issues to consider

- Beware of biases: yours and/or other researchers'
- Seek statistical advice if necessary

Conduct Issues

- Researchers bear the day-to-day responsibility for the conduct of research in terms of:
    - Ensuring that research follows the agreed protocol (or proposal).
    - Making sure that participants receive appropriate care while involved in research.
    - Protecting the integrity and confidentiality of clinical and other records and data generated by the research.
    - Reporting any failures in these respects, any adverse drug reactions and other events or suspected misconduct through the appropriate systems.
- Data collected in the course of research must be retained for an appropriate period to allow further analysis by the original or other research teams subject to consent, and to support monitoring of good research practice by regulatory and other authorities.
- When conducting your research take steps to seek feedback from your participants. This will help you overcome practical problems you could not have foreseen and will help to ensure your project runs well and meets its objectives.

Data Protection and Confidentiality

- Data Protection Act stipulates that the appropriate use and protection of patient data is paramount in the research setting.
- All those involved in research must be aware of their legal and ethical duties, particularly in terms of ensuring confidentiality of personal information about living or deceased participants.
- When collecting and storing data on human participants, the following should be considered:
    - Identities should be disguised by use of codes (do not use initials!)
    - Any details should be anonymised
    - Use of patient-identifiable information should be avoided unless absolutely necessary
    - If unavoidable, only minimum necessary patient-identifiable

information should be used
    - Access to patient-identifiable information should be on a strict need to know basis.

More information can be found on Department of Health Data Protection page and in the document Confidentiality - NHS Code of Practice.

Further help

- Take a look at material from Section 3 of this flowchart -- sampling and statistical issues
- Visit RDDirect for a database of web sites containing relevant information on statistics
- Consult your supervisor

Suggested Reading

- A reading list provided by The University of Leeds' School of Medicine's Health Research course MEDR 5110 Module 3: Handling Data for Research provides information about books useful to the researcher when collecting and handling data.

8. Analyse the data and interpret findings

Quantitative Data Analysis

- Quantitative research techniques generate a mass of numbers that need to be summarised, described and analysed.
- Characteristics of the data may be described and explored by drawing graphs and charts, doing cross tabulations and calculating means and standard deviations.
- Further analysis will build on these initial findings, seeking patterns and relationships in the data by comparing means, exploring correlations, performing multiple regressions, or analyses of variance.
- Advanced modelling techniques may eventually be used to build sophisticated explanations of how the data addresses the original question.
- Although methods used can vary greatly, the following steps are common in quantitative data analysis:
    - Identifying a data entry and analysis manager (e.g., SPSS)
    - Reviewing data (e.g., surveys, questionnaires etc) for completeness
    - Coding data
    - Conducting Data Entry
    - Analysing Data (e.g., sample descriptives, other statistical tests).

Qualitative Data Analysis

- Qualitative data analysis describes and summarises the mass of words generated by interviews or observational data.
- It allows researchers to seek relationships between various themes that have been identified or relate behaviour or ideas to biographical characteristics of respondents.
- Implications for policy or practice may be derived from the data, or interpretation sought of puzzling findings from previous studies.
- Ultimately theory could be developed and tested using advanced analytical techniques.
- Although methods of analysis can vary greatly (e.g., Grounded Theory, Discourse Analysis) the following steps are typical for qualitative data analysis:
    - Familiarisation with the data through repeated reading, listening etc.
    - Transcription of interview etc. material.
    - Organisation and indexing of data for easy retrieval and

identification (e.g. by hand or computerized programmes such as Nvivo -formally NUD*IST)
    - Anonymising of sensitive data.
    - Coding (may be called indexing).
    - Identification of themes.
    - Development of provisional categories.
    - Exploration of relationships between categories.
    - Refinement of themes and categories.
    - Development of theory and incorporation of pre-existing knowledge.
- For more information see 'Qualitative Research' from Trent RDSU.

Interpreting Data

- Visit RDDirect for a list of websites containing relevant information on statistics
- The last step of data analysis consists of interpreting the findings to see whether they support your initial study hypotheses, theory or research questions.
- Data interpretation methods vary greatly depending on the theoretical focus (i.e., Qualitative or Quantitative research) and methods (e.g., Multiple Regression, Grounded Theory).
- You should seek further advice for this step from:
    - Your supervisor/Other experts within your organization
    - Computer Package Manuals (e.g., SPSS, Nvivo) and methodology books
    - Statistics in Research from Trent RDSU
    - The material in Section 3 of this flowchart on statistics and sampling issues
    - The panel of advisors at RDDirect tel. 0113 295 11 22 (e-mail).

Suggested Reading

- Books on data analysis and interpretation from the reading list from the University of Leeds' School of Medicine's Health Research course MEDR 5120 Module 5: Analytic Research

9. Implications of your research for clinical practice and identifying how findings could be put into practice

Evidence-Based Practice

- *Evidence-Based Medicine; How to Practice and Teach EBM* – David L. Sackett, Sharon E. Straus, W. Scott Richardson, William Rosenberg, R. Brian Haynes
  This book is a very useful resource, and will be available in most university and hospital libraries. An accompanying CD provides clinical examples from other disciplines, and information about resources to support evidence-based decisions.Look in particular at Chapter 1: 'Asking Answerable Clinical Questions', and Chapter 2: 'How to Find Current Best Evidence'. Also visit their website at:http://www.cebm.utoronto.ca/
- University of Sheffield: the ScHARR Core Library for evidence-based practice is a virtual library of links to full text documents on all aspects of evidence-based practice

Research evidence

- Strategies for searching for reviews of research evidence
  From The University of Birmingham

Commercial Aspects/By-products of Research

- Some advances in health and social care need to be developed commercially if they are to be made widely available, such as:
  - Drugs,
  - Medical devices and
  - Aids for disabled people
- Successful commercial development often depends upon the protection of intellectual property or commercial confidentiality at critical points in the innovation process.
- The Policy Framework for the Management of Intellectual Property within the NHS issued by the Department of Health provides guidance on Intellectual Property.

10. Report on the Study and Disseminate Findings

What's the next step after the data has been collected, analysed and interpreted?

Writing up Research

What do you need to consider when writing up your research? In what style will you write up research? It is important to remember to disseminate your findings outside of academia and to those who have participated or who may benefit from your research (See section below.)

- A research report is a carefully structured piece that clearly states the purpose, findings and relevance of research activity.
- A report may be written for a range of reasons and for a variety of audiences, therefore its length, style and detail tend to vary greatly.
- Research reports are usually produced for such groups as service users, multi-disciplinary colleagues, and fellow professionals and as a result of commissioned research.
- The publication Presenting and Disseminating Research by Jane Schober and Andy Farrington for Trent RDSU, contains comprehensive information on the following topics:
    - First section: "Writing up a Research Project" includes:
        - The research report
        - The research dissertation
        - Common features of research reports and dissertations
    - Second Section: "Contents of a written report" includes:
    - Layout
    - Specific guidelines on dissertations by literature review
    - Producing a short report or executive summary from a main study

- For those completing a thesis, Writing Research Theses or Dissertations by the University of Newcastle Upon Tyne, Department of Chemical Engineering and Advanced Materials covers important aspects of academic writing. (NOTE: Please check with your own institution for specific requirements.)
- For more general tips on writing academic papers, we recommend the following:

    - Effective Writing taken from a PowerPoint presentation on Writing for Publication produced by the University of Loughborough.

- Writing Academic Papers by Rob Newell, Professor of Nursing Research, the University of Bradford.

Disseminating Research

Are you writing up your research for publication? Have you chosen how and where to publish your results?

- A PowerPoint presentation written by Theo Raynor and Jonathan Silcock, School of Healthcare Studies, University of Leeds. This presentation is excellent and a very comprehensive guide.
- Further extracts taken from the publication Presenting and Disseminating Research by Jane Schober and Andy Farrington for Trent RDSU, provide information in the section 'Dissemination research outcomes' on the following topics:
    - Strategies for local, national and international dissemination of research
    - Publication
    - Tips on getting published
- The Writing/Publishing Research section of the RDDirect web site also offers links to further information on aspects of submitting articles for publication in medical journals.

Presentation for Conferences or Seminars

Are you presenting your research findings to an audience? If so, what kind of audience?

- RDLearning has a list of potentially relevant conferences and seminars
- Reporting Scientific Data contains information on producing posters and making oral presentations
- Section "Dissemination research outcomes" in Presenting and Disseminating Research by Jane Schober and Andy Farrington for Trent Focus, provide information on the following topics:
    - Types of presentation
    - Tips on presenting at a conference
    - The abstract and usual abstract guidelines
- For more general tips on Powerpoint presentations, we recommend Creating an Effective PowerPoint Presentation compiled by Thomas Saylor PhD, Concordia University, Minnesota.

Making your findings known to users

- Health and social care research is conducted for the benefit of patients, users, care professionals, and the public in general. Researchers should publish and disseminate their findings outside of the academic arena.
- There should be free access to information both on the research being conducted and on the findings of the research, once these have been subjected to appropriate scientific review through the accepted scientific and professional channels:
    - It is good practice to inform the participants of your research and other interested parties (e.g. patient support groups) of your results once the study has finished AND
    - Results must also be made available to all those who could benefit from them (e.g., patients, care professionals, the general public)

  This could be done via a newsletter or flyer or by posting information in layman's language on websites that are accessible to the public. It is vital that you budget for this activity in your funding.

Special Editions

If you have found this flowchart useful you might be interested in our other special editions which can be downloaded from the *RDFunding* web site.
www.rdfunding.org.uk

To purchase a printed copy of any reports (price £10.00), please contact the RDInfo Publications Office or ring: 0113 295 1122

Allied Health Professionals	04/02/2008
Cancer	04/02/2008
Children	04/02/2008
Community Practitioners and Health Visitors	04/02/2008
Complementary Therapies	04/02/2008
Coronary Heart Disease	04/02/2008
Dentistry	04/02/2008
Diabetes Award	04/02/2008
Fellowships	04/02/2008
Fellowships and Studentships	04/02/2008
Genetics	04/02/2008
Mental Health	04/02/2008
New Researchers	04/02/2008
Nurses and Midwives	04/02/2008
Older People Awards	04/02/2008
Open Opportunities	04/02/2008
Pharmacy	04/02/2008
Primary Care	04/02/2008
Professional Bodies	04/02/2008
Prostate Cancer	04/02/2008
Public Health	04/02/2008
RDInfo Newsletter	04/01/2008
Research Process Flowchart	05/03/2007
Social Care	04/02/2008
Stem Cells	04/02/2008
Studentships	04/02/2008
Travel Awards	04/02/2008
Womens Health	04/02/2008

These editions include a subset of the funding opportunities advertised on the RDFunding web site and courses advertised on the RDLearning Web site (www.rdleaning.org.uk)
For additional information on either aspect look at our web sites or contact via the details provided.

RDInfo,
34 Hyde Terrace,
The Leeds Teaching Hospitals NHS Trust,
Leeds,
LS2 9LN.
Telephone: 0113 295 1122
Email: info@rdinfo.org.uk