

14

Responses included

Inclusion criteria:

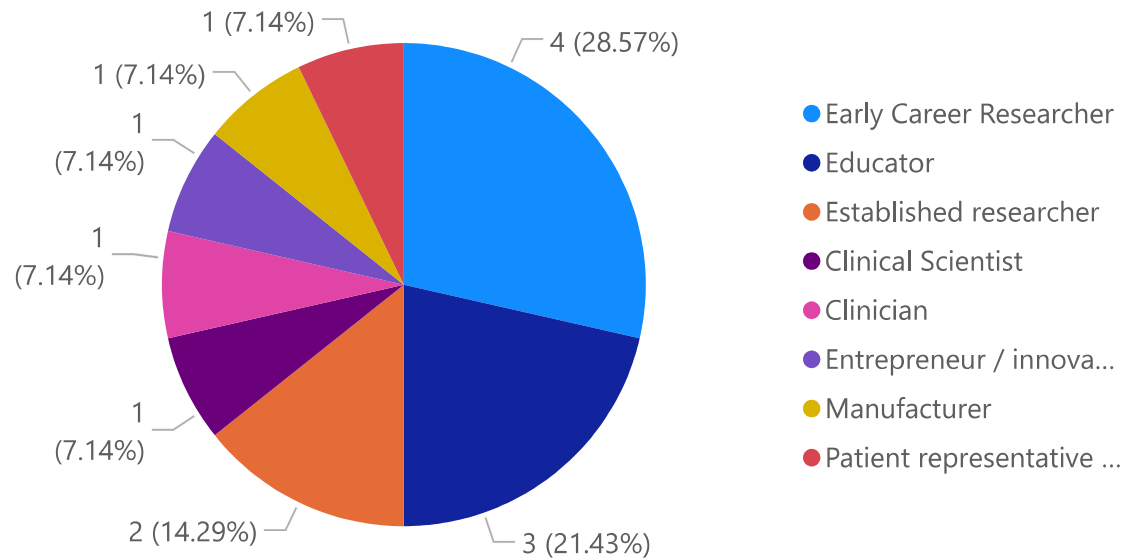
47
Responses overall

34
Confirmed consent

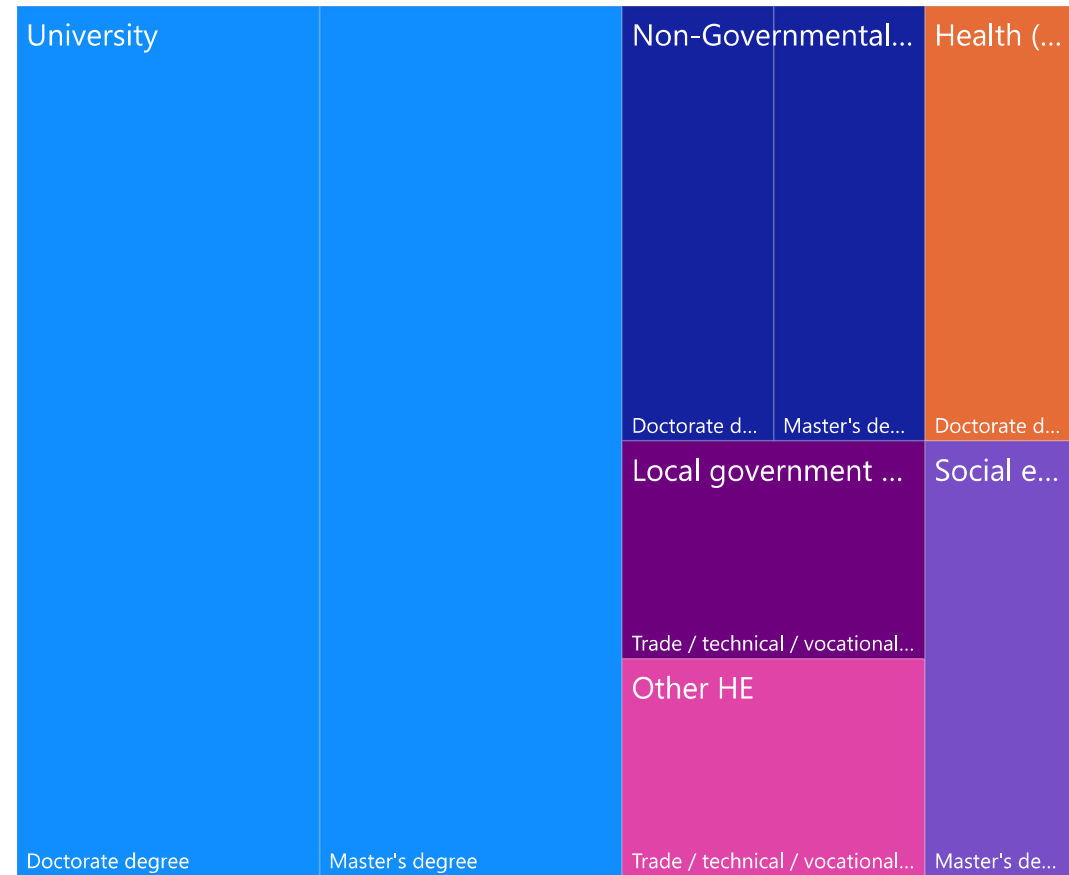
29
Were researchers in AT

17
Completed the questionnaire

Current role of respondents



Overview by Current Organisation and Highest Degree



Area of professional interest / research



Current organisation

- Health (e.g. NHS, hospital, rehab centre)
- Local government department or agency
- Non-Governmental organisation (NGO)
- Other HE
- Social enterprise (business with a social purpose)
- University

Current role

- Clinical Scientist
- Clinician
- Early Career Researcher
- Educator
- Entrepreneur / innovation / business expert
- Established researcher
- Manufacturer
- Patient representative / advocate / supporter

78.57 %

consider training to be extremely or very important

Participants by Importance of training for career path / career development



Current organisation

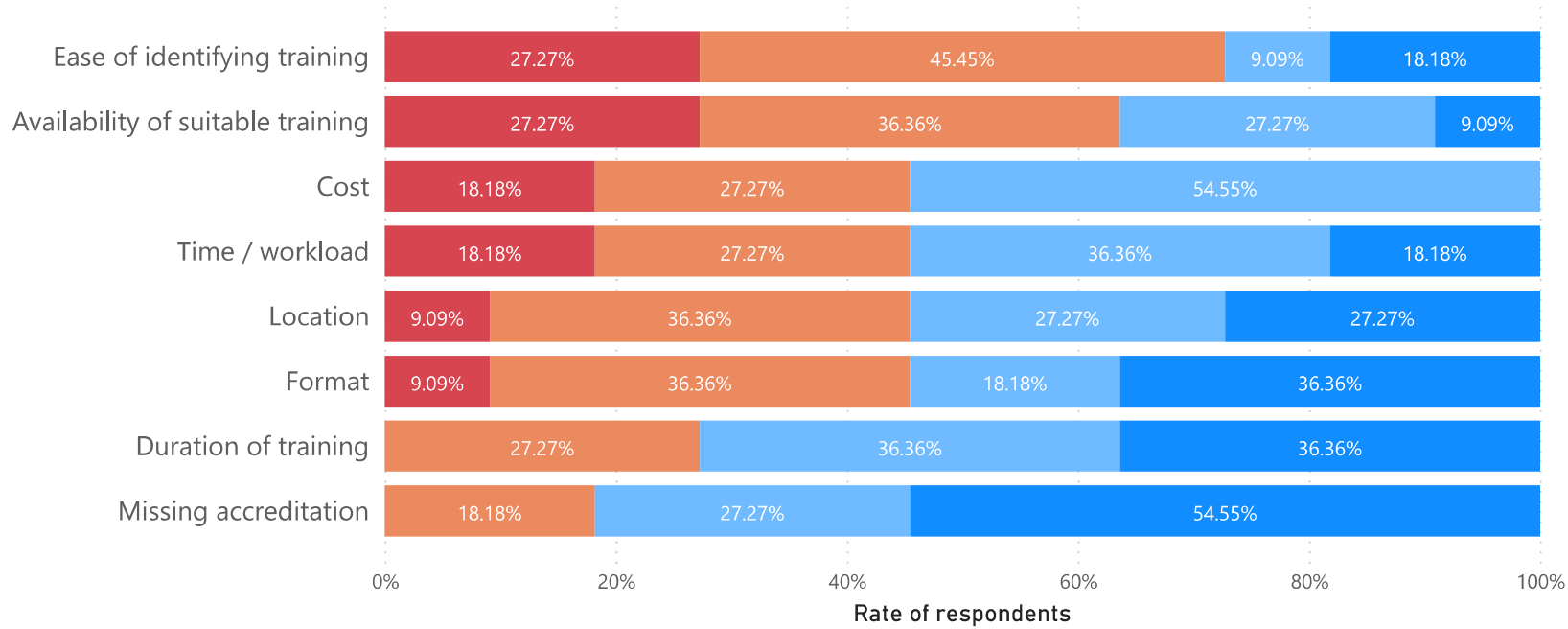
- Health (e.g. NHS, hospital, rehab centre)
- Local government department or agency
- Non-Governmental organisation (NGO)
- Other HE
- Social enterprise (business with a social purpose)
- University

Years of experience

- 1 - 5 years
- 6 - 10 years
- Less than 1 year
- More than 10 years

Barriers to training

Rating ● 1 Extreme barrier ● 2 Moderate barrier ● 3 Somewhat a barrier ● 4 Not a barrier



Current role

- Clinical Scientist
- Clinician
- Early Career Researcher
- Educator
- Entrepreneur / innovation / business expert

Current organisation

- Health (e.g. NHS, hospital, rehab centre)
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Years of experience

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Other barriers:

"Relevance of training activities to assistive technology"

"Gauging quality of course (knowing what is good)"

"Identifying relevance (Knowing what will be most relevant to own work)"

Other considerations:

"Needs to consider experts from high burden low resource settings from numerous countries and locations, including urban and rural"

"Multidisciplinarity required"

Training opportunities and gaps for researchers in AT

Available training opportunities

Topic	Name	Provider	Format	Cost	Funder	How did you hear about it
Accessibility	CPACC (Certified Professional in Accessibility Core Competencies)	IAAP (International Association of Accessibility Professionals)	hybrid	£1000	Self-funded	IAAP
Disability-inclusive Research	Global Disability: Research and Evidence	Future Learn / London School of Hygiene and Tropical Sciences	online	£19/m	Self-funded	Online
Ethics	Good Clinical Practice	NIHR (National Institute for Health and Care Research)	online	Free		NIHR
Foundations in Design Thinking	IDEO U	IDEO	online	\$1500	Self-funded	Online
Health economics	Health Economics introduction					
Neurodiversity	Neurodiversity awareness	Loughborough University	in person	Free	HR	HR
Teaching tools	Inclusive teaching	Loughborough University	online	Free	HR	HR

Missing training opportunities

Area	Topic	Description	Format
Design	Disability specific design - i.e. blind people or hearing impaired; or others	A series of courses in which we can have a deep understanding of one specific disability in each session and relate it to design	Hybrid
Design	User-focused design	How to interact with users, how to design with users, what can be expected from users	Online or in person
Ergonomics	Ergonomics		
Manufacturing	Assistive technology manufacturing	Upscaling designs for manufacturing	In person
Medical device regulations	Medical Device Regulations related to research		In person
Medical device regulations	Medical Device Standards/CE marking/Patenting	How to fulfil standards and regulations within design	Online or in person
Outcome measures	Outcomes measures in assistive technology		
Prosthetics	Clinical Test for upper limb prosthetics		
Prosthetics	Prosthetics Design		