

# Multi-professional Practiced-based Research Capabilities Framework

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# Multi-professional Practiced-based Research Capabilities Framework

## Introduction

The need to transform health and care delivery to better meet the changing needs and expectations of the communities they are intended to serve is well-recognised. The 2019 [NHS Long Term Plan](#) establishes intentions to give people accessing services more options, better support and properly joined-up services, and care at the right time and in the most appropriate setting. Recognising the need to develop new ways of working and delivering services, the 2020 [NHS: People Plan](#) emphasises the need to make effective use of the full range of staff skills and experience to deliver the best possible outcomes and experiences for those accessing them.

The active engagement of health and care practitioners in and with research is of central importance. It is key to:

1. ensuring safe evidence-based practice,
2. further strengthening and developing the evidence base, and
3. informing service design, clinical reasoning and shared decision-making with the people and communities they work alongside.

This theme is embedded within other national strategies. For example,

- A central ambition of the [Chief Nursing Officer for England's \(2021\) Strategic Plan for Research](#) is to 'create a people-centred research environment that empowers nurses to lead, participate in and deliver research, where research is fully embedded in practice and professional decision-making, for public benefit.'
- Similarly, [Health Education England's \(2022\) Allied Health Professions' Research and Innovation Strategy for England](#) addresses the need to build the capability and capacity of the AHP workforce to engage with, implement, undertake and lead research and innovation in practice, and to establish a pervading culture within which research and innovation is recognised to be 'everybody's business'.
- And aims of the [Chief Midwifery Officer for England's \(2023\) Strategic Plan for Research](#) centre on ensuring that the highest quality evidence and evaluation are embedded within maternity policy and programmes, and that the contributions of midwives to research and building the evidence base are visible, valued, and supported by strengthening research capacity.

The importance of engaging in and with research as a fundamental part of contemporary practice is also reflected in the concept of the four pillars of practice:

1. clinical (or professional) practice;
2. leadership;
3. facilitation of learning, and
4. **evidence, research and development.**

Successfully transforming the workforce and service delivery requires active engagement will *all four pillars by all practitioners*. What that looks like will vary for individual practitioners at different stages of their careers, and reflect their particular circumstances and contexts.

While there is no single 'correct' path to follow all practitioners must make carefully considered use of existing research evidence to inform decision-making. Beyond that, the emphasis might be on supporting, delivering or leading research. All contribute to the collective effort required to transform services, and the experiences and outcomes of the people accessing them. In so doing, all contribute to making the most effective use of a limited public purse. And all support staff recruitment, retention, engagement and development through the emergence and growth of more varied, exciting and rewarding career opportunities.

## Purpose and intended use

The purpose of the *Multi-professional Practice-based Research Capabilities Framework* is to facilitate the transformation of health and care service delivery, and the enhancement of the outcomes and experiences of the people accessing services, by supporting health and care professionals to engage in and with research.

To do this, the Framework elaborates incremental research capability development as one of the four *pillars* of practice across four *levels* of practice. The focus is specifically on *practice-based* health and care professionals. The intended audience does not extend to colleagues in medicine and dentistry, for whom alternative guidance is already available.

The Framework is intended to highlight and promote active involvement in, and with, research as an integral component of practice for all health and care professionals, regardless of the setting in which they work. Recognising the diversity of the health and care professions beyond medicine and dentistry, the Framework articulates a **common set of core capabilities**. It is recognised that individuals or groups of practitioners may develop above and beyond the capabilities outlined in the Framework (e.g. those entering their profession with Master's or Doctoral level qualifications; those in research delivery leadership roles or pursuing a clinical or practitioner academic pathway). The intention of these capabilities is to clarify the fundamentals expected of *all* practice-based health and care professionals.

The Framework is also intended to facilitate and accelerate the development of practice-based research capabilities, capacity and career pathways within the health and care professions. Development of research-related capabilities alongside the development of practice, leadership and management, and education-focused capabilities will strengthen the contributions of practitioners to enhancing service delivery and the outcomes and experiences of people accessing services.

The Framework is structured around four levels of practice (entry, enhanced, advanced and consultant levels of practice, as set out in a later section), and will be a valuable tool for:

- ✓ **individual practitioners** when planning their professional and career development;
- ✓ **service and departmental managers** when job planning, developing job descriptions, informing job evaluations, and identifying and reviewing objectives during professional development reviews;
- ✓ **health and care organisations** aiming to embed a culture that values engagement in and with research, and to recognise, delineate and support research potential and research activity as part of everyday practice for health and care professionals;
- ✓ **education and training providers** when planning or revising the learning outcomes and content of academic award-bearing study and other continuing professional development opportunities.

## Strategic alignment

The *Multi-professional Practice-based Research Capabilities Framework* has been developed to ensure alignment with existing national regulatory requirements, strategies and frameworks as outlined in Appendix 1. It is anticipated it will also align with the forthcoming national research strategy for pharmacy in England and the in-development Royal College of Nursing research strategy.

Although focused on health and care professionals working in England, the Framework may be a useful point of reference for practitioners, services, organisations and education and training providers in the other three nations of the UK, and other health and care disciplines.

## Founding and guiding principles

The following principles further underpin the development and application of the Framework:

1. The Framework outlines the common core research capabilities relevant across the health and care professions. It accommodates to the greatest extent possible the variability across the different professional groupings (e.g. academic entry levels, professional structures, starting points in terms of current levels of research engagement). Further contextualisation and application of the common core capabilities with reference to individual professions, disciplines, groups or contexts by national research leaders in those areas is welcomed.

2. It is acknowledged that health and care support workers, technicians, assistants and associate practitioners<sup>1</sup> and pre-registration learners make valuable contributions through engaging with and supporting research. However, the Framework does not extend to include those working at these levels of practice. The related competencies expected of them are outlined in documents such as those identified in Appendix 2.
3. The Framework sets out explicit expectations of core research capabilities *in practice*. It is intentionally and expressly *not* limited to clinical or practitioner academic capability development or pathways. It can, however, be used alongside existing university academic career frameworks for those aspiring to, or pursuing, clinical or practitioner academic roles and careers.
4. The Framework draws upon robust scoping of existing uni- and multi-professional research-related frameworks and the like (see Appendix 3). When applied systematically, it can enhance career development, clarity for those aspiring to and holding research leadership roles, the development of job descriptions, the identification and review of objectives in appraisals, and the review and development of related educational content.
5. Capabilities are understood to represent a step beyond competencies. While competencies outline what individuals know or are able to do in terms of knowledge, skills, attitudes and behaviours, capabilities describe the extent to which individuals can adapt to changing circumstances, generate new knowledge and solutions in complex situations, and continue to develop and improve their performance<sup>2 3 4</sup>.
6. The Framework is organised around a set of eight non-hierarchical and inter-related *domains*, each of which identify a range of *capabilities*. It elaborates the research pillar of practice and provides a stepped approach guiding development of research capabilities across four levels of practice (see Figure 1 and below). The capabilities presented at each level incorporate and extend those that precede it. The capabilities outlined at one level are therefore expected to have been achieved before progressing to the next level.
7. The Framework recognises the development of capabilities related to audit, service evaluation, quality improvement and knowledge mobilisation are transferrable, and may be forerunners to, and run in parallel with, progression and extension of research capabilities.

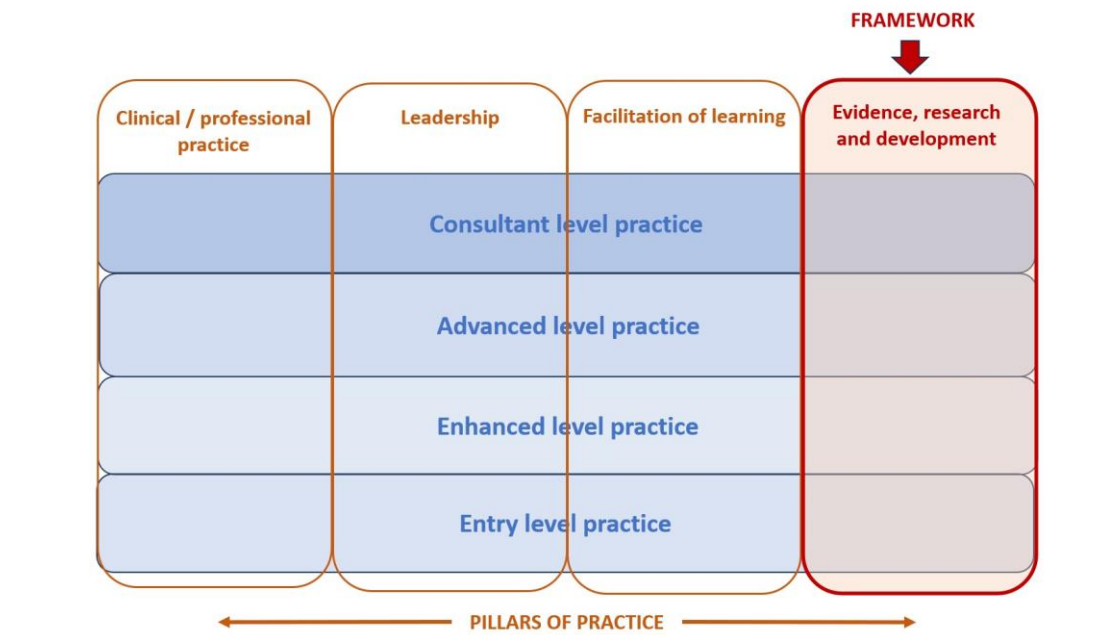
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<sup>1</sup> Support workers, senior support workers, technicians, assistants, assistant practitioners and associate practitioners work with and alongside the health and care professionals and in those disciplinary areas, playing an important and growing role in delivering of safe and effective care for people accessing health and care services.

<sup>2</sup> Fraser S. & Greenhalgh T. (2001) Coping with complexity: educating for capability. *British Medical Journal* 323, 799–803.

<sup>3</sup> McGee P, Inman C Eds (2019) *Advanced practice in healthcare: dynamic developments in nursing and allied health professions*. 4th ed. Chichester: John Wiley & Sons.

<sup>4</sup> Brunner et al (2018) An eHealth capabilities framework for graduates and health professionals: Mixed-methods study. *Journal of Medical Internet Research* 20(5), DOI: 10.2196/10229



**Figure 1: Situating the Framework within the context of the four pillars of practice**

8. The Framework provides a structure to help guide practice-based research-related career development. It is expected that research capabilities will be applied in different ways and therefore 'look' different for each practitioner, reflecting individual and professional circumstances and contexts.
9. The Framework provides a structure to assist managers when considering team skills mix, developing job descriptions, undertaking job evaluations, and identifying and reviewing objectives during individual professional development reviews.
10. The Framework also provides a structure to help guide services, organisations, local, regional and national systems and education providers in the development and expansion of practice-based research-related developmental and career pathways for the health and care professions for the benefit of services and the people accessing them.

## Defining and describing the four levels of practice.

### Entry level practice

The Standards of Practice or Proficiency published by regulatory bodies represent their threshold requirements for professional registration. These Standards provide recognised and established minimum expectations of new entrants / registrants to particular disciplines, including those related to research. They therefore provide a logical reference point for the practice-based research-related capabilities at the new entrant / registrant level of practice. Framework contents at entry level have been informed by:

- the Nursing and Midwifery Council's [Standards of Proficiency for Registered Nurses](#).
- the Nursing and Midwifery Council's [Standards of Proficiency for Midwives](#).
- the General Osteopathic Council's [Practice Standards](#).
- the General Pharmaceutical Council's [Standards for Pharmacy Professionals](#).
- the Health and Care Professions Council [draft revised Standards of Proficiency \(due to come into effect Sept2023\)](#) for in-scope disciplines.

The academic level underpinning entry level practice is defined within the Standards of Practice / Proficiency for each profession as published by the relevant regulatory body.

### Enhanced level practice

Enhanced practice is a level of practice (as distinct from job role or title) that embraces the registered professional workforce delivering what is estimated to be the majority of practice-based activity<sup>5</sup>. It encompasses those who have moved beyond being novice / competent at entry level to function at a level that precedes advanced practice. This is a highly valued, broad and essential level of practice with specific knowledge and skills in a field of expertise. Enhanced level practitioners provide a high standard of complex, enhanced care. Enhanced level practice may be a precursor to advanced practice or a valued level of practice in itself. It is characterised by a minimum of [Framework for Higher Education Qualifications level 6](#) (bachelor's degree with honours) equivalence. It is likely that practitioners at this level will have built on their entry level qualifications through ongoing engagement with relevant professional development activities. This may, but does not necessarily, include formal academic awards.

Enhanced level practitioners are described in the Institute for Apprenticeships and Technology's [Enhanced Clinical Practitioner Apprenticeship Standard, V1.1, approved 27May2021](#) as being able to critically evaluate and analyse practice problems using their expertise and clinical knowledge. They seek out and apply relevant evidence, enhanced assessments, diagnostics, interventions, and equipment as appropriate to make their decisions. They participate in clinical audits and research projects and implement changes as required, including the development and updating of practice protocols, guidelines and procedures. They continuously update their knowledge and develop their practice and provide support, mentoring and supervision to others. They have the confidence and ability to think critically, and to apply a depth of knowledge and highly developed skills to provide enhanced evidence-based care. Enhanced level practitioners are expected to promote and encourage innovative practice to support a culture of excellence within the wider health and care team.

Framework capabilities at enhanced level have been shaped by the expectations set out in the Institute for Apprenticeships and Technology's [Enhanced Clinical Practitioner Apprenticeship Standard, V1, approved 27May2021](#), the descriptions and expectations set out on the [Health Education England website](#) and in The Principles of Enhanced Level Practice (Leary, 2022).

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<sup>5</sup> [Leary \(2022\) The Principles of Enhanced Level Practice](#)



## Advanced level practice

In 2017 Health Education England published the [Multi-professional Framework for Advanced Practice in England](#). In it, advanced level practice is identified as being delivered by experienced, registered health and care practitioners, and characterised by a high degree of autonomy and complex decision making, underpinned by [at least] a master's level award or equivalent ([Framework for Higher Education Qualifications level 7](#)). This academic level signifies 'the ability to make sound judgements in the absence of full information and to manage varying levels of risk when faced with complex, competing or ambiguous information or uncertainty' (p8).

Advanced practice requires the demonstration of core capabilities across all four pillars of practice. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance the experiences and improve the outcomes of people accessing services. Health and care professionals working at the level of advanced practice exercise autonomy and decision making in a context of complexity, uncertainty and varying levels of risk, and are accountable for the decisions they make.

Framework capabilities at advanced level have been shaped by the expectations set out in the research pillar of the [Health Education England \(2017\) Multi-professional Framework for Advanced Practice in England](#).

## Consultant level practice

In 2020, Health Education England published the [Multi-professional Consultant Level Practice Capability and Impact Framework](#). Consultant level practitioners are required to demonstrate capabilities outlined for all four pillars of practice and to offer consultancy as a foundation for sharing expertise across systems of health and social care. Consultant level practice is identified as helping to firmly establish values-based professional practice and leadership across pathways, services, organisations and systems, working with individuals, families, carers, communities and others in complex and changing situations. It adds to and transforms the workforce by supporting practitioners to learn, develop and improve in and from practice, thereby promoting excellence. Consultant level practice involves the continuous evaluation and improvement of practice, creating knowledge-rich and inquiring cultures across services and the system. It encompasses supervising research, contributing to and leading interdisciplinary research and innovation programmes that contribute to the knowledge base. Consultant level practice positively impacts on development, quality, and innovation in practice, expanding capacity and capability in research and evaluation across the system and beyond to improve effectiveness.

Consultant level practice is characterised by [Framework for Higher Education Qualifications level 8](#) (doctoral level) equivalence. An academic award at doctoral level is not mandatory, although it will be required by those who are specifically on a clinical or practitioner academic pathway.

Framework capabilities at consultant level have been shaped by the expectations set out in the research pillar of the Health Education England (2020) [Multi-professional Consultant Level Practice Capability and Impact Framework](#).

## Development of the Framework

Initial desk-based research scoped and collated a 'library' of multi- and uni-professional research capability frameworks for practice-based health and care professionals in England. These frameworks were mapped against the research pillars / elements of the capabilities established for Entry, [Enhanced](#), [Advanced](#) and [Consultant](#) levels of practice.

The content of 26 frameworks (see Appendix 3) were reviewed, analysed and synthesised to develop the initial draft of the *Multi-professional Practice-based Research Capabilities Framework*, which was shared with national leaders of the relevant professions in NHS England, Health Education England and the National Institute for Health and Care Research. Feedback received informed further work to synthesise, condense and refine the capabilities to develop those shared in this document.

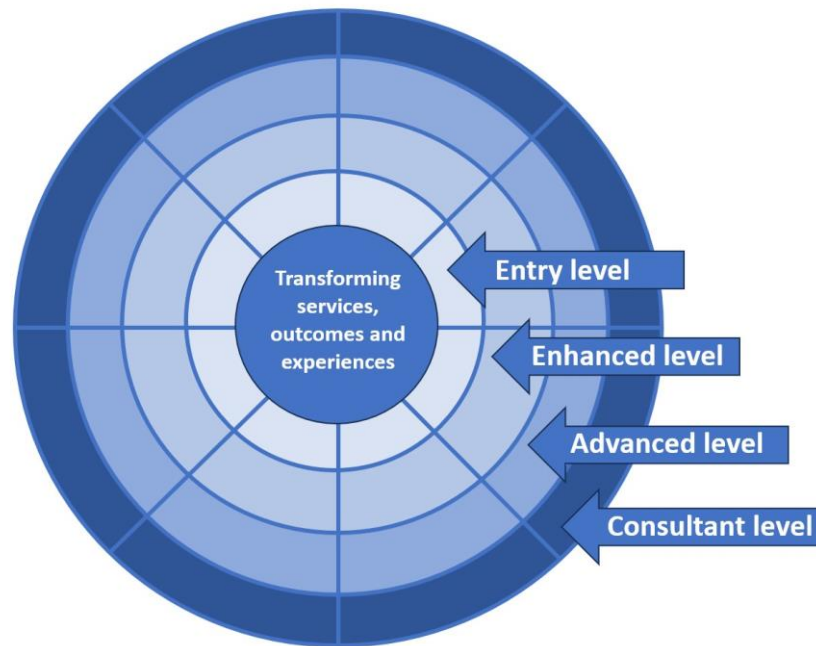
An overview of the structure of the Framework is provided below. A glossary of key terms is provided at Appendix 4.

## Overview of structure and domains

The Framework capabilities are organised into eight non-hierarchical and inter-related domains (see Figure 2). These domains are aligned with the evidence, research and development pillar of practice, and need to be situated within the context of practitioners' roles, employment contexts and the professional and regulatory standards that apply to them. Within each domain are a range of capabilities spanning the four levels of practice (see Figure 3). The number of capabilities within a domain has no bearing on its relative 'importance'. The capabilities identified within each level of practice build on, and incorporate, those that precede it.



**Figure 2: Eight capability domains**



**Figure 3: Four levels of practice**

### Outlining the eight capability domains

#### **1. Research-related career growth**

The focus of the *Research-related career growth* domain is on a proactive approach to research-related capabilities development in practice. It provides the foundation to enable the consistent embedding of research into the day-to-day practice of all health and care practitioners.

#### **2. Planning and designing research**

The *Planning and designing research* domain brings together capabilities that underpin the effective critique of research outputs, the evolving evidence base and wider sources of information / data, and the development of robust protocols for individual inquiry and research projects.

#### **3. Delivering research**

Capabilities within the *Delivering research* domain centre on those related to promoting, supporting, contributing to and engaging in the delivery of research in accordance with the expectations of ethical conduct and robust governance processes.

#### **4. Knowledge mobilisation and research implementation**

The *Knowledge mobilisation and research implementation* domain focuses on capabilities required to make best use of existing evidence, share new knowledge and add to the evidence base in ways that optimise uptake and support the transformation of services, outcomes and experiences.

**5. Networking and collaborating in research**

The capabilities in the *Networking and collaborating in research* domain centre on realising the benefits of learning with and from others in research, and bringing together stakeholders and differing perspectives and expertise to enhance the quality of research and the building of research capability and capacity.

**6. Supporting research-related development in others**

Recognising the collective effort required to build research capability and capacity, the *Supporting research-related development in others* identifies capabilities associated with practitioners at any level supporting those with less experience to develop their own research-related capabilities.

**7. Leading and managing research projects and teams**

Capabilities within the *Leading and managing research projects and teams* domain are those that provide the foundation for effectively stepping into research project leadership roles, managing associated staff and resources, and overseeing quality.

**8. Strategic leadership in research and knowledge mobilisation**

The focus of the *Strategic leadership in research and knowledge mobilisation* domain is on capabilities associated with awareness of, influencing and leading research and knowledge mobilisation within broader organisational, national or international contexts.

# The Capabilities

## 1. Research-related career growth

The focus of the *Research-related career growth* domain is on a proactive approach to research-related capabilities development in practice. It provides the foundation to enable the consistent embedding of research into the day-to-day practice of all health and care practitioners.

Entry level	Enhanced level	Advanced level	Consultant level
1. Demonstrate knowledge and understanding of the importance of practitioners' contributions to developing the knowledge-base through active engagement at appropriate levels in audit, service evaluation, quality improvement and research.	1. Proactively discuss own research-related developmental needs with line manager, agreeing realistic objectives and plans to address them.	1. Identify and pursue realistic and achievable research-related career goals, giving specific thought to growing own contributions to the development and application of new knowledge.	1. Engage and lead others across the organisation to adopt a supportive culture of research and inquiry that drives service development and improvement.
2. Demonstrate insight into own knowledge creation and research capabilities and developmental needs, and take action to address those needs.	2. Explore and develop plans for own career aspirations integrating practice and research-related activities, making proactive use of opportunities to access guidance and support.	2. Actively seek out and engage with research-related professional development opportunities, including Master' level education, and other relevant credentials, certificates or qualifications.	2. Role model commitment to ongoing research-related learning and development in a variety of forms.
3. Constructively question own and others' practice, identifying opportunities to generate new knowledge and enhance services.	3. Link with or build networks to support the development of the capabilities required to actively participate in knowledge creation and mobilisation activities within own role.	3. Effectively integrate developing and maturing practice skills and expertise with developing and maturing research skills.	3. Contribute to and lead research at organisational level and beyond.
		4. Plan and pursue opportunities to develop and apply new knowledge to own and others' practice in structured ways that can be evaluated.	4. Proactively support others' critical understanding of differing research methods and analytical approaches.

		5. Contribute to development and delivery of research projects at service level.	5. Demonstrate the transferability of research-related knowledge, skills and experience between contexts.
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## 2. Planning and designing research

The *Planning and designing research* domain brings together capabilities that underpin the effective critique of research outputs, the evolving evidence base and wider sources of information / data, and the development of robust protocols for individual inquiry and research projects.

Entry level	Enhanced level	Advanced level	Consultant level
1. Demonstrate broad awareness of knowledge creation processes, including awareness of the basic, underlying principles, concepts and approaches to applied research.	1. Demonstrate understanding and application of a range of outcome and quality measures, critiquing and selecting them appropriately for use in inquiry-based projects.	1. Undertake advanced information searches using a range of software, databases, resources and techniques, recognising their individual advantages and limitations.	1. Critically appraise and supportively challenge current service provision, proposing and leading research or service improvement within complex and unpredictable contexts.
2. Appreciate the differences and relationships between audit, service evaluation, quality improvement and research.	2. Confidently undertake systematic information searches using appropriate tools / databases to identify information relevant to addressing practice-based enquiries.	2. Critically analyse the evidence base and other relevant information sources to develop and clearly articulate research questions that address the needs and priorities of practice.	2. Identify trends and changes in the health, wellbeing and needs of a population, including at a national level, to formulate critical questions that justify further research, audit or service evaluation.
3. Undertake basic systematic information searches using appropriate tools / databases to identify information and evidence relevant to answering practice-based enquiries.	3. Identify evidence gaps and contribute to developing practice-based question/s worthy of investigation, including those that could be explored by pre- and post-registration learners undertaking formal academic studies.	3. Demonstrate understanding of a range of standard research and quality improvement methodologies and designs and their related ethical considerations.	3. Demonstrate sound understanding of project design and methodological and analytical approaches when planning and leading research and inquiry.
4. Evaluate intervention / treatment plans using recognised and appropriate outcome measures.	4. Develop appropriate aims and objectives for inquiry-based projects.	4. With support, design small scale research studies to address issues arising in practice using methodological and analytical approaches that appropriately	4. Work collaboratively to realise the benefits of inter-disciplinary and cross-boundary working in relation to proposed research and inquiry.

		consider environmental impact and sustainability.	
5. Demonstrate knowledge and understanding of quality improvement systems, processes and methodologies relevant to own discipline, service, department and organisation.	5. Demonstrate understanding of the key features of a research protocol and the qualitative and quantitative methodologies commonly used in practice-based research in own discipline.	5. Work collaboratively with all relevant stakeholders, explicitly embracing and enabling meaningful Public and Patient Involvement / Engagement, throughout the research process.	5. Design research protocols that take account of environmental and sustainability issues and impact at organisational level or beyond.
6. Recognise the value of, and actively participate in, the systematic gathering and using of qualitative and quantitative data to monitor, evaluate and improve the quality of practice.	6. Select and apply appropriate approaches to and tools of inquiry to answer practice-based questions, demonstrating understanding of the associated sustainability and ethical considerations.	6. Apply understanding of a range of analytical approaches to examine qualitative and quantitative data.	6. Manage complex, incomplete or contradictory data to ensure robust analysis.
7. Recognise the importance of working in partnership with people who access services when planning, designing and carrying out research.	7. Understand and use appropriate technical language in the context of applied research (e.g. research participant rather than patient/client/service user/etc.; data rather than information; statistical significance rather than clinical significance).	7. Make effective use of digital technologies and computing packages relevant to undertaking quality improvement or research projects and the analysis of data.	7. Support and guide the development of research proposals led by others with less experience.
	8. Demonstrate understanding of how to interpret qualitative and quantitative research data and the limitations associated with this, including in relation to own knowledge creation activities.	8. Demonstrate insight and critical thinking by clearly identifying own assumptions, and by developing robust arguments that are clear, evidenced and concise.	
	9. Critically analyse the strengths and limitations of quantitative and qualitative studies, including ethical considerations, study design, data analysis and interpretation.	9. Draw on practice and research expertise to contribute constructively in processes for peer review of publications.	



	10. Analyse and synthesise the findings from small-scale local audit, service evaluation or quality improvement projects, using computing packages and digital technologies as appropriate, and interpreting findings in the light of existing knowledge.	10. Contribute to the development and submission of research funding applications that reflect the requirements of the target funding body, data protection, information governance, ethical and research governance frameworks and processes.	
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### 3. Delivering research

Capabilities within the *Delivering research* domain centre on those related to promoting, supporting, contributing to and engaging in the delivery of research in accordance with the expectations of ethical conduct and robust governance processes.

Entry level	Enhanced level	Advanced level	Consultant level
1. Demonstrate a broad understanding of research ethics and governance processes.	1. Understand and comply with research ethics and governance processes, data protection and confidentiality requirements, and support less experienced colleagues to do so.	1. Undertake Good Clinical Practice (GCP) training, effectively applying its principles to safeguard participants and ensure research quality.	1. Conduct thorough risk analyses for self, team and others in the context of research and service improvement initiatives, quickly identifying and confidently managing risks.
2. Understand and apply the principles of information governance, data governance and cyber security to ensure safe and effective use of health, care and other relevant information.	2. Promote opportunities for people who access services, their families and carers to participate in research being undertaken within own organisation.	2. Develop, implement or comply with local research governance processes, demonstrating ethical conduct throughout all aspects of own research and supporting others to do so.	2. Actively engage in and lead delivery of research at or beyond organisational levels to generate new knowledge to inform service design and delivery and enhance the outcomes and experiences of people accessing services.
3. Understand and apply the requirements for confidentiality regarding research data and patient identifiable data, including the Caldecott principles.	3. Contribute to the delivery of research projects or clinical trials being undertaken in own service, department or organisation.	3. Apply knowledge and understanding of legal requirements of research (e.g. data protection, mental capacity, safeguarding and human tissue acts, etc.), demonstrating the highest regard for participant's rights and safety, and data integrity.	3. Contribute to delivery of national and international research to generate new knowledge to inform wider system benefits.

4. Demonstrate competent use of relevant digital technologies and devices, including using digital record-keeping tools and changing practice to accommodate new developments, technologies and contexts.	4. Demonstrate communication skills and strategies that are adapted to meet the needs of different individuals and groups to optimise their engagement in research.	4. Demonstrate awareness of procedures for reporting concerns about research conduct when breaches of protocol are identified or when fraud / misconduct is suspected.	4. Where relevant to own role and context, demonstrate awareness of licensing authorities and their requirements regarding investigational products and devices.
5. Engage in research and knowledge creation activities in ways that demonstrate understanding of the impact of environmental sustainability on health and wellbeing.	5. Design and undertake local small-scale audit, service evaluation, quality improvement or projects related to own practice, embracing digital technologies as appropriate.	5. Deliver audit, service evaluation and quality improvement activity, working with others to develop or benefit from their skills in these areas.	
6. Maintain awareness of studies being undertaken in own service, department and organisation, and how to refer people to research delivery teams to discuss possible recruitment to studies.	6. Reflect on own experiences of knowledge creation activities and use this information to appraise the work completed and inform future projects and practice.	6. Contribute to and support the delivery of research designed by others to address issues arising in practice.	
		7. Contribute to the development of study documentation (e.g. participant information leaflet, consent forms, case report forms, data collection, etc.) and related management systems.	
		8. Effectively and sensitively communicate complex information to stakeholders and participants in the context of conducting applied research.	
		9. Critically reflecting on research, evaluation and improvement processes, carrying learning forward to inform how projects are undertaken and managed in future.	

## 4. Knowledge mobilisation and research implementation

The *Knowledge mobilisation and research implementation* domain focuses on capabilities required to make best use of existing evidence, share new knowledge and add to the evidence base in ways that optimise uptake and support the transformation of services, outcomes and experiences.

Entry level	Enhanced level	Advanced level	Consultant level
1. Engage in evidence-based practice in all aspects of service delivery and provide evidence-based information to enable those accessing services to make informed choices.	1. Use critically appraised evidence to address problems and questions arising in practice, using own judgement and seeking guidance from more experienced colleagues where appropriate.	1. Actively champion the central role of evidence-based practice and knowledge mobilisation and implementation in service developments to improve the outcomes and experiences of people accessing services.	1. Demonstrate in-depth understanding of the latest evidence within own scope of practice, using and promoting it to improve standards of practice and develop services, organisations and systems.
2. Apply a fundamental understanding of qualitative and quantitative research methods, ethics and governance processes to critically appraise, safely apply and share research findings to inform and promote best practice.	2. Promote a culture of evidence-based practice using a range of evidence sources including research, scholarship and continuing professional development to inform practice.	2. Demonstrate critical understanding of the latest evidence relevant to own practice and related fields, appraising and synthesising the outcomes of research, evaluations and audits, effectively integrating it into practice and supporting others to do so.	2. Role-model the integration of research and learning to inform practice, including identifying evidence gaps and synthesising knowledge from multiple sources, and support others to do so.
3. Demonstrate awareness of the limitations of available evidence, applying appropriate caution regarding how it is used.	3. Collaborate with more experienced colleagues to analyse the outcomes of knowledge creation activities, benchmark them against local or regional data where possible, and implement improvements as appropriate.	3. Analyse the latest evidence relevant to own practice and related fields to identify any further work required to strengthen evidence for best practice.	3. Lead the development and evaluation of service delivery, informed by research evidence and innovations identified elsewhere, sharing the outcomes to improve service delivery beyond the organisation.
4. Demonstrate skilful reasoning, problem-solving and critical thinking when applying evidence, drawing on own experience and seeking guidance from more experienced colleagues where appropriate.	4. Use research evidence to constructively challenge practice that undermines the quality of services or the delivery of expected outcomes for people accessing services.	4. Effectively communicate the relevance of research findings and best practice to colleagues, advocacy groups and the wider community.	4. Make identifiable contributions to changes and developments within a profession, organisation or beyond that are informed by research findings.

5. Analyse and reflect on research evidence and other information relevant to own practice to optimise the outcomes and experiences of the people accessing services.	5. Contribute to the development of local evidence-based guidance.	5. Make identifiable contributions to changes and developments in practice at service level that are informed by research findings.	5. Contribute to the development or revision of national or international evidence-based guidance, strategy or policy and their application in practice.
	6. Demonstrate understanding of the concepts of authorship and intellectual property, and awareness of the processes involved in peer-reviewed publication.	6. Contribute to the development of evidence-based guidelines and policy at service, organisational or national levels.	6. Generate new knowledge and understanding through research and inquiry, communicating findings to the widest possible audience to benefit service development and delivery and improve the experiences and outcomes of people accessing services beyond the organisation.
	7. Disseminate the findings of knowledge creation activities at a level appropriate to the nature work and its outcomes.	7. Develop outputs from research and quality improvement initiatives that reflect the preferred style and communication method of the target audience/s, working with stakeholders as required to achieve this.	7. Lead activities that support knowledge mobilisation, optimising access to new research evidence and innovations, through high-quality publications, professional and public engagement activities and via appropriate media.
		8. Disseminates findings from research and quality improvement initiatives through appropriate media and forums to optimise the sharing of knowledge and translation into practice.	8. Demonstrate sound understanding of what research impact is and how it can be measured.
		9. Proactively contribute to knowledge mobilisation practices such as in-service training, communities of practice, and service improvement initiatives, to optimise the timely translation of findings into practice.	
		10. Make effective use of interactive technologies to build a digital presence to support the dissemination of new evidence and own research development and engagement.	

## 5. Networking and collaborating in research

The capabilities in the *Networking and collaborating in research* domain centre on realising the benefits of learning with and from others in research, and bringing together stakeholders and differing perspectives and expertise to enhance the quality of research and the building of research capability and capacity.

Entry level	Enhanced level	Advanced level	Consultant level
1. Recognise the impact of culture and the principles of equality and diversity on practice and knowledge creation activities, and role-model non-discriminatory, inclusive behaviour, responding sensitively to the needs of different individuals and groups.	1. Role-model an anti-discriminatory approach in all interactions with others, identifying and appropriately challenging discriminatory behaviours and inequities.	1. Role model meaningful allyship, supporting less experienced colleagues from marginalised and under-represented groups in their research-related development.	1. Role model anti-racist and anti-discriminatory practices and allyship, and promote equity in access to research-related opportunities and career progression.
2. Share and extend knowledge and understanding by engaging with peers regarding the outcome of problem solving, audit, service evaluation, quality improvement, research and other developmental activities.	2. Demonstrate knowledge of and engagement with local strategies, groups and activities focused on the active involvement and engagement of people who access services in research.	2. Proactively collaborate with others to develop and delivery research and quality improvement projects, simultaneously learning from them and providing the opportunity for others to learn and develop at levels appropriate to them.	2. Sustain collaborative relationships with research teams working in related fields of practice to identify and address practice-based research priorities.
3. Engage in and discuss critical appraisals of local data and recently published research findings to support evidence-informed decision making and service development or improvement planning.	3. Demonstrate broad and growing awareness of local and national forums related to practice-based research.	3. Develop and nurture collaborative multi-disciplinary links between practice and research through networking with other practitioners, academics, university research departments / teams, clinical trials units, practice-based and other researchers.	3. Sustain collaborative, multi-disciplinary and multi-sector partnerships at organisational or national level or beyond, to generate and advance the implementation of new knowledge.
4. Develop and nurture collaborative partnerships with people accessing services to evaluate the effectiveness, and inform the development, of interventions and services.	4. Facilitate the involvement of people who access services, their families and carers in the co-design and co-production of quality improvement and research projects.	4. Actively encourage and facilitate the equitable participation of people who access services, their families and their carers in quality improvement and research initiatives, including through networks to help inform and design	4. Encourage, inspire and work with others to actively build research capacity, including through collaborations and external relationships that reach beyond the organisation.

		projects.	
5. Collaborate with interdisciplinary and multi-agency colleagues, service user groups and other stakeholders to promote continuous quality improvement.		5. Plan and ensure effective communication between partners, stakeholders and research teams, using communication approaches, tools and channels that meet the needs of particular audiences and individuals.	
		6. Proactively participate in and grow research networks to engage with colleagues, support own career development, respond to opportunities, and facilitate the engagement of less experienced colleagues.	

## 6. Supporting research-related development in others

Recognising the collective effort required to build research capability and capacity, the *Supporting research-related development in others* identifies capabilities associated with practitioners at any level supporting those with less experience to develop their own research-related capabilities.

Entry level	Enhanced level	Advanced level	Consultant level
1. Role model the consistent use of evidence-based, person-centred best practice.	1. Support colleagues with less experience to access, understand, appraise and translate evidence into practice.	1. Effectively use a range of approaches and techniques to support learning and development, showcasing up-to-date data and findings from research and service development projects.	1. Facilitate collaborative links that support the effective and coherent integration of practice, research and education.
2. Role model a proactive approach to addressing own identified learning and development needs, supporting and collaborating with others to do the same.	2. Support the development of less experienced colleagues' awareness and appreciation of the roles of audit, service evaluation, quality improvement and research activities in service delivery and	2. Foster the development of critical appraisal skills to facilitate understanding of what good research looks like and how to effectively and safely implement findings.	2. Guide and enable the evidence-based learning of others through approaches that reflect contemporary issues and thinking, research evidence, and the opportunity to learn from errors.

	development.		
	3. Contribute to the support and supervision of pre-registration learners on practice placements, role modelling a commitment to evidence-based practice and linking them with local active trials / studies and the like.	3. Support, organise and promote professional development and educational events / activities to build the capability of colleagues to engage in audit, service evaluation, quality improvement and research.	3. Educate and guide those with less experience in the appropriate selection and use of research design, methods and techniques, data collection, management and analysis, and relevant supporting digital technologies.
	4. Explicitly draw on up-to-date research relevant to the discipline when contributing to education, training and professional development activities.	4. Engage in peer support, mentorship and supervision of less experienced colleagues, including those undertaking academic qualifications, to support development and nurture talent.	4. Educate specialist and non-specialist audiences about complex research-related ideas and theories.
		5. Provide learners and practitioners with opportunities to experience undertaking or contributing to research.	5. Supervise pre- or post-registration research students.
		6. Support learners and less experienced practitioners to publish, disseminate, promote and implement the outcomes / findings of their quality improvement and research projects.	6. Proactively support and facilitate the research-related career development of others.

## 7. Leading and managing research projects and teams

Capabilities within the *Leading and managing research projects and teams* domain are those that provide the foundation for effectively stepping into research project leadership roles, managing associated staff and resources, and overseeing quality.

Entry level	Enhanced level	Advanced level	Consultant level
1. Actively contribute (at a level appropriate to own knowledge, skills and experience) to developing,	1. Act as a local champion to encourage and inspire colleagues to engage in and with inquiry and research.	1. Promote a culture in which practice is continuously measured, evaluated,	1. Formulate research questions that respond to current and future trends in



embedding, expanding or sustaining a culture of research engagement within own service or department.		reviewed and improved through quality improvement and research initiatives.	population needs and digital technology, and challenge the status quo.
	2. Demonstrate critical thinking to identify problems and research questions relevant to practice and policy.	2. Support colleagues to obtain, measure, collate, analyse and evaluate data through audit, service evaluation and quality improvement projects and to translate their findings into practice.	2. Facilitate the accessing of relevant data from a range of systems to contribute to research and quality improvement, tracking and benchmarking progress, and fostering accountability.
	3. Prioritise the needs of the local population when planning quality improvement or research projects.	3. Act as a service level research champion, articulating the benefits of engaging in and with research, motivating, encouraging and inspiring others to do so.	3. Cultivate the embedding of a commitment to consider environmental impact and sustainability in all research and quality improvement activity.
	4. Take the lead on small-scale service improvement projects.	4. Generate and recognise viable ideas and opportunities for research and quality improvement projects and, acknowledging the contribution of others, work collaboratively with more experienced colleagues to shape research questions and contribute to funding applications.	4. Contribute to or lead high-quality research projects at organisational or national level to address recognised practice-based research priorities.
	5. Apply for small-scale research-focused developmental opportunities and funding, with the support of, or in partnership with, more experienced colleagues.	5. Recognise relevant organisational and national policy drivers and priorities when planning and reporting on quality improvement or research activities.	5. Contribute to large scale national or international audit, service evaluation, quality improvement or other inquiry.
		6. Effectively consider the environmental impact of research and the methods by which it can be measured.	6. Maintain oversight of the research of those with less experience across organisational departments and services in own area of practice.
		7. Demonstrate understanding of ethics related to applied research, advising and	7. Develop a national profile as an innovative critical thinker and role model,



		guiding those with less experience accordingly.	leading research and quality improvement that contribute to understanding, evidence-based change and development within the profession or service.
		8. Contribute to the development of competitive grant funding applications.	8. Draw on experience and expertise to provide constructive expert reviews of publishable material.
		9. Demonstrate awareness of research team roles and responsibilities, contributing to the development supporting infrastructure and effective lines of communication.	

## 8. Strategic leadership in research and knowledge mobilisation

The focus of the *Strategic leadership in research and knowledge mobilisation* domain is on capabilities associated with awareness of, influencing and leading research and knowledge mobilisation within broader organisational, national or international contexts.

Entry level	Enhanced level	Advanced level	Consultant level
	1. Demonstrate understanding of the strategic vision for research within own profession and work setting.	1. Demonstrate knowledge of advances and knowledge-gaps in own and related areas of practice and research, and how they relate to organisational and national policies and priorities.	1. Demonstrate thorough understanding of the strategic direction of and developments in own and interrelated fields, using this knowledge to enrich research and practice.
		2. Champion the role of applied health and care research to enhance service design and delivery and the outcomes and experiences of those accessing services.	2. Contribute to or lead the embedding of an organisational culture that values and enables equitably engagement in and with research and quality improvement initiatives.

		3. Demonstrate commitment to stakeholder involvement in the identification and selection of research priorities and throughout the research process.	3. Inspire curiosity and build enthusiasm across a range of stakeholders to engage positively with evidence-based practice, quality improvement and research activity to optimise the quality of services and the experiences and outcomes of the people accessing them.
		4. Contribute to the development, implementation or review of service or organisational strategic plans for research.	4. Contribute to or lead the development, implementation or review of equitable research strategies at organisational level or beyond.
		5. Demonstrate appropriate application of regulatory and legal frameworks to applied research in practice settings.	5. Ensure strategic processes are in place and regularly reviewed to facilitate the equitable participation of people who access services, their families and carers, staff and learners in research, and in the co-design and co-production of research and quality improvement initiatives.
		6. Demonstrate understanding of research-related funding sources and how to access them.	6. Actively contribute to the development, embedding and regular review of research governance policies and procedures, supporting adherence across the organisation.
		7. Report to or hold membership of research-related committees and boards, internal or external to employing organisation.	7. Be an active member of senior level research-related committees and boards, research organisations and working groups internal or external to employing organisation.

## Next Steps

Feedback gathered during this engagement period will inform the finalising of this first edition of the *Multi-professional Practice-based Research Capabilities Framework*.

The complexity of developing a Framework to meet the needs of the broad spectrum of practice-based health and care professionals beyond medicine and dentistry cannot be over-estimated. It is not possible to accommodate the specific preferences of every professional (or other) group.

Suggestions that add value and can be readily incorporated will be adopted. Where conflicting or contradictory views arise, they will be discussed with the project team before making a decision about how to proceed. Every effort will continue to be made to make the Framework and its capabilities as inclusive, accessible and acceptable to as many practitioners as possible.

Following publication of the Framework, and where resources permit, future work will focus on developing accompanying tools and implementation guides and undertaking further engagement activity to socialise the Framework and encourage active engagement with it. It is envisaged that future editions of the Framework will be developed based on experiences of using the first edition.

## Appendices

### Appendix 1 – Strategic alignment with existing strategies and frameworks

The *Multi-professional Practice-based Research Capabilities Framework* is specifically aligned to and compatible with:

- ✓ the [Chief Nursing Officer for England's \(2021\) Strategic Plan for Research](#),
- ✓ the [Chief Midwifery Officer for England's \(2023\) Strategic Plan for Research](#),
- ✓ the [AHP Strategy for England 2022-2027: AHPs Deliver](#),
- ✓ the [HEE \(2022\) AHP Research and Innovation Strategy for England](#),
- ✓ the [DHSC \(2022\) The Future of Research Delivery: 2022-2025 Implementation Plan](#),
- ✓ the Nursing and Midwifery Council's [Standards of Proficiency for Registered Nurses](#),
- ✓ the Nursing and Midwifery Council's [Standards of Proficiency for Midwives](#),
- ✓ the General Osteopathic Council's [Practice Standards](#),
- ✓ the General Pharmaceutical Council's [Standards for Pharmacy Professionals](#), and
- ✓ the Health and Care Professions Council [updated Standards of Proficiency \(which come into effect 1Sept2023\)](#) for in-scope professional groups.
- ✓ [NHS England's \(2023\) NHS Equality, Diversity and Inclusion Improvement Plan](#),
- ✓ [NHS England's Delivering a Net Zero NHS – July 2022](#),
- ✓ [Health Education England's \(2020\) Digital Competency Framework for UK Allied Health Professionals](#),
- ✓ [Health Education England's \(2021\) Digital Capabilities for the Pharmacy Workforce](#),
- ✓ the [Psychological Practitioner's Digital Competence Framework](#),
- ✓ the [All-Ireland Nursing and Midwifery Digital Health Capability Framework](#),
- ✓ the [NMC \(2020\) Principles of Preceptorship](#),
- ✓ the [NHSE \(2022\) National Preceptorship Framework for Nursing](#),
- ✓ the [NHSE \(2023\) National Preceptorship Framework for Midwifery](#),
- ✓ [The RPS \(2019\) Foundation Pharmacist Framework](#),
- ✓ the [National Allied Health Professionals Preceptorship and Foundation Support Programme](#),
- ✓ the [Institute for Apprenticeships and Technology's Enhanced Clinical Practitioner Apprenticeship Standard, V1.1, approved 27May2021](#),
- ✓ the [Health Education England \(2017\) Multi-professional Framework for Advanced Practice in England](#),
- ✓ the [Health Education England \(2020\) Multi-professional Consultant Level Practice Capability and Impact Framework and self-assessment tool](#),
- ✓ the [Academy of Healthcare Sciences \(2021\) Good scientific Practice](#),
- ✓ the [Council of Deans of Health \(2023\) AHP Educator Career Framework](#),
- ✓ the multi- and uni-professional source material informing the development of the Framework, as outlined in Appendix 3, and
- ✓ the forthcoming NHS England growth-based career planning concept and resources.

## Appendix 2 – Guidance relevant to support workers, technicians, assistants, associate practitioners<sup>6</sup> and pre-registration learners

Research-related capabilities relevant to health and care support workers, technicians, assistants and associate practitioners and pre-registration learners can be located in guidance such as:

- ✓ the [Health Education England \(2021\) Allied Health Professions' Support Worker Competency, Education and Career Development Framework](#) (see Domain 6, p.29),
- ✓ [Health Education England's \(2021\) Maternity Support Worker Level 3 Curriculum](#) (see Domain 4, Competency 13, p.61),
- ✓ the [Institute for Apprenticeships and Technical Education \(2023\) Assistant Practitioner \(Health\) Apprenticeship Standard](#) (see Duty 3 and 10),
- ✓ the [Institute for Apprenticeships and Technical Education \(2022\) Healthcare Science Assistant Apprenticeship Standard](#),
- ✓ The [NMC \(2018\) Standards of Proficiency for Registered Nursing Associates](#),
- ✓ the [General Pharmaceutical Council's \(2020\) Requirements for the Education and Training of Pharmacy Support Staff](#), and
- ✓ pre-registration learning and development standards and curricula

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<sup>6</sup> Support workers, senior support workers, technicians, assistants, assistant practitioners and associate practitioners work with and alongside the health and care professionals and in those disciplinary areas, playing an important and growing role in delivering of safe and effective care for people accessing health and care services.

## Appendix 3 – Source material informing the framework

Alongside the reference points defining and describing the four levels of practice and the expectations associated with them, a range of uni- and multi-professional frameworks (and similar) contributed to / informed drafting and development of the *Multi-professional Practice-based Research Capabilities Framework*. They include:

1. Academy of Healthcare Sciences career level descriptors
2. British Dietetics Association (2020) Post-registration Professional Development Framework
3. Chartered Society of Physiotherapy (2020) Physiotherapy Framework (condensed version)
4. Cody, Goolgoly, Darke, Prosser and Phimister (no date) Orthotists Career and Competencies Development Toolkit
5. College of Paramedics (2018) Post-registration Paramedic Career Framework, 4th Ed.
6. College of Paramedics (2020) Interactive Paramedic Career Framework
7. Health Education England (2020) Multi-professional Consultant Level Practice Capability and Impact Framework
8. Health Education England (2017) Multi-professional Framework for Advanced Clinical Practice
9. Imperial College Clinical Academic Training Office (2022) Clinical Research Training Framework
10. Institute for Apprenticeships and Technology Enhanced Clinical Practitioner Apprenticeship Standard, V1, approved 27May2021
11. NHS Consultant Pharmacist Guidance 2020
12. Nichol (no date) Career Framework Guide Prosthetics and Orthotics
13. National Institute for Health and Care Research / Academy of Medical Royal Colleges Clinical Researcher Credentials Framework
14. National Institute for Health and Care Research Clinical Research Network East Midlands (2019) Competency Framework for Research Delivery Staff
15. Royal College of Nursing (2018) Standards for Advanced Level Nursing Practice
16. Royal College of Nursing (2018) Advanced Level Nursing Practice: Introduction
17. Royal College of Nursing (2018) Advanced level nursing practice – Section 2 – ALNP competencies
18. Royal College of Occupational Therapists (2021) Career Development Framework, 2<sup>nd</sup> Ed.
19. Royal College of Podiatry (2021) Podiatry Career Framework
20. Royal Pharmaceutical Society (2019) Foundation Pharmacist Framework
21. Royal Pharmaceutical Society (2020) Consultant Pharmacist Curriculum
22. Royal Pharmaceutical Society (2021) Post-registration Foundation Pharmacist Curriculum
23. Royal Pharmaceutical Society (2022) Core Advanced Pharmacist Curriculum
24. Society and College of Radiography (2022) Education and Career Framework for the Radiography Workforce, 4th Ed
25. UK Clinical Research Facility Network (2021) Induction Framework for Clinical Research Staff (V5.2)
26. Vitae (2011) Researcher Development Framework

## Appendix 4 – Glossary

Audit	The <a href="#">NHS Health Research Authority</a> [accessed 06.01.2023] defines clinical [practice] audit as ‘a quality improvement process that seeks to improve patient care and outcomes through systematic review of care against explicit criteria and the implementation of change.’
Clinical or Practitioner Academic	Clinical and practitioner academics work concurrently in practice (in health or social care) and academic environments. They provide practice and research leadership to underpin excellent evidence-based service provision, with a focus on improving effectiveness, quality and safety ( <a href="#">AUKUH, 2016</a> ; <a href="#">Carrick-Sen et al, 2019</a> ; <a href="#">DoH, 2012</a> ) [accessed 04.07.2023].
Digital literacy	<a href="#">Health Education England</a> [accessed 04.01.2023] define digital literacy as ‘those capabilities that fit someone for living, learning, working, participating and thriving in a digital society.’
Implementation science	‘Implementation science looks at how to design and then evaluate activities that will support the adoption of health interventions, in society. This includes looking at what might be influencing behaviour or preventing change, as well as how well-engaged audiences and communities might be.’ <a href="#">Knowledge mobilisation and implementation - ARC (nihr.ac.uk)</a> [accessed 20.01.2023]
Knowledge creation	Knowledge creation is the process of making knowledge generated by individuals / groups available, amplifying it and connecting it to existing knowledge ( <a href="#">Nonaka &amp; von Krogh, 2009</a> ). It’s the continuous combination, transfer and conversion of different kinds of knowledge, including practice-based experience, expert opinion, audits and service evaluation outputs, quality improvement projects, research findings, systematic reviews and best practice guidelines.
Knowledge mobilisation (or translation)	‘Knowledge mobilisation is about sharing knowledge between different communities to support change and create impact ... Blending and acting on knowledge from different communities leads to new ideas, innovations, and new ways of working. Sharing knowledge alone is dissemination. Knowledge mobilisation generates impact.’ <a href="#">Knowledge mobilisation and implementation - ARC (nihr.ac.uk)</a> [accessed 20.01.2023]

Quality improvement	<a href="#">The Health Foundation (2021)</a> identify that quality improvement is centred on ‘giving the people closest to issues affecting care quality the time, permission, skills and resources they need to solve them. It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.’
Research	<a href="#">The UK Policy Framework for Health and Social Care Research (2017)</a> defines research as ‘...the attempt to derive generalisable or transferable new knowledge to answer or refine relevant questions with scientifically sound methods. This excludes audits of practice and service evaluations.’
Research delivery	Research delivery encompasses the initiation, or setting up, of a funded and fully approved study, and undertaking the ‘active’ phase during which the study protocol is implemented, participants are recruited and data is collected. ( <a href="#">Clinical Research Network   NIHR</a> [accessed 03/08/2023]; <a href="#">Bradford Institute for Health Research</a> [accessed 18.01.2023])
Research impact	The <a href="#">Research Excellence Framework 2021</a> [accessed 18.01.2023] defines research impact as: ‘an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.’
Service evaluation	The <a href="#">NHS Health Research Authority</a> [accessed 04.07.2023] defines service evaluation as ‘a set of procedures used to judge a pilot’s [or service’s] merit by providing a systematic assessment of its aims, objectives, activities, outputs, outcomes, and costs.’ Robust evaluation identifies not only whether an intervention worked, but also why and how, allowing lessons to be learned and shared ( <a href="#">the Health Foundation, 2015</a> ).