

# Research Pillar Toolkit

Version 2.0 June 2026

This toolkit is an adaptation of Professor Kerry Gaskin's  
**Multi-professional Advanced Practice  
Research Toolkit**

Version 3, April 2024



This adapted version of the research pillar toolkit has been aligned to the 2024 MPRC framework to support individuals in the Yorkshire and Humber Research Community of Practice to fulfil their research pillar of practice.  
This is part of a project led by a Leeds-wide partnership of health and care partner organisations



## Multi-professional Research Toolkit

The original toolkit developed by Professor Gaskin was designed to support Advanced Practitioners in 2023. This is an adaptation of the original toolkit which has been aligned to the [Multi-professional Practice-based Research Capabilities Framework](#) (NHSE 2024) as part of a project led by a city-wide partnership across health and care organisations in Leeds. The toolkit provides working examples of individual and team activities for how to fulfil each of the 8 domains in the research pillar of practice, and provides example resources and training opportunities that might support these activities.

This toolkit is divided into the following sections:

### **Section A:** the research pillar framework (pages 2 -12)

This section aligns with domains of the Multi-professional Practice-based Research Capabilities Framework (NHSE 2024) and offers suggested individual and team activities, with example resources and training opportunities.

### **Section B:** the research pillar activity log (pages 13 -17)

Section B is designed to help you to work with your research supervisor to plan and record research activities, considering your medium-term (3-year) research ambitions in relation to research activities both planned (next 12 months) and completed (previous 12 months). You are encouraged to share the information within this log with your line manager/appraiser, to support discussions about research aspirations and objectives more broadly within your (Advanced Practice) role.

### **Background information** (pages 18 - 23)

This section explains why and how the toolkit was developed and how it relates to the NHSE framework

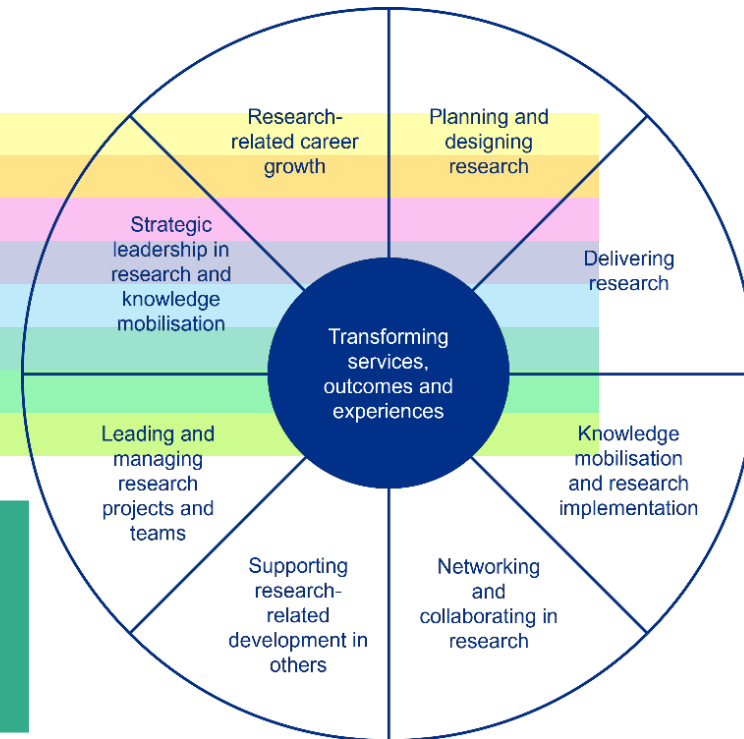
# Section A: the research pillar framework

## Research capability domains:

1. Research related career growth
2. Planning and designing research
3. Delivering research
4. Knowledge mobilisation and research implementation
5. Networking and collaborating in research
6. Supporting research-related development in others
7. Leading and managing research projects and teams
8. Strategic leadership in research and knowledge mobilisation

You might find it helpful to watch these short videos about why research is important and is included as one of the core pillars in advanced practice

- [Transforming lives through research](#)
- [Research is Everyone's Business](#)
- [Who benefits from clinical research?](#)



Health & care professionals working at advanced practice level should be able to fulfil each of the research capability domains. Detailed descriptions and examples of individual and team activities for fulfilling each domain are described below, along with information on useful resources, training and information

| <div>Research Capability 1</div> <div>Research-related career growth</div> | Suggested Individual Actions<br>(see research activity log pages 13-17)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Actions to undertake with your Team/ Department (see team planner p 12)                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Training/Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                            | <ul style="list-style-type: none"> <li>• Review and update your knowledge of the evidence base and research developments in your specialist area of clinical practice</li> <li>• Engage with your organisation's Knowledge and Library service, training and resources</li> <li>• Find out how clinical research in the NHS is funded, organised, and conducted</li> <li>• Reflect on your current confidence, capability and capacity in the (advanced practice) research pillar, identify areas for development and undertake a training needs analysis that you can discuss at your appraisal.</li> <li>• Undertake research training such as a research methods module at master's level, a research internship or fellowship.</li> <li>• Complete Good Clinical Practice training</li> <li>• Become a research champion for your team/department if your organisation runs a champions scheme.</li> <li>• Access research mentorship if available</li> </ul> | <ul style="list-style-type: none"> <li>• Undertake a training needs analysis of the team, identifying strengths, weaknesses and learning opportunities in research skills and knowledge</li> <li>• As a team, map out what research is happening across your team's speciality (locally, regionally and nationally) and opportunities for involvement</li> <li>• As a team, identify priority areas for research activity and involvement based on clinical or team challenges</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://e-lfh.org.uk">Literature Searching - elearning for healthcare (e-lfh.org.uk)</a></li> <li>• <a href="#">Cochrane Systematic Review online Training</a></li> <li>• <a href="#">A typology of reviews: an analysis of 14 review types and associated methodologies - Grant - 2009</a></li> <li>• <a href="#">Evidence based medicine: a movement in crisis?   The BMJ</a></li> <li>• <a href="#">New evidence pyramid   BMJ Evidence-Based Medicine</a></li> <li>• <a href="#">CASP Critical appraisal tools</a></li> <li>• <a href="#">How clinical research in the UK is organised</a></li> <li>• <a href="#">The Clinicians' Skills, Capability, and Organisational Research Readiness (SCORR) Tool for use in appraisals</a></li> <li>• <a href="#">Vitae Researcher Development Framework</a></li> <li>• <a href="#">NIHR Learning Resources - Getting started</a></li> <li>• <a href="#">NIHR Good Clinical Practice (GCP) training</a></li> <li>• <a href="#">NIHR - your path in research</a></li> <li>• <a href="#">Community for AHP Research (CAHPR) resources</a></li> <li>• <a href="#">HEE Clinical academic careers pathway</a></li> <li>• <a href="#">HEE-NIHR Integrated Clinical and Practitioner Academic Programme</a> (pre-doctoral, doctoral, post-doctoral opportunities, professorships and senior investigator awards).</li> <li>• <i>Add link to your organisation's research mentorship scheme if available</i></li> <li>• <i>Add link to your organisation's research academy / training department/resources if available, for example <a href="#">Leeds Teaching Hospitals Research Academy</a></i></li> </ul> |

| Research Capability 2<br>Planning and Designing research | Suggested Individual Actions<br>(see research activity log pages 13-17)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Suggested Actions to undertake with your Team/ Department (see team planner p 12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Training/Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                          | <ul style="list-style-type: none"> <li>Develop a list of potentially important research questions based on identified evidence gaps and clinical priorities.</li> <li>Engage key stakeholders (clinical teams, managers, service users, public, commissioners) in discussions related to research questions to gauge level of interest and importance to others.</li> <li>Use clinical data to understand priority areas for improvements in care/ service delivery, for example identifying where most clinical time is spent, greatest service costs, poor outcomes or satisfaction, safety concerns</li> <li>Determine potential for research to address evidence gaps/ areas for improvement, identifying appropriate methodology, potential funding streams, and what your role would be through discussion with clinical and academic partners.</li> <li>Identify current/ planned research studies addressing evidence gaps related to your clinical practice and explore how you can be involved and contribute to this and future studies, such as contributing to funding applications, data analysis</li> </ul> | <ul style="list-style-type: none"> <li>Organise a research planning exercise to identify your team's priority research questions, collaborating with your local speciality multi-disciplinary team and engaging with stakeholders, patients and public</li> <li>Agree the team's short, medium, long-term goals for research activity (including anticipated impact on service delivery, quality of care, efficiency etc).</li> <li>Invite researchers in your field to meet/ link with your team and to discuss current research and potential future research studies.</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Introduction - Framework for Determining Research Gaps During Systematic Review: Evaluation - NCBI Bookshelf</a></li> <li><a href="#">How to Write a Research Question in 2025: Types, Steps, and Examples   Research.com</a></li> <li><a href="#">Community Nursing research priorities James Lind Alliance</a></li> <li><a href="#">Next steps for the Top 10 research priorities in Occupational Therapy   NIHR JLA</a></li> <li><a href="#">Top 10 concerns patients want addressing to improve outpatient appointments and how can the NHS support these?   NIHR JLA</a></li> <li><a href="#">Example of how clinical academic roles can be aligned to the five underpinning themes of Chief Nursing Officer's strategic plan for research - FutureNHS Collaboration Platform</a></li> <li><a href="#">NIHR - How to apply for funding</a></li> <li><a href="#">NIHR example grant application form</a></li> <li><a href="#">Research Support Service   NIHR</a></li> <li>Clinical Trials Units: <a href="#">Leeds CTRU</a>; <a href="#">York Trials Unit</a>; <a href="#">Sheffield CTU</a></li> <li><i>Add link to your Trust's research strategy and priorities if available</i></li> </ul> |

|                                                            | Suggested Individual Actions<br>(see research activity log pages 13-17)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Actions to undertake with your Team/ Department (see team planner page 12)                                                                                                                                                                                                                                                                                                                                                                              | Suggested Training/Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Research Capability 3</b><br><b>Delivering Research</b> | <ul style="list-style-type: none"> <li>• Complete Good Clinical Practice training</li> <li>• Complete Associate Principal Investigator training /Principal Investigator Essentials programme, or Masters for Research Delivery Research Leadership</li> <li>• Shadow research-active colleagues and members of your organisation's research department to understand your local research governance and management procedures</li> <li>• Register your interest in being a Principal Investigator with your organisation's research department</li> <li>• Promote relevant research studies, giving patients in your care opportunities to be involved in research.</li> <li>• Support study set-up within your service/ organisation or act as a clinical advisor for a study – this might include contributing to participant information leaflets and optimisation of recruitment processes.</li> <li>• Support or contribute to delivery of research within your service, for example identifying participants for a trial, screening/ recruiting participants for a trial, collecting data for a trial, and/ or delivering the intervention(s) to participants in a trial</li> </ul> | <ul style="list-style-type: none"> <li>• Develop patient-facing information to communicate opportunities for service-users about taking part in research</li> <li>• Share experiences of research delivery and involvement across the team to build confidence, capacity and capability in delivering future relevant studies</li> <li>• Collect and share feedback and learning from staff and patients who have been involved in delivering research</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">NIHR Good Clinical Practice (GCP) training</a></li> <li>• <a href="#">Associate Principal Investigator scheme</a></li> <li>• <a href="#">Associate Principal Investigator Scheme -Lectures</a></li> <li>• <a href="#">Principal Investigator Pipeline Programme NIHR</a></li> <li>• <a href="#">Clinician Researcher Credentials Programme</a></li> <li>• <a href="#">Masters for Research Delivery Leadership   NIHR</a></li> <li>• <a href="#">West Yorkshire Research and Development</a></li> <li>• <a href="#">Yorkshire and Humber Regional Research Delivery Network NIHR</a></li> <li>• <a href="#">Yorkshire and Humber (Y&amp;H) Community of Research Practice 0-19 project</a></li> <li>• <a href="#">Yorkshire and Humber Palliative Care Research Network</a></li> <li>• <a href="#">Clinical Trials Registry - clinicaltrials.gov</a></li> <li>• <a href="#">Be Part of Research</a></li> <li>• <a href="#">Login for Research Delivery Network Online Platform for study listings</a></li> <li>• <i>Add link to your organisation's list of current research studies</i></li> <li>• <i>Add links for organisational database of active research / profession-specific research networks</i></li> </ul> |

| Research Capability 4<br>Knowledge mobilisation and research implementation | Suggested Individual Actions<br>(see research activity log pages 13-17)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Actions to undertake with your Team/ Department (see team planner page 12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Training/Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                             | <ul style="list-style-type: none"> <li>• Share research/ audit/ QI findings and experiences with your team through posters, presentations, team briefings etc</li> <li>• Identify, synthesise and share best evidence related to your specialist area of clinical practice to improve care, especially where there is uncertainty/ varied practice/ high cost/ poor outcomes/ safety concerns</li> <li>• Use relevant critical appraisal tools to review and evaluate research papers for robustness</li> <li>• Read about the different types of literature review to ensure that you are following the most appropriate method for more formal evidence reviews</li> <li>• Identify which conferences and journals align best with your area of clinical work/expertise/ specialism</li> <li>• Present findings at local, national and international conferences or in a professional or peer reviewed journal</li> <li>• Share important findings with patients and public through Trust communications / stakeholder events/ social media or other channels</li> <li>• Undertake training on knowledge mobilisation and research implementation</li> <li>• Contribute to the development of and updates to clinical guidelines by sharing new evidence with guideline authors or joining a guideline development group</li> </ul> | <ul style="list-style-type: none"> <li>• Create a team plan for disseminating research, audit and QI activity and outcomes</li> <li>• Organise regular opportunities for the team to showcase/present and share findings of research/QI projects (oral presentation or via posters on noticeboards)</li> <li>• Create a plan specifically for disseminating research to service users/ public, eg setting up a Twitter account, workshops, public lectures, digital blogs, reports, infographics, podcasts, teaching and learning</li> <li>• Plan audits of current clinical practice within your team and local clinical pathways to benchmark against current guidelines and national best practice evidence, and identify when new evidence needs to be implemented.</li> <li>• Organise regular opportunities for the team to share and review evidence updates and clinical guidelines and discuss how this applied to practice e.g., monthly journal club, posters, or as a standing agenda item on team meetings</li> <li>• As a team, undertake a 'critically appraised topic' (CAT) to address a clinical query/ challenge in your specialist area</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Plan knowledge mobilisation   NIHR</a></li> <li>• <a href="#">An introduction to implementation science for the non-specialist (Bauer et al 2015)</a></li> <li>• <a href="#">Ten simple rules for innovative dissemination of research - (Ross Hellauer et al 2020)</a></li> <li>• <a href="#">Information Skills Training – Leeds Libraries (including writing for publication session).</a></li> <li>• <a href="#">Writing a Conference Abstract - Physiopedia</a></li> <li>• <a href="#">Conference 2019 Guidelines for Poster abstract and Poster Design (ACPIN)</a></li> <li>• <a href="#">University poster tools and presentation guides (dementia researcher)</a></li> <li>• Researcher social media/ sharing platforms: <ul style="list-style-type: none"> <li>◦ <a href="#">ResearchGate</a></li> <li>◦ <a href="#">ORCID</a></li> <li>◦ <a href="#">Academia.edu</a></li> </ul> </li> <li>• <a href="#">Critically Appraising the evidence base - elearning for healthcare</a></li> <li>• <a href="#">Establishing and sustaining an effective journal club - PMC</a></li> <li>• <a href="#">How to prepare for and present at a journal club.: Health and care evidence</a></li> <li>• <a href="#">Developing guidelines - PMC</a></li> <li>• <a href="#">The Guideline Development Group (GDG)   Tools and resources   The guidelines manual   Guidance   NICE</a></li> <li>• <a href="#">joining a guideline development group</a></li> <li>• <a href="#">Types of evidence - Tracking down the evidence - Nursing [online tutorial] - LibGuides at University of Exeter</a></li> </ul> |

| Research Capability 5<br>Networking and collaborating in research | Suggested Individual Actions<br>(see research activity log pages 13-17)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Actions to undertake with your Team/ Department (see team planner page 12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Training/Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                   | <ul style="list-style-type: none"> <li>• Identify and make contact with/ strengthen collaborative partnerships with key academics / clinical leaders/ research institutes who are currently leading research in your field.</li> <li>• Join or develop a local/ regional/national network linked to your specialist area, bringing together academic and clinical researchers and clinical specialists in your field and contribute to its growth and activities.</li> <li>• Collaborate with stakeholders, patients, public, colleagues and academics through the different stages of design, development, delivery, and dissemination of a research/ QI project</li> <li>• Integrate patients' and public voices, ensuring their views are heard and included to shape research and QI planning, activities and networks.</li> <li>• Facilitate appropriate patient and public representation in networks and research collaborations, championing involvement of marginalised / under-represented groups and ensuring communications are inclusive.</li> </ul> | <ul style="list-style-type: none"> <li>• Map research activity / research leaders/ networks relevant to your team's areas of clinical work and share updates and news on the development of partnerships and collaborations.</li> <li>• Facilitate team feedback from clinical and research network activity and involvement, for example include updates as a rolling agenda item at team meetings or organise an annual research celebration event</li> <li>• Develop a strategy to communicate your team's research activities, raise your team's profile, and increase visibility of research activity and successes to potential collaborators/ partners.</li> <li>• Appoint a research champion for your team to join your organisation's research champions network.</li> <li>• Develop a patient and public engagement plan linked to research / QI activity, which may include inviting service users to research celebration events and planning meetings</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://lch.oak.com">Patient Engagement Toolkit (lch.oak.com)</a></li> <li>• <a href="#">UK Standards for public involvement</a></li> <li>• <a href="#">Participant in research experience survey (PRES) -NIHR</a></li> <li>• <a href="#">VICTOR Making visible the impacts of research</a></li> <li>• <a href="#">EDI in clinical research: The case for adaptive strategies at every step</a></li> <li>• <a href="#">Community of Practice - Chief Nursing Officer for England's Research Programme - FutureNHS Collaboration Platform</a></li> <li>• <a href="#">NIHR Nursing &amp; Midwifery Incubator</a></li> <li>• <a href="#">NIHR mental health research incubator</a></li> <li>• <a href="#">Webinar: Introducing the Community Rehabilitation Research Network   NIHR</a></li> <li>• <a href="#">Guide to interviews and focus groups - NHS Evaluation Toolkit</a></li> <li>• <a href="#">A bite size guide to running focus groups for patient and public engagement</a></li> <li>• Biomedical Research Centres: <a href="#">Leeds Biomedical Research Centre (Resources for Researchers)</a>; <a href="#">Sheffield Biomedical Research Centre</a></li> </ul> |

| Research Capability 6<br>Supporting research related development in others | Suggested Individual Actions<br>(see research activity log pages 13-17)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Actions to undertake with your Team/ Department (see team planner page 12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Suggested Training/Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                            | <ul style="list-style-type: none"> <li>• Provide support to colleagues who are new to searching research literature for evidence, signposting them to library services and appropriate databases</li> <li>• Support others to critically appraise literature eg through a journal club, through clinical supervision discussions, leading a critically appraised topic (CAT) within your team</li> <li>• Raise awareness and introduce others to research support resources, networks and information</li> <li>• Organise educational events encouraging others to contribute evidence summaries, findings and experiences from research activities</li> <li>• Encourage and support others to prepare and present posters, blogs, vlogs, journalistic and academic publications</li> <li>• Share opportunities for others to contribute / get involved in research activities and training such as <ul style="list-style-type: none"> <li>○ Clinical advisor to research teams</li> <li>○ Research delivery/ PI roles</li> <li>○ Shadowing / secondments</li> <li>○ Peer reviewing/ editorial roles</li> <li>○ Grant writing</li> <li>○ Supporting data collection</li> <li>○ Research internships/ fellowships</li> </ul> </li> <li>• Discuss research confidence and development in appraisal discussions with staff you line manage/ supervise/ appraise</li> <li>• Provide mentorship and supervision for others undertaking a research internship/ fellowship/academic development</li> </ul> | <ul style="list-style-type: none"> <li>• Develop team skills in literature searching and reviewing, for example plan and undertake a Critically Appraised Topic as a team or set up a team journal club</li> <li>• Encourage team-wide involvement in planning, organising and delivering educational events to share evidence updates/ findings from research/QI</li> <li>• Encourage team-wide sharing and celebration of research publications/ conference presentations etc and updates from those undertaking research roles/ activities/ training</li> <li>• Review and update your team's appraisal processes/ documents to include research development</li> <li>• Clarify research activity expectations and aspirations as a team / professional group</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Evidence into practice and Critically Appraised Topics (CATs) website - Keele University</a></li> <li>• <a href="#">Promoting evidence-based practice and nursing excellence: How involvement in a Magnet4Europe® research study led to development of critically appraised topics sessions for health care staff. - Jones &amp; O'Connor 2024</a></li> <li>• <a href="#">HEE Clinical academic careers pathway</a></li> <li>• <a href="#">The Health Education England (HEE) / NIHR Integrated Clinical and Practitioner Academic (ICA) Programme</a></li> <li>• <a href="#">NIHR research training and capacity-building</a></li> <li>• <a href="#">The Clinicians' Skills, Capability, and Organisational Research Readiness (SCORR) Tool   International Journal of Practice-based Learning in Health and Social Care</a></li> <li>• Library services: <a href="#">York Hospital Library</a>; <a href="#">Leeds Libraries for Health</a>; <a href="#">Bradford Teaching Hospitals Health Library &amp; Information Service</a>; <a href="#">Mid Yorkshire Teaching NHS Trust Staff Library &amp; Knowledge Service</a>:</li> </ul> |

| Research | Suggested Individual Actions<br>(see research activity log pages 13-17) | Suggested Actions to undertake with your<br>Team/ Department (see team planner page 12) | Suggested Training/Resources |
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|  | <ul style="list-style-type: none"> <li>• Understand and articulate at relevant meetings/ forums how research activity has improved/ can improve service delivery</li> <li>• Read, digest and follow your organisation's research policies and procedures including <ul style="list-style-type: none"> <li>○ research approval processes ensuring appropriate approvals have been given by all parties before a project starts</li> <li>○ data management and GDPR policies</li> <li>○ management of Site File and research documents such as study protocols, participant information sheets, consent forms, delegation logs, contracts, funding agreements</li> <li>○ study reporting processes and documents</li> </ul> </li> <li>• Understand the different roles and responsibilities involved in research trials.</li> <li>• Understand the role and process of ethical approval and explain this to others</li> <li>• Understand and promote patient and public involvement at all stages of research planning and activity.</li> <li>• Lead service evaluation, audit activity or research that will inform improvements in clinical practice and/ or inform research questions</li> <li>• Lead Equality Impact Assessments (EQIA) processes as part of service improvement</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure the whole team is aware of Investigator Site Files and the importance of keeping and filing all study documentation (whether generated before, during or after undertaking a research project)</li> <li>• Ensure the team is aware of roles and responsibilities for research studies and understands research procedures and policies including how to store, manage and dispose of research documentation.</li> <li>• Within your team, schedule discussions about ethical issues, patient/public involvement/ equality and inclusion in relation to both research and clinical activity by ensuring these are agenda items in service review and team meetings.</li> <li>• Undertake service evaluation/ audit/ research activity as a team, using the outcomes to inform service improvements and identify future research questions</li> <li>• Facilitate representation from your team at organisation-wide research meetings and forums including champions meetings</li> <li>• Establish job plans and role descriptions that include research activity</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">West Yorkshire Research and Development   Guidance on assessing, arranging and confirming capacity and capability</a></li> <li>• <a href="#">HRA decision tool</a> for identifying whether a project is research or not</li> <li>• <a href="#">HRA approvals guidance</a></li> <li>• <a href="#">HRA Research Ethics guidance</a></li> <li>• <a href="#">NIHR good clinical practice (GCP) training</a></li> <li>• <a href="#">NIHR Guidance on Site File contents</a></li> <li>• <a href="#">NIHR study costings (SoECAT) Guidance</a></li> <li>• <a href="#">Research Delivery Network   NIHR</a></li> <li>• <a href="#">EDGE — Clinical Informatics Research Unit</a></li> </ul> <p><i>Add links for:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Flowcharts to show research prioritisation, set up and management processes in your organisation</a></li> <li>• <a href="#">Your organisation's resources/ checklists such as capacity and capability assessments, Equality Impact Assessments</a></li> </ul> |
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| Research | Suggested Individual Actions<br>(see research activity log pages 13-17) | Suggested Actions to undertake with your<br>Team/ Department (see team planner page 12) | Suggested Training/Resources |
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|  | <ul style="list-style-type: none"> <li>• Understand the role of research in developing your organisation's clinical capacity and articulate this in relevant policies, documents, and in service design / review and planning meetings, including the difference between research and quality improvement</li> <li>• Reflect on local, regional, national, profession-specific and role-specific research readiness, aspirations and strategies.</li> <li>• Organise planning exercises engaging all stakeholders (eg clinical team, MDT, managers, patients and public) to prioritise and plan projects to implement research evidence into practice and evaluate impact.</li> <li>• Build impact evaluation measures into your projects at the beginning (including impacts for team such as staff development/ engagement/technical and research knowledge as well as benefits to patients, policy, finance)</li> </ul> | <ul style="list-style-type: none"> <li>• Within your team, review themes from clinical audits (and from clinical supervision, MDT discussions, complaints, patient feedback) to identify areas where quality improvement and / or research would have greatest impact.</li> <li>• Make a targeted plan for sharing the impact of the team's research activity, based on who you want to influence and why (for example attracting more research studies, funding, participants / improving recruitment and retention into the team / improving staff engagement and satisfaction)</li> <li>• Map benefits and impacts of your team's research activity on clinical care, safety, and patients/ service user experiences and regularly report team activity and impacts back to your organisation's board/ senior leadership team</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Futurelearn - Improving healthcare thru research</a></li> <li>• <a href="#">Embedding a research culture   NIHR</a></li> <li>• <a href="#">Delivering research beyond the hospital clinic   NIHR</a></li> <li>• <a href="#">What is research impact?</a></li> <li>• <a href="#">Research impact: what is it, why it matters, and how you can increase impact potential</a></li> <li>• <a href="#">What is Quality Improvement (QI)? (lch.oak.com)</a></li> <li>• <a href="#">Planning and Improving Research HRA</a></li> <li>• <a href="#">Service evaluation, audit and research: what is the difference? Twycross 2014</a></li> <li>• <a href="#">NHSE Improvement Leaders Guide</a></li> <li>• <a href="#">Research, Audit and Quality Improvement - elearning for healthcare</a></li> <li>• <a href="#">NHS England » Self-assessment of organisational readiness tool (SORT)</a></li> <li>• <a href="#">Allied Health Professions' Research and Innovation Strategy for England   NHS England</a></li> <li>• <a href="#">Chief Nursing Officer-strategic-plan-for-research - England</a></li> <li>• <i>Add links to your organisation's information/ resources on Clinical Audit, Service Evaluation, Quality Improvement</i></li> <li>• <i>Add link to your organisation's research strategy</i></li> </ul> |
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|--------------------------------------------|
| <b>Research Pillar – Team / Department</b> |
|--------------------------------------------|

|                              |  |
|------------------------------|--|
| <b>Team</b>                  |  |
| <b>Department / Division</b> |  |
| <b>Date</b>                  |  |

| Issue or objective to be addressed | Action/s to be taken | Key dates for achievement of action/s | Key person/s responsible | Criteria for success/impact | Progress |
|------------------------------------|----------------------|---------------------------------------|--------------------------|-----------------------------|----------|
|                                    |                      |                                       |                          |                             |          |
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You could record and share this information in other mediums – this is just an example

## SECTION B - Research Pillar Activity Log

|                                 |  |
|---------------------------------|--|
| <b>Name</b>                     |  |
| <b>Team/ Department</b>         |  |
| <b>Supervisor/ Line Manager</b> |  |

This Research Pillar Activity Log is designed to help you to work with your research supervisor to plan and record research activities, considering your medium-term (3-year) research ambitions in relation to research activities both planned (next 12 months) and completed (previous 12 months). This section aligns with the first domain 'research related career growth' in the Multi-professional Practice-related Research Framework at the level of Advanced Practice (NHSE 2024, p.16-17):

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
2. Actively seek out and engage with research-related professional development opportunities, including master' level education, and other relevant credentials, certificates, or qualifications.
3. Effectively integrate developing and maturing practice skills and expertise with developing and maturing research skills.
4. Plan and pursue opportunities to develop and apply new knowledge to own and others' practice in structured ways that can be evaluated.
5. Contribute to development and delivery of research projects at service level.

You are encouraged to share the information within this log with your line manager, to support discussions about research aspirations and objectives within your role. You could record and share this information in other mediums – this is just an example.

## Part 1 – Where am I now? Research activities from the previous 12 months

For the period from:

to:

| Capability number | Activities undertaken | Achievements | Reflection ( <i>what went well and why? What didn't go well and why? What gave you the most / least satisfaction? Any training or support needs?</i> ) |
|-------------------|-----------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                       |              |                                                                                                                                                        |
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|                   |                       |              |                                                                                                                                                        |

*Add more rows or sheets as required*

## Part 2: Your medium (3 year) ambitions for your research activities.

What specific achievements/goals would you like to realise through your research activity over the next **3 years**:

| Capability number | Aim/Goal | Date by? |
|-------------------|----------|----------|
|                   |          |          |
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### Part 3 – Where Next? Research Plans for forthcoming 12 months

For the period from:

to:

| Planned Research activities | Anticipated achievements and timeline | Goal Alignment ( <i>align with one or more of your goals from Part 2</i> ). | Potential training or support needs |
|-----------------------------|---------------------------------------|-----------------------------------------------------------------------------|-------------------------------------|
|                             |                                       |                                                                             |                                     |
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Add more rows or sheets as required

## Part 4 Signatures

|                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------|
| Signature (Advanced Practitioner):                                                                                        |
| Signature (Supervisor):                                                                                                   |
| Date:                                                                                                                     |
| Date of next meeting:                                                                                                     |
| Any information to be shared prior to the next meeting – including plans for sharing and date by when this will be shared |

Add more rows or sheets as required

## Background

This third version of the Multi-professional Advanced Practice Research Toolkit (Gaskin 2023) aims to unify the content of the toolkit with the Multi-professional Practice-based Research Capabilities Framework (NHSE 2024) and the multi-professional framework for Advanced Clinical Practice (HEE 2017).

The Advanced Practice Research toolkit was originally developed in 2023, to enable Advanced Clinical Practice (ACP) teams and individuals at Gloucestershire Hospitals NHS Foundation Trust (GHNHSFT), to plan activity within the research pillar of the ACP role using the research capabilities in the multi-professional framework for Advanced Clinical Practice (HEE 2017):

- 4.1** Critically engage in research activity, adhering to good research practice guidance, so that evidence-based strategies are developed and applied to enhance quality, safety, productivity, and value for money.
- 4.2** Evaluate and audit own and others' clinical practice, selecting and applying valid, reliable methods, then acting on the findings.
- 4.3** Critically appraise and synthesise the outcome of relevant research, evaluation, and audit, using the results to underpin own practice and to inform that of others.
- 4.4** Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way.
- 4.5** Actively identify potential need for further research to strengthen evidence for best practice. This may involve acting as an educator, leader, innovator, and contributor to research activity and/or seeking out and applying for research funding.
- 4.6** Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.
- 4.7** Disseminate best practice research findings and quality improvement projects through appropriate media and fora (e.g. presentations and peer review research publications).
- 4.8** Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers.

Anecdotally this pillar was perceived as more difficult to achieve within the Advanced Practice (AP) role due to operational barriers. A common theme arising from communication with APs at GHNHSFT was 'not knowing how or where to get started', which

informed development of the toolkit. The objectives of the AP research toolkit were to support advanced practitioners to 'get started' with the research pillar; to encourage advanced practice teams to consider their research priorities; to enable individual and team research objective setting and to aid appraisal discussions. The toolkit was disseminated to GHNHSFT APs through shared leadership councils and presented at the One Gloucestershire AP Summit (22nd March 2023). The concept gained interest via a blog in Evidence Based Nursing, June 2023 (Gaskin 2023) and the National AP Conference, November 2023. Requests to implement the toolkit were subsequently received from individual APs and organisations across England and Scotland, demonstrating its accessibility, usability and relevance at practice and organisational level. As a result, the toolkit has been presented at numerous local and regional AP events, research webinars and Trust research meetings.

In February 2024, the NHS England Multi-professional Practice-based Research Capabilities Framework was launched to 'facilitate and accelerate the development of practice-based research capabilities, capacity and career pathways across the health and care professions' (NHSE 2024, p.5). The framework aligns with other national regulatory requirements, strategies, and frameworks (appendix 1, NHSE 2024), to outline the common core research capabilities expected across the health and care professions in practice at four levels (entry, enhanced, advanced and consultant levels of practice). The framework organises capabilities within eight non-hierarchical inter-related domains:

1. Research related career growth.
2. Planning and designing research.
3. Delivering research.
4. Knowledge mobilisation and research implementation.
5. Networking and collaborating in research.
6. Supporting research related development in others.
7. Leading and managing research projects and teams.
8. Strategic leadership in research and knowledge mobilisation.

At the advanced level of practice each domain includes a variety of capabilities (table 1), with the expectation that all advanced level practice-based health and care professionals develop these fundamental capabilities (NHSE 2024, p.15). For clarity, these new domains and capabilities have been mapped to the eight capabilities originally included in the research pillar within the multi-professional framework for advanced practice (HEE 2017) (table 2). The new framework (NHSE 2024) adds structure to the original capabilities (HEE 2017), providing greater clarity for individuals to plan their research related career development.

**Table 1** Multi-professional Practice-based Research Capabilities Framework (adapted from NHSE, 2024, p.16-38)

| Multi-professional Practice-based Research Capabilities Framework (2024) Domains | Advanced Level Practice Capabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Research related career growth.                                               | <ol style="list-style-type: none"> <li>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</li> <li>2. Actively seek out and engage with research-related professional development opportunities, including master' level education, and other relevant credentials, certificates, or qualifications.</li> <li>3. Effectively integrate developing and maturing practice skills and expertise with developing and maturing research skills.</li> <li>4. Plan and pursue opportunities to develop and apply new knowledge to own and others' practice in structured ways that can be evaluated.</li> <li>5. Contribute to development and delivery of research projects at service level.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2. Planning and designing research.                                              | <ol style="list-style-type: none"> <li>1. Undertake advanced information searches using a range of software, databases, resources, and techniques, recognising their individual advantages and limitations.</li> <li>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</li> <li>3. Demonstrate understanding of a range of standard research and quality improvement methodologies and designs and their related ethical considerations.</li> <li>4. With support, design small scale research studies to address issues arising in practice using methodological and analytical approaches that appropriately consider environmental impact and sustainability.</li> <li>5. Work collaboratively with all relevant stakeholders, explicitly embracing and enabling meaningful Public and Patient Involvement / Engagement and co-production and ensuring a diverse and representative range of contributors and participants.</li> <li>6. Apply understanding of a range of analytical approaches to examine qualitative and quantitative data</li> <li>7. Make effective use of digital technologies and computing packages relevant to undertaking quality improvement or research projects and the analysis of data.</li> <li>8. Demonstrate insight and critical thinking by clearly identifying own assumptions, and by developing robust arguments that are clear, evidenced and concise.</li> <li>9. Draw on practice and research expertise to contribute constructively to processes for peer review of publications</li> <li>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.</li> </ol> |
| 3. Delivering research.                                                          | <ol style="list-style-type: none"> <li>1. Undertake Good Clinical Practice (GCP) training and maintain its currency, effectively applying its principles to safeguard participants and ensure research quality.</li> <li>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.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <p>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</p> <p>4. Demonstrate awareness of procedures for reporting concerns about research conduct when breaches of protocol are identified or when fraud / misconduct is suspected.</p> <p>5. Design and deliver audit, service evaluation and quality improvement activity, working with others to develop or benefit from their skills in these areas.</p> <p>6. Contribute to and support the delivery of research designed by others to address issues arising in practice.</p> <p>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.</p> <p>8. Effectively and sensitively communicate complex information to stakeholders and participants in the context of conducting applied research.</p> <p>9. Critically reflecting on research, evaluation, and improvement processes, carrying learning forward to inform how projects are undertaken and managed in future</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4. Knowledge mobilisation and research implementation. | <p>1. Actively champion the central role of evidence-based practice, knowledge mobilisation and implementation science in service developments to improve the outcomes and experiences of individuals and communities.</p> <p>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.</p> <p>3. Analyse the latest evidence relevant to own practice and related fields to identify any further work required to strengthen evidence for best practice.</p> <p>4. Effectively communicate the relevance of research findings and best practice to colleagues, advocacy groups and the wider community</p> <p>5. Make identifiable contributions to changes and developments in practice at service level that are informed by research findings.</p> <p>6. Contribute to the development of evidence-based guidelines and policy at service, organisational or national levels</p> <p>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.</p> <p>8. Disseminates findings from research and quality improvement initiatives through appropriate media and forums, including through publication, to optimise the sharing of knowledge and translation into practice.</p> <p>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.</p> <p>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.</p> |
| 5. Networking and collaborating in research.           | <p>1. Role model meaningful allyship, supporting less experienced colleagues from marginalised and under-represented groups in their research-related development</p> <p>2. Proactively collaborate with others to develop and deliver research and quality improvement projects, simultaneously learning from them and providing the opportunity for others to learn and develop at levels appropriate to them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <p>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, industry, practice-based and other researchers.</p> <p>4. Actively encourage and facilitate the equitable participation of people who access services, their families and their carers and wider communities in quality improvement and research initiatives, including through networks to help inform and design projects.</p> <p>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.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                   |
| 6. Supporting research related development in others. | <p>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.</p> <p>2. Foster the development of critical appraisal skills to facilitate understanding of what good research looks like and how to implement findings effectively and safely.</p> <p>3. Support, organise and promote professional development and educational events / activities to equitably build the capability of colleagues to engage in audit, service evaluation, quality improvement and research.</p> <p>4. Support awareness of the availability of local and national research-related resources and opportunities amongst those with less experience.</p> <p>5. Engage in peer support, mentorship and supervision of less experienced colleagues, including those undertaking academic qualifications, to support development and nurture talent.</p> <p>6. Provide learners and practitioners with opportunities to experience undertaking or contributing to research.</p> <p>7. Support learners and less experienced practitioners to publish, disseminate, promote and implement the outcomes / findings of their quality improvement and research projects</p>                                                                    |
| 7. Leading and managing research projects and teams.  | <p>1. Promote a culture in which practice is continuously measured, evaluated, reviewed and improved through quality improvement and research initiatives.</p> <p>2. Support colleagues to obtain, collate, measure, analyse and evaluate data through audit, service evaluation and quality improvement projects and to translate their findings into practice.</p> <p>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</p> <p>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.</p> <p>5. Recognise relevant organisational and national policy drivers and priorities when planning and reporting on quality improvement or research activities.</p> <p>6. Effectively consider the environmental impact of research and the methods by which it can be measured.</p> <p>7. Demonstrate understanding of ethics related to applied research, advising, and guiding those with less experience accordingly</p> <p>8. Contribute to the development of competitive grant funding applications.</p> |

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|                                                                | 9. Demonstrate awareness of research team roles and responsibilities, contributing to the development of supporting infrastructure and effective lines of communication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 8. Strategic leadership in research and knowledge mobilisation | 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.<br>2. Champion the role of applied health and care research to transform service design and delivery and the outcomes and experiences of individuals and communities.<br>3. Demonstrate commitment to stakeholder involvement in the identification and selection of research priorities and throughout the research process.<br>4. Contribute to the development, implementation, or review of service or organisational strategic plans for research<br>5. Demonstrate appropriate application of regulatory and legal frameworks to applied research in practice settings.<br>6. Demonstrate understanding of a variety of research-related funding sources and how to access them.<br>7. Report to or hold membership of research-related committees or boards, internal or external to employing organisation. |

**Table 2 Mapping:** Multi-professional Practice-based Research Capabilities Framework Domains 1-8 (2024) with the multi-professional framework for Advanced Clinical Practice research capabilities 4.1-4.8 (2017).

| MPRCF Domain | HEE 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 |
|--------------|---------|-----|-----|-----|-----|-----|-----|-----|
| 1            | √       | √   | √   | √   | √   | √   | √   | √   |
| 2            | √       | √   | √   | √   | √   | √   |     |     |
| 3            | √       | √   |     |     |     | √   |     |     |
| 4            | √       | √   | √   | √   | √   | √   | √   |     |
| 5            | √       | √   | √   | √   | √   |     |     | √   |
| 6            |         |     | √   | √   | √   |     | √   | √   |
| 7            |         |     | √   | √   | √   | √   |     | √   |
| 8            |         |     | √   | √   | √   | √   | √   | √   |