Multi-professional practice-based research capabilities framework

Wednesday 21st May 2025
CAHPR South West

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Multi-professional Practice-based Research Capabilities Framework

The purpose of the **Multi-professional Practice-based Research Capabilities Framework** is to:

- facilitate transformation of health and care service delivery.

- enhance outcomes and experiences of individuals and communities.

- support health and care professionals to engage in, and with, research.

The central importance of engaging in, and with, research in contemporary practice is emphasised by the four pillars of practice:

- clinical (or professional) practice;

- leadership;

- facilitation of learning, and

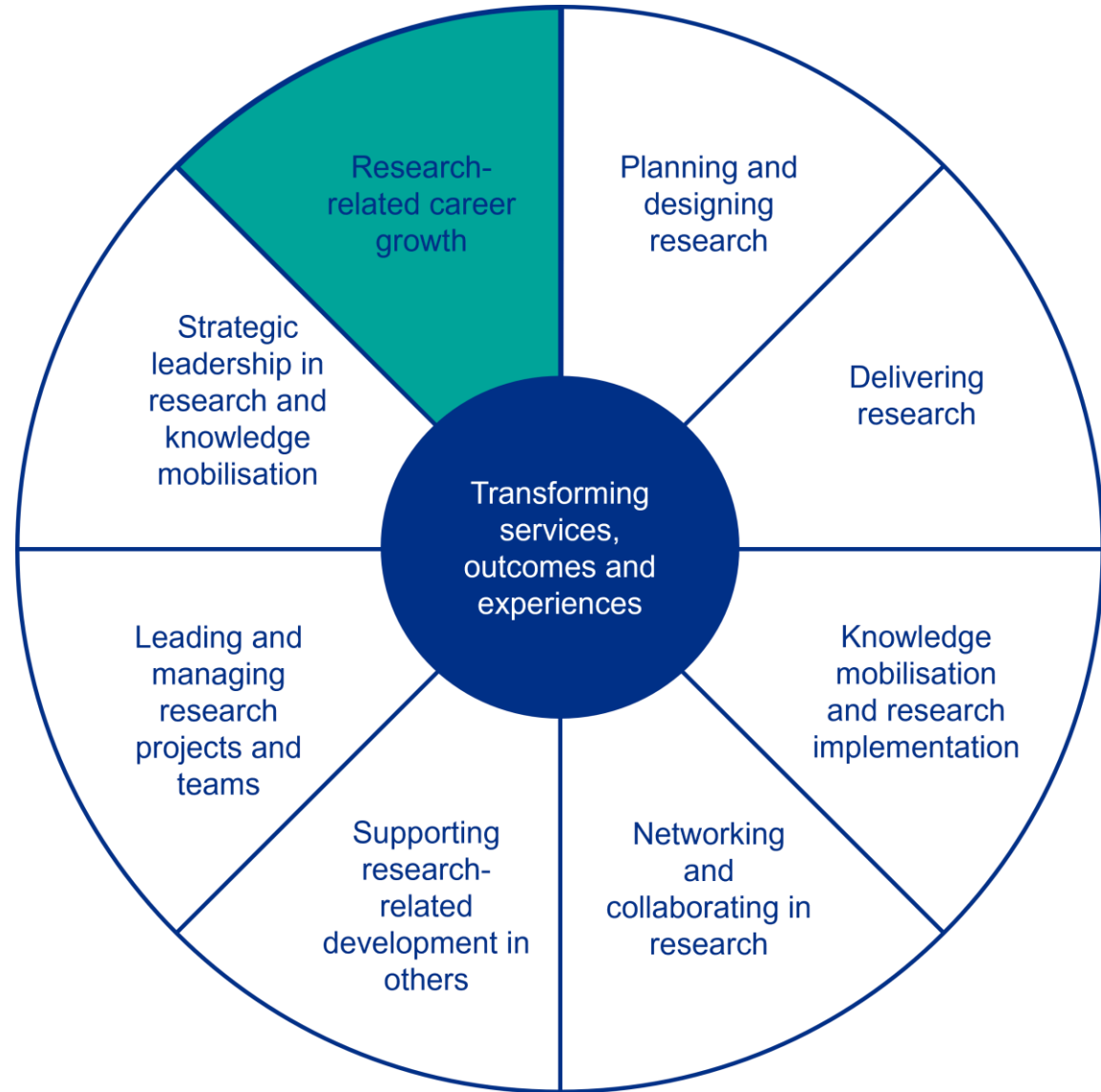- **evidence, research and development**.

Slide by King Tam, UWE Physio student, June 2024

Multi-professional Practice-based Research Capabilities Framework

Research-related career growth

Planning and designing research

Strategic leadership in research and knowledge mobilisation

Delivering research

Transforming services, outcomes and experiences

Leading and managing research projects and teams

Knowledge mobilisation and research implementation

Supporting research-related development in others

Networking and collaborating in research

Transforming services, outcomes and experiences

Entry level

Enhanced level

Advanced level

Consultant level

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. These capabilities are the foundation for consistently embedding research into the day-to-day practice of all health and care practitioners.

Planning and designing research

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

Delivering research

The Delivering research domain centres on capabilities related to promoting, supporting, contributing to and engaging in delivery of research. In accordance with the expectations of ethical conduct, robust governance processes and Good Clinical Practice. The capabilities apply to research developed and lead by the individual, as well as research developed and lead by others.
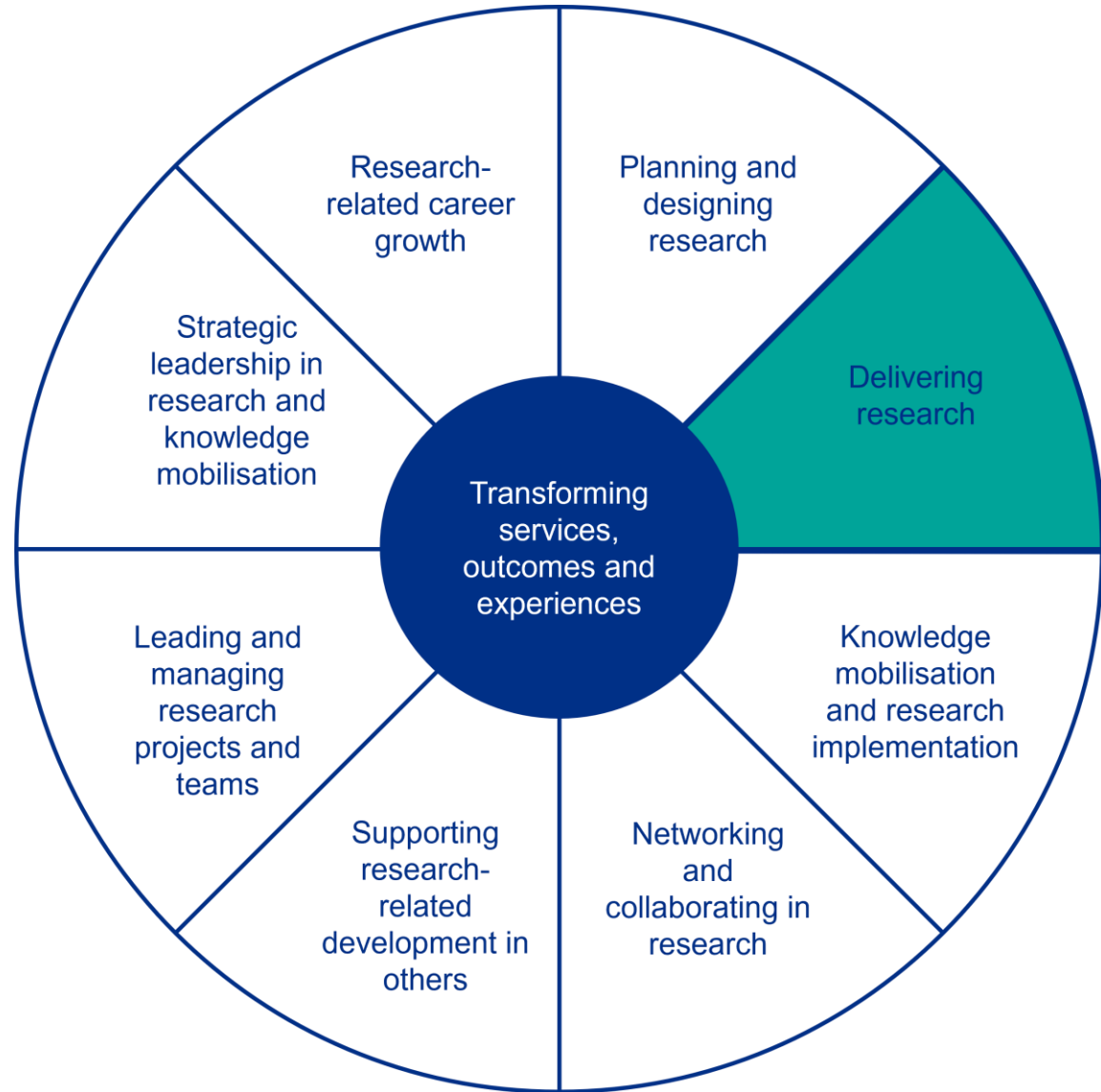
Knowledge mobilisation and research implementation

This domain focuses on making best use of existing evidence, sharing new knowledge and adding to the evidence base. It promotes approaches that optimise uptake and support the transformation of services, outcomes and experiences.

Research-related career growth

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Supporting research-related development in others

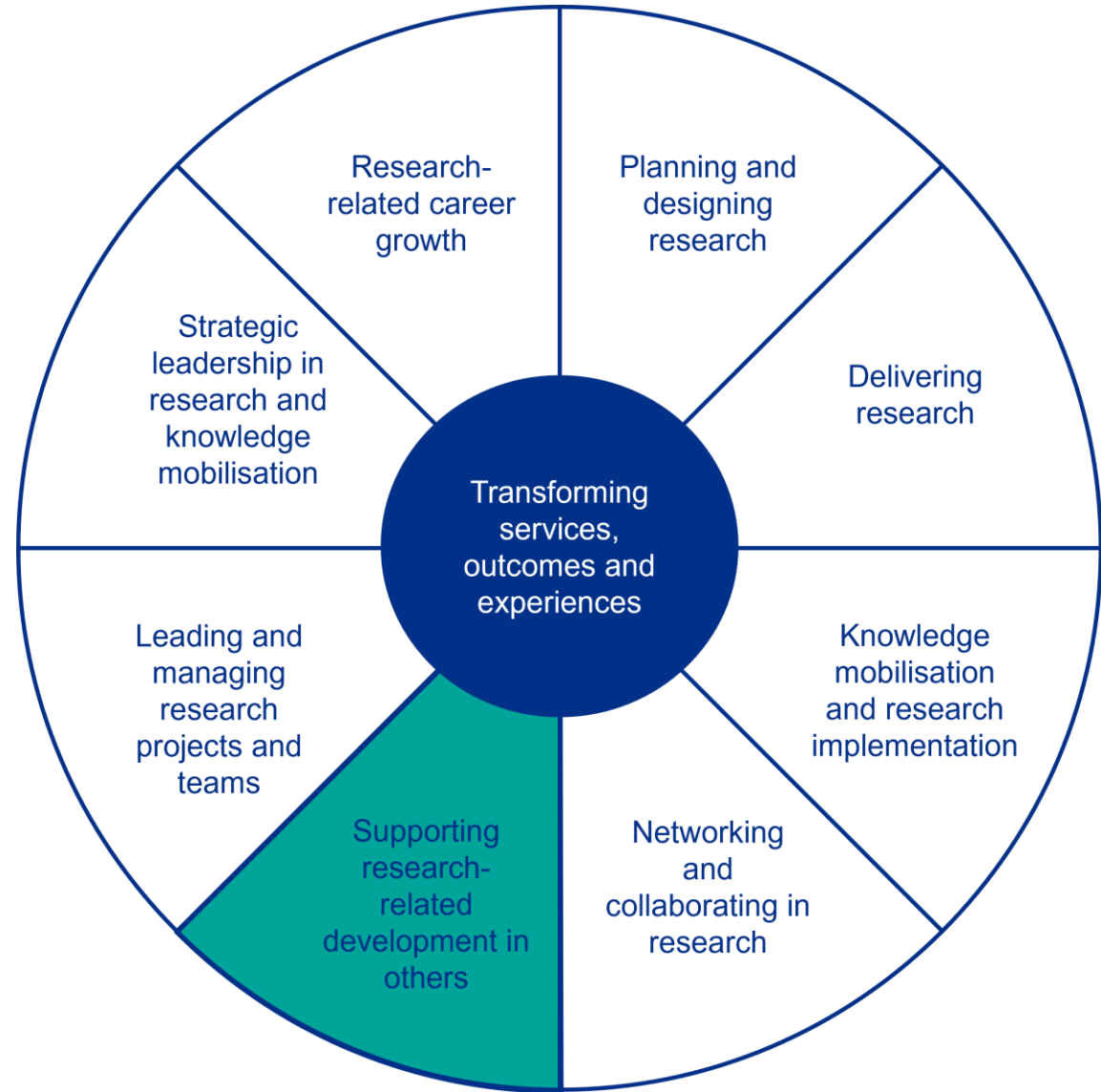Networking and collaborating in research

Networking and collaborating in research

Capabilities in this domain centre on realising the benefits of learning with and from others in research. They involve bringing together stakeholders, differing perspectives and expertise to enhance the quality, capability and capacity of research.

Supporting research-related development in others

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

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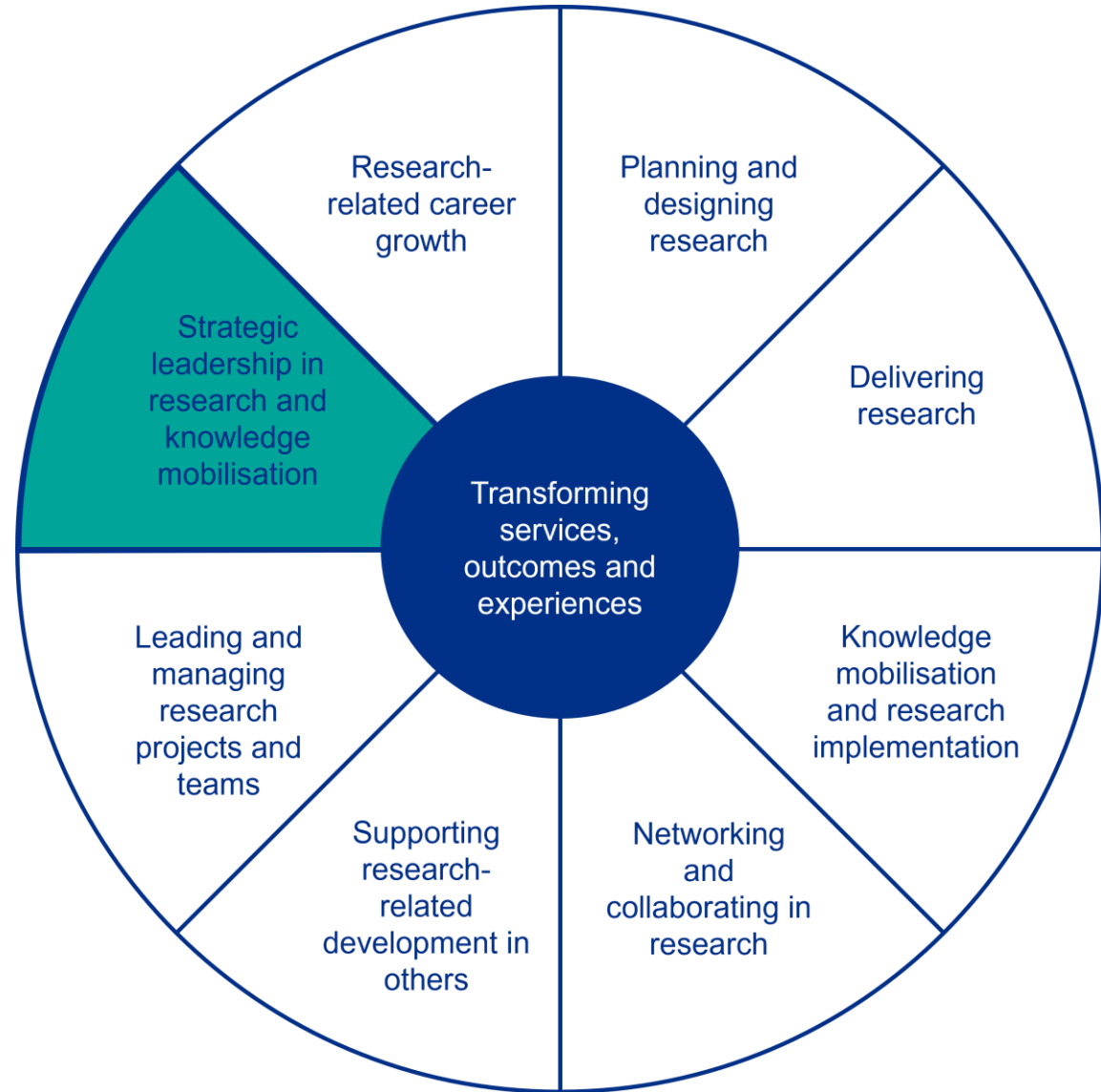
Networking and collaborating in research

Leading and managing research projects and teams

These capabilities provide the foundation for effectively stepping into research leadership roles, managing associated staff and resources, and overseeing quality.

Strategic leadership in research and knowledge mobilisation

This domain focuses on the awareness of, influencing and leading research and knowledge mobilisation within broader organisational, national, or international contexts.

Research-related career growth

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Delivering research

Strategic leadership in research and knowledge mobilisation

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Networking and collaborating in research

Research-related career growth

Research capabilities

Entry level

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.

Constructively question own and others' practice, identifying opportunities to generate new knowledge and enhance services.

Knowledge mobilisation and research implementation

Research capabilities

Consultant level

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.

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Networking and collaborating in research

Radiotherapy Research Radiographer

Elaine Smith

Gloucestershire Hospitals
NHS Foundation Trust

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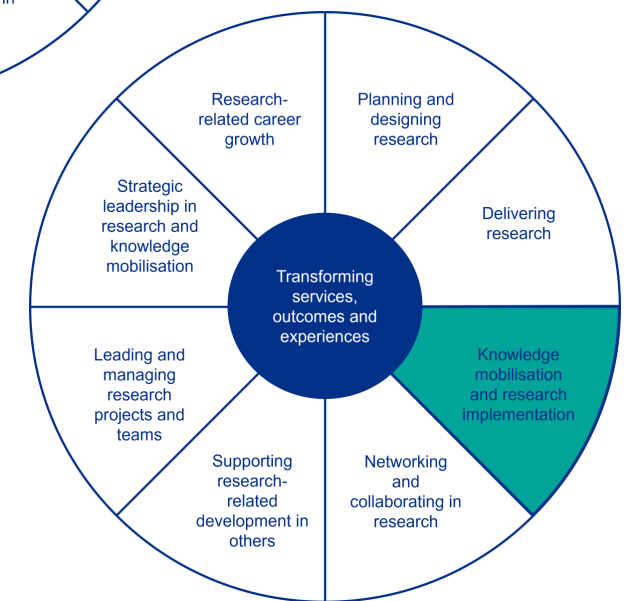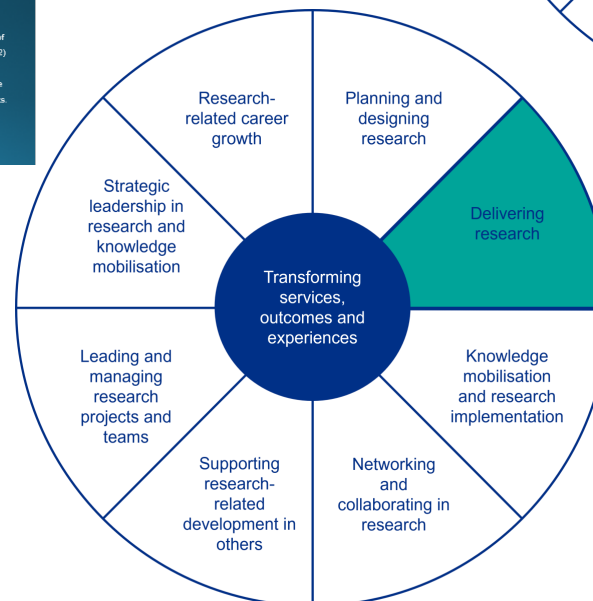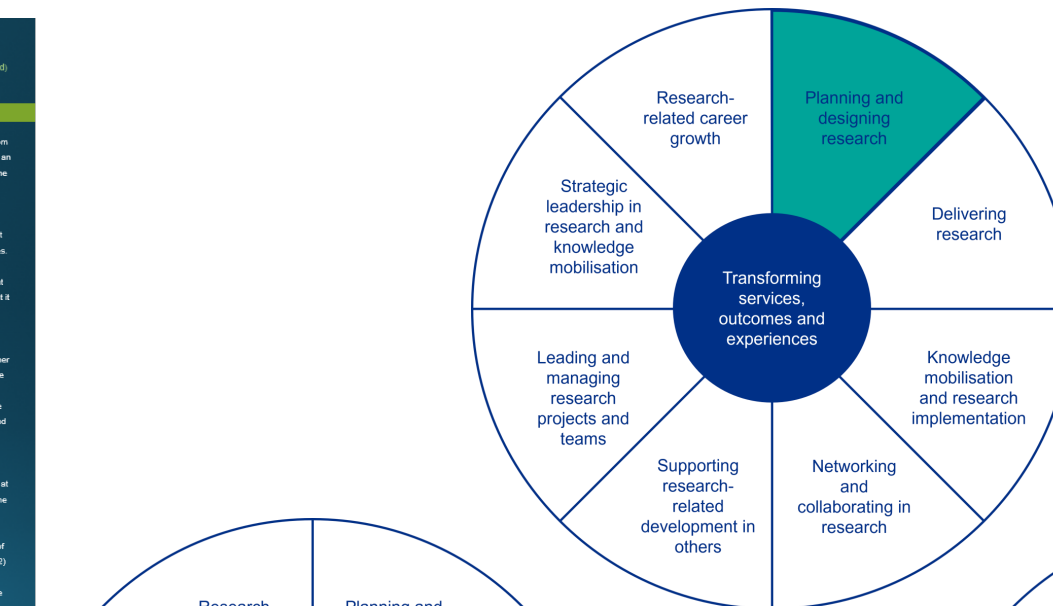
Multi-Professional Practice-based Research Capabilities Framework
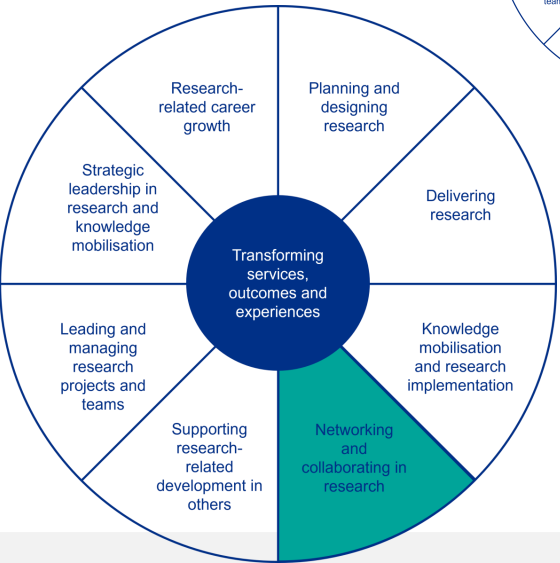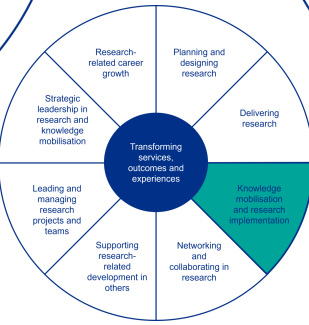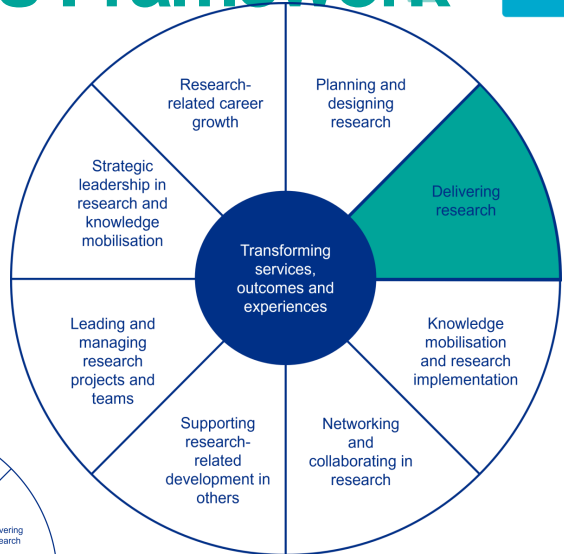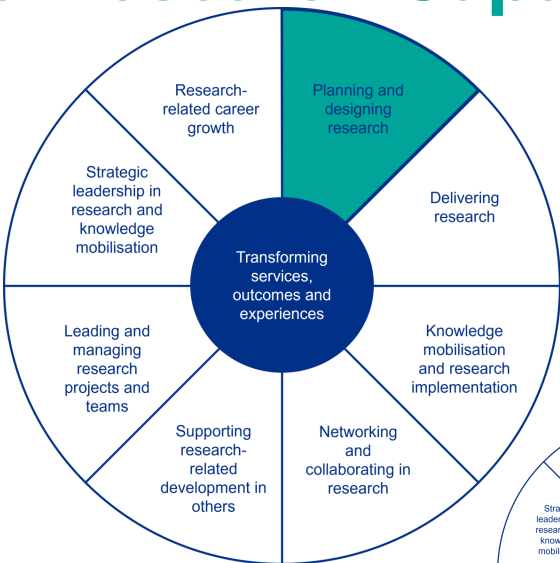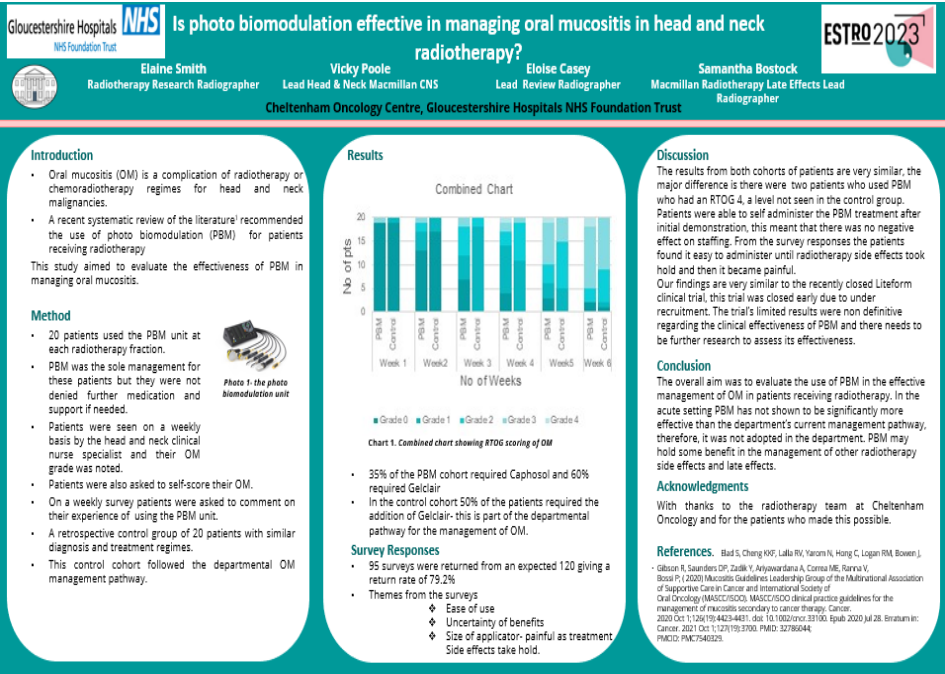
Speech and Language Therapist

Laura Ball

Therapy Research Assistant

Leanne Raybould

The role of support workers in research

All research starts with a question. My question is- Why can't Support Workers be research active?

- The support workforce is a highly skilled group of people. Some of which have years of experience and a wealth of knowledge in their specialist areas.

- If tasks such as specialist assessments are delegated in day to day work why not in a research capacity?

- Giving breadth to SW roles keeps the work interesting and aids retention.

- Professionally under-recognised in research (Williams et al., 2024)

Williams, K., Coggins, J., Hammond, R., & Pearson, J. (2024). Advancing Research Careers for Under-recognised Groups in Allied Health Professions across the South West. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://cahpr.org.uk/wp-content/uploads/2024/03/20240719-Advancing-Research-Careers-for-Under-recognised-Groups-in-AHPs-across-the-South-West-CAHPR-SW-Hub-Report_FINAL1.pdf

Gloucestershire Hospitals NHS
NHS Foundation Trust

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Multi-Professional Practice-based Research Capabilities Framework statement on the support workforce

'Support workers, technicians, assistants, associate practitioners and pre-registration learners make valuable contributions through engaging with and supporting research. However, this first edition of the Framework does not include those working at these levels of practice. Appendix 2 identifies documents that outline the related competencies expected of them.' pg 6.

Allied Health Professions' Support Worker Competency, Education, and Career Development Framework

Domain 6: research and service improvement Participation and undertaking of research, audit, evaluation and service-improvement projects.			
Competence	**Entry stage**	**Intermediate stage**	**Assistant practitioner stage**
6.1 Service improvement	Participates in service evaluation and quality improvement activities relevant to own work.	Contributes to audit, service evaluation and quality improvement activities, such as service user feedback and benchmarking.	Participates in, contributes to, and may lead, audits, service evaluation and quality improvement projects relevant to own work.
6.2 Research activity	Able to understand and comply with research governance, ethics, protocols and guidelines.	Understands and complies with research governance, ethics, protocols and research, and may carry out routine research activities under guidance of more experienced staff. Disseminates research findings.	Applies research governance, ethics, protocols and guidelines and may undertake more complex research activities including data collection and analysis. Disseminates research findings.

How to include Support Workers in research

As a supervisor/manager

- Know the skills & experience of your Support Workers

- Involve and encourage SW in Quality Improvement, Service Evaluation & Development

- Include research in development conversations

- Use both the Support Worker Framework and Multi-professional Research Capabilities Framework for guidance

- Highlight Support Workers at feasibility stage

Consider not saying no

As a researcher

- Investigate practices outside of your Trust e.g. integrated or non-integrated departments

- Be aware of the changing nature of the NHS workforce

- Support research capability development

- Consider Support Workers capabilities in protocol design

- Look for people who already have the skills

Quality research does not need to be exclusionary

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Preparing for an annual appraisal

4 pillars = 4 objectives

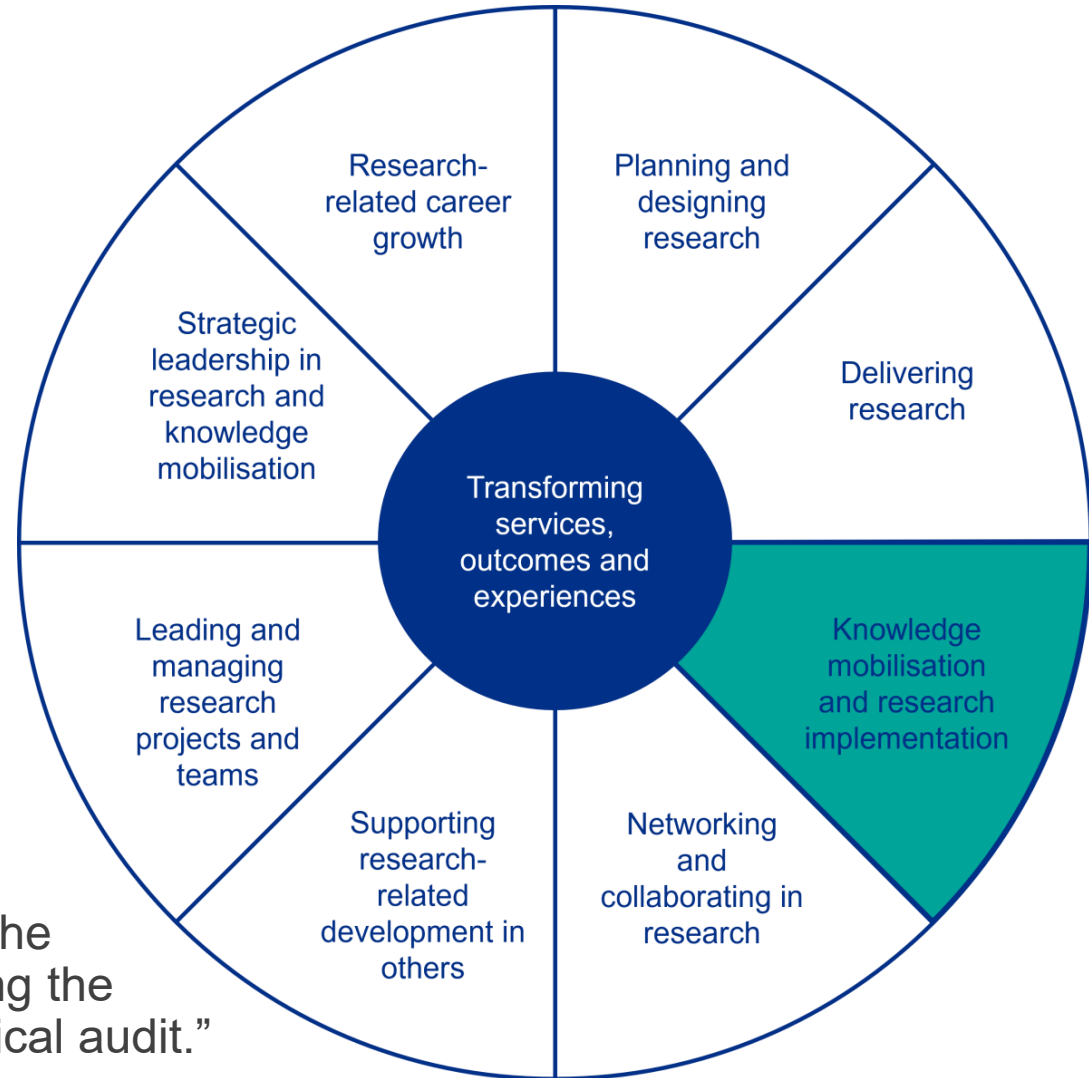Choose 1 for the research pillar

Then, choose one domain

Then, one research capability

So, for example,

"I will demonstrate knowledge and understanding of the importance of practitioners' contributions to developing the knowledge base through active engagement in a clinical audit."

(Domain 4, Knowledge mobilization and research implementation, RC 1)

Any questions?

Thank you

Ralph Hammond
Sharn Hooper
Leanne Raybould
Elaine Smith
Laura Ball
Jessica Coggins