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# Publishing your work in the context of the new Multi-professional Practice Based Research Capabilities Framework

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## EDITORIAL

# Publishing your work in the context of the new Multi-professional Practice Based Research Capabilities Framework

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## Background

NHS England, through their Centre for Advancing Practice, has published its first edition of the Multi-professional Practice-based Research Capabilities Framework (NHS England, 2024). The Framework reflects the '*central importance*' evidence informed practice and research play in the NHS and across the career pathways of practitioners, at all levels. This editorial describes the framework, highlighting a specific connection to *publishing* and promoting evidence informed practice developments, and discusses what this might mean for the South West Clinical School Journal.

## The new research capabilities framework

The framework is structured across the newly established incremental workforce levels for nurses, midwives and allied health professionals: entry, enhanced, advanced and consultant levels of practice (NHS Employers, 2023), and around the 'four pillars of practice: clinical practice, leadership and management practice, education, and research, with a specific focus on that latter one – research.

The framework is constructed of eight capability domains, formed around its fundamental aim: *transforming services, outcome and experiences* (NHS England, 2024:12). For each domain a series of capabilities are described across the four levels of practice. The capabilities relevant to your level of practice are intended to be achieved by all health and care professionals (NHS England, 2024). As you progress through the level of practice you are expected to fulfil the previous capabilities, as you develop new ones.

## With an eye to publishing and published materials

Diving into the detail, you find reference to the underpinning importance published research findings play in practitioner capabilities. For example, at Entry-level of practice under the domain of 'Networking and collaborating in research', a practitioner is required to:

*'Engage in and discuss critical appraisals of local data and recently published research findings to support evidence-informed decision making and service development or improvement planning.'* (NHS England, 2024:29).

At Advanced-level practice, under the domain of 'Supporting research-related development in others', practitioners are required to:

*'Support learners and less experienced practitioners to publish, disseminate, promote and implement the outcomes / findings of their quality improvement and research projects.'* (NHS England, 2024:32).

And at Consultant-level of practice under the domain of 'Leading and managing research projects and teams', publishing is reflected:

*'Draw on experience and expertise to provide constructive expert reviews of publishable material.'* (NHS England, 2024:35).

## Discussion

The new NHS England Multi-professional Practice-based Research Capabilities Framework will bring as many opportunities as it brings challenges. In exploring how *publishing* features in the new framework, this editorial highlights a clear need for practitioners to transition from undergraduate study into Entry-level roles and remain actively engaged in the evidence-base to inform practice delivery and developments. There is a disappointing gap in the capability's framework at Enhanced-level, to actively engage in the publication (and disseminating) space, because you can see at Advanced-level practice, practitioners need to demonstrate they can support learner and less experienced colleagues to publish and disseminate finding of evidence informed improvement work.

The South West Clinical School Journal, as an entry level publishing platform, will hopefully play an important role for many practitioners at all career levels evidence some of their research capabilities in practice.

## References

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