

## Confirming CRP Accredited Registration: Relating practice evidence to the Standards of Proficiency for CRPs

Outline guidance for applicants and confirmers | August 2022

Evidence of CRP practice through providing a portfolio of evidence to the Academy for Healthcare Science (AHCS) requires confirmation. This will be a first-time exercise for the applicant seeking registration as a CRP and also for the line manager acting as confirmer. The process of confirming follows a similar approach to that carried out by a confirmer evaluating evidence that would be put forward to the NMC in the revalidation process for registered nurses, midwives and nursing associates. For a CRP applying to join the AHCS Accredited Register, line manager confirmation is required. The line manager is not being asked to make an assessment of the applicant’s fitness to practise, or assess the quality of the individual's work. They are instead asked to confirm that they have observed the evidence being put forward in reflective statements and documented assurance and agree that this evidence demonstrates that the requirements of the regulator are being met.

Based on the format of [Continuing Professional Development \(CPD\) standards provided by the AHCS](#), NIHR CRN Workforce Development colleagues have developed the table below, which refers to the standards required of CRP registrants. These criteria may be useful as a guide to making an evaluation of evidence being put forward. If the potential CRP registrant has not met all the criteria they will not be eligible for registration. The purpose of the ‘registration standard partially met’ column is to help provide guidance in what evidence is needed, assessing the evidence provided and to support feedback on what is required if the standard has not been met.

| Professional Responsibility - Standards 1-6   | Registration Standard not met   | Registration Standard partially met  | Registration Standard met   |
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| Using an example from your own established practice and acknowledging your own strengths and limitations, demonstrate your understanding of what is inside and outside your individual scope of practice. | <p><b>No example from own established practice</b></p> <p>And</p> <p><b>No acknowledgement of strengths or limitations</b></p> <p>And/or</p> <p><b>No understanding of what is inside or outside of scope of practice</b></p> | <p>Example from own established practice</p> <p>With</p> <p><b>No acknowledgement of own strengths or limitations</b></p> <p>And / Or</p> <p><b>No understanding of what is within or outside of scope of practice</b></p> | <p>There is an example of own established practice which includes evidence of acknowledgement of own strengths or limitations and demonstrates understanding of what lies inside or outside of scope of practice.</p> |

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| <p>Describe a challenging situation where you learnt about your own professional accountability and that pertaining to your colleagues, including any feedback you may have received on this.</p> <p>What actions did you take?</p> <p>How have you changed or improved your practice as a result?</p> | <p><b>Situation described not challenging, no reference to own professional accountability, no reference to professional accountability to colleagues</b></p> <p>And</p> <p><b>No reference to actions taken</b></p> <p>And</p> <p><b>No reference to changes/improvement in practice</b></p> | <p><b>Challenging situation described</b></p> <p>With</p> <p><b>No reference to own professional accountability</b></p> <p>And / Or</p> <p><b>No reference to professional accountability to colleagues</b></p> <p>And / Or</p> <p><b>No reference to actions taken</b></p> <p>And / Or</p> <p><b>No reference to changes/improvements in practice</b></p> | <p><b>Challenging situation described with reference to own professional accountability and professional accountability to colleagues. Feedback detailed if received.</b></p> <p><b>Actions taken described</b></p> <p><b>Changes and/or improvements in practice described.</b></p> |
| <p><b>Working across boundaries (Clinical Research &amp; Clinical Context) - Standards 7 - 14</b></p>  | <p><b>Registration Standard not met</b></p>   | <p><b>Registration Standard partially met</b></p>  | <p><b>Registration Standard met</b></p>  |
| <p>Provide two examples of how you have approached addressing permissions or gaining access in relation to working across (a) a professional boundary and/or (b) an organisational boundary as part of your role, including any feedback you may have received on this?</p>                            | <p><b>Less than two examples provided</b></p> <p>And</p> <p><b>Did not refer to approach to addressing permissions or gaining access in relation to working across (a) professional boundary and/or (b) an organisational boundary</b></p>  | <p><b>Less than two examples provided</b></p> <p>Or</p> <p><b>Did not refer to approach to addressing permissions or gaining access in relation to working across (a) professional boundary and/or (b) an organisational boundary</b></p>  | <p><b>Two examples provided which detail the approach to addressing permissions or gaining access in relation to working across (a) a professional boundary and/or (b) an organisational boundary as part of the role. Examples include relevant feedback received.</b></p>          |

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| Describe a challenging situation that developed your understanding of (a) a professional boundary or (b) an organisational boundary. How have you changed or improved your practice as a result? | <p><b>Situation described not challenging</b></p> <p>And</p> <p><b>No reference to development of understanding of (a) professional boundary or (b) organisational boundary</b></p> <p>And</p> <p><b>No reference to changes/improvement in practice</b></p> | <p>Challenging situation described</p> <p>With</p> <p><b>No reference to development of understanding of (a) professional boundary or (b) organisational boundary</b></p> <p>And / Or</p> <p><b>No reference to changes/improvement in practice</b></p> | <p>Challenging situation described</p> <p>And</p> <p>Reference to development of understanding of (a) professional boundary or (b) organisational boundary</p> <p>And</p> <p>Changes/ improvement in practice described</p> |
| <b>Leadership - Standards 15,16</b>  | <b>Registration Standard not met</b>   | <b>Registration Standard partially met</b>  | <b>Registration Standard met</b>  |
| What has been the nature of your leadership activity in advocacy for research and the Clinical Research Practitioner profession?   | <b>No evidence of leadership activity in advocacy for research and the Clinical Research Practitioner profession</b>   | <p>Evidence of leadership activity in advocacy for research</p> <p>Or</p> <p>the Clinical Research Practitioner profession</p>  | <p>Evidence of leadership activity in advocacy for research</p> <p>And</p> <p>the Clinical Research Practitioner profession</p>   |
| What have you learnt from this activity in relation to your leadership capabilities, including any feedback you may have received on this?   | <b>No learning described</b>   | <p>With</p> <p><b>No learning in relation to leadership capabilities described</b></p>  | <p>And</p> <p>Learning in relation to leadership capabilities described</p> <p>Details of relevant feedback provided</p>  |
| How have you established and continued to improve your practice as a result of this learning?  | <b>No reference to establishing and continuing to improve practice</b>   | <p>And / Or</p> <p><b>No reference to establishing and continuing to improve practice</b></p>   | <p>Details of how practice has been established and will continue to improve as a result of the learning</p>  |

| Communication - Standards 4,5,12  | Registration Standard not met  | Registration Standard partially met  | Registration Standard met   |
|---|--|--|---|
| <p>Please record two examples, from within the past 12 months, in which you have demonstrated an effective, inclusive and appropriate communication style that has been observed for documentation as such by a supervisor.</p> | <p>Less than two examples provided</p> <p>And</p> <p>Examples were not within the past 12 months</p> <p>And</p> <p>No demonstration of an effective, inclusive and appropriate communication style that was observed for documentation as such by a supervisor</p> | <p>Less than two examples provided</p> <p>And / Or</p> <p>Examples were not within the past 12 months</p> <p>And / Or</p> <p>No demonstration of an effective, inclusive and appropriate communication style that was observed for documentation as such by a supervisor</p> | <p>Two examples from within the past 12 months which demonstrate an effective, inclusive and appropriate communication style which was observed for documentation as such by a supervisor</p> |
| <p>If relevant to your role, please include an example that relates to you or a colleague obtaining Informed Consent from a clinical research study participant.</p>  | <p>Relevant to role and no example provided</p>  |  | <p>Relevant to role and example provided</p>  |
| <p>Please ensure you do not record any information that might identify an individual, whether that individual is alive or deceased.</p>   | <p>Identifiable information included in the documentation</p>  |  | <p>No identifiable information included in the documentation</p>  |