Icon

Description automatically generated

STP Certificate of Equivalence

|  |  |
| --- | --- |
| **Version:** | **7.0** |
| **Date:** | **January 2025** |
| **Doc Ref:** | **#141** |
| **Review date:** | **January 2028** |

Template

## Icon Description automatically generated

|  |  |  |  |
| --- | --- | --- | --- |
| **Version number** | **Purpose/Change** | **Author** | **Date** |
| **7.0** | Final document for publication | Lynne Smith | January 2025 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Icon Description automatically generated

## Introduction

The purpose of the portfolio in the AHCS Equivalence process is to confirm you know and understand how your education, training and experience demonstrates that you meet the standards set out in the latest version of Good Scientific Practice (2025) and that you have a comparable level of knowledge, skills and behaviours as a graduate of the relevant Scientist Training Programme managed by the National School of Healthcare Science (NSHCS).

When writing your summary, you should address the Standards of Good Scientific Practice (GSP), support your evidence with reflective practice and relate your experiences to the curriculum learning outcomes (Programme, Speciality and Rotations).

* You will find Standards of Good Scientific Practice (GSP)at: <https://documents.ahcs.ac.uk/docs/305/-023-Good-Scientific-Practice-v1.7-January-2025.pdf>
* You will find helpful information on NSHCS and HCPC websites on reflective practice: <https://nshcs.hee.nhs.uk/resource/nshcs-reflective-practice-resources/> <https://www.hcpc-uk.org/standards/meeting-our-standards/reflective-practice/>
* You will find the National School’s (NSHCS) curricula at: [STP Curricula](https://curriculumlibrary.nshcs.org.uk/stp/)
* You will find a Glossary in Appendix 3

## Section 1: Briefly outline your roles and responsibilities in your current job (max 300 words). This will not contribute to your overall word count. Please use Calibri, font size 12.

|  |
| --- |
| [Word count] |

[Please note you must also upload a copy of your current job description onto the AHCS system].

## Section 2: Briefly outline your education and training for your current role (max 300 words). This will not contribute to your overall word count. Please use Calibri, font size 12.

[Please note the assessors will have access to the education and qualifications section on the AHCS platform, it is not necessary to repeat all the information you have added to the platform]

|  |
| --- |
| [Word count] |

Section 3: Reflective Piece.

Please write a reflective statement of no more than 500 words describing *why becoming a Clinical Scientist is important to you and importantly how you have demonstrated that you made the patient your first concern during the Equivalence process.* This reflective piece should be no longer than 500 words.

|  |
| --- |
| [Word count] |

## Section 4: Evidencing how you meet Good Scientific Practice

## For each of the following domains and sections within them, please explain and reflect on how you meet the standards within each section, referring to evidence that supports the statements you are making.

A strong piece of evidence may be used against one or more standard, section or Domain, but there needs to be sufficient range of evidence to show the assessors your scope of practice [note; it is preferable to have a few pieces of high-quality evidence rather than adding many certificates, e.g. case study, reflective account, feedback from trainees, Standard Operating Procedures, witness statement].

Each piece of evidence should be labelled clearly and added into your Appendix which should be a separate file into which you add the evidence. You should add the label e.g. E1, in the evidence location column and provide the title of the evidence in the list of evidence table at the end of this document (Appendix 1). Note a piece of strong, good quality evidence can be used more than once and in more than one domain. You must **cite** the evidence within your summary text for example [E1] to allow the assessors to easily locate your appropriate evidence in your Appendix.

## Please use Calibri, font size 12 throughout this document.

## The total word count describing how the standards have been met should be no more than 5000 words, however you may utilise this wordcount across each domain, as you see fit, for example;

* Professional Practice – 1250 words
* Scientific Practice – 1000 words
* Clinical Practice – 1000 words
* Research, Development and Innovation – 1000 words
* Clinical Leadership – 750 words

(EXAMPLE ONLY)

NOTE; Please include your word count at the end of each Domain and also give the total word count at the end of your summary

Domain 1 Professional Practice

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| * 1. Patient-centred care | | Please outline how do you meet the standards within this section? | | | Evidence  Location |
| 1.1.1 | You put patients first and do the following:   * Act in the interests of patients’ safety and well-being at all times. * Fulfil your duty of care if you have a concern about a patient’s safety. * Fulfil your duty of candour if something goes wrong in a patient’s care. * Adhere to safeguarding requirements and uphold the interests of vulnerable individuals in how you deliver care.   *Additional guidance*  As part of your duty of care, if you have a concern this should be reported promptly and appropriately, followed-up and escalated if necessary.  For example, this might involve following your Trust’s/employers individual incident reporting and management policy, engaging with the Patient Safety Incident Response Framework, the QA screening incident assessment processes and whistleblowing procedures when applicable, to fulfil your duty of care or duty of candour.  You must make sure that the safety and well-being of patients always comes before any professional or other loyalties. | |  |  |  | | --- | --- | --- | | 1.1 | For example…  I put the patients first by… [E1]. An example of when I safeguard the wellbeing of vulnerable people is shown when… [E2]. |  | | | | E1,  E2 |
| 1.1.2 | You treat patients and their carers as individuals and do the following:   * Champion equality, diversity and inclusion in how you address individual needs and contribute to service delivery. * Share information with patients and their carers to support engagement in their care and shared decision-making about their care. * Respect individuals’ rights, autonomy, values, beliefs and wishes about how they engage in diagnostic and therapeutic processes while in your care. * Maintain patients’ dignity in how you deliver care.   You treat patients and their carers as individuals and do the following:   * Champion equality, diversity and inclusion in how you address individual needs and contribute to service delivery. * Share information with patients and their carers to support engagement in their care, shared decision-making about their care and a holistic approach to decision making. * Respect individuals’ rights, autonomy, values, beliefs and wishes about how   they engage in diagnostic and therapeutic processes while in your care.   * Maintain patients’ dignity in how you deliver care.   *Additional guidance*  A carer can also be someone who is the patient’s guardian or advocate (see appendix 1 for full definition)  As a Champion you should lead by example and be able to:   * demonstrate that you do not discriminate against patients, their carers, guardians or advocates, or colleagues in any area of your work including those identified in the Domains set out in Good Scientific Practice. * understand the concept ’patient capacity’ and that a person’s capacity to make a decision can vary depending on the time that the decision needs to be made and the type of decision that needs to be made (Mind, 2023) * recognize the potential impact of your own values, beliefs (which may be unconscious) on your practice * action reasonable adjustments in practice where appropriate   actively challenging the barriers to inclusion/access to service, including in service design and quality assurance, supporting the implementation of change |  | | |  |
| 1.1.3 | You respect patients’ privacy and only use and disclose confidential information about  their care in accordance with legal, ethical and data protection requirements.  *Additional guidance*  This standard applies across all media through which information is presented, including illustrative clinical records such as photography, medical images, video and audio recordings and digital platforms.  Instances where confidential information should be disclosed includes: if you have permission from the patient, carer or guardian, the law allows this, it is in the patient’s best interest, or it is in the public interest, such as if it is necessary to protect public safety or prevent harm to other people, where required by law enforcement agencies |  | | |  |
| 1.1.4 | You support patients and the public to promote and manage their own health and to use a holistic approach to their well-being.  *Additional guidance*  For example, by helping them to make informed decision through advice, or 'signposting’ to the appropriate support organisation, referral, or other interventions which might not be directly connected to the patient pathway |  | | |  |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  NIHR Good Clinical Practice module [free on-line module]  Evidence of working with patients or to patient benefit - patient information leaflets  Evidence of working with peers – project groups minute/report summaries  Witness statements  Membership of professional body  Duty of Candour  Incident report | | | | | |
| * 1. Scope of practice | | | | Please outline how do you meet the standards within this section? | Evidence  Location |
| 1.2.1 | You take responsibility for the following:   * Understanding and engaging with your scope of practice, your personal competence and the parameters of your job role (recognising that these may be different, and each will change, as you develop and service needs change). * Your decisions and actions (and inactions) and explaining and justifying these when required to do so. * Working within your current scope of practice, competence and job role. * Being clear to others about the nature of your roles and responsibilities. * Identifying and taking appropriate action when a potential activity or area of   decision-making falls outside your scope of practice and competence. | | |  |  |
| 1.2.2 | You engage in continuing professional development (CPD) and do the following:   * Maintain and develop your knowledge, understanding and skills in line with your practice and role, including in response to changes in patient need, the evidence base, technological advances and service delivery requirements. * Identifying when planned changes to your job role or your broader plans for developing your career create CPD needs. * Keep a structured record of your CPD activity to evidence how you maintain and update your knowledge, understanding and skills in line with changing needs in patient care, service delivery and your job role. * Adhere to the specific CPD requirements of your regulatory and/or professional body.   *Additional guidance*  To clarify that the required knowledge includes the underpinning theoretical knowledge appropriate to your specialty. | | |  |  |
| 1.2.3 | You engage with annual individual performance review, appraisal, team and service performance reviews and audit processes.   * Understanding the needs and wishes of others and communicate and respond constructively to the outcomes of specific processes. * Engaging in emergent learning and development activities to enhance individual and team performance, service delivery and patient care. | | |  |  |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Case study  Case based discussion  Witness statement  Performance review  Evidence of CPD log for last complete 12-month period  Notes of team meetings  Details of training | | | | | |
| * 1. Communications | | Please outline how do you meet the standards within this section? | | | Evidence  Location |
| 1.3.1 | You engage fully with patients, carers and colleagues to understand their needs, preferences and requests and take account of non-verbal cues to inform how you communicate and respond. |  | | |  |
| 1.3.2 | You communicate in ways that take account of the needs of your intended audience, adapting how you present information to seek to achieve relevance and clarity and to aid understanding.  *Additional guidance*  Remember that you will need to maintain confidentiality in all situations, including where additional support (such as interpreters or translators) is provided. |  | | |  |
| 1.3.3 | You have appropriate English language proficiency and communication skills to provide the required standard of service delivery and care in the UK. |  | | |  |
| 1.3.4 | You complete accurate, legible and contemporaneous records of your activity and comply with legal and workplace requirements and protocols for safe record-keeping and storage. |  | | |  |
| 1.3.5 | You use communication formats and channels (spoken, written and digital, and including  social media and online networking platforms) in appropriate, professional ways –  especially when involving patients and carers  *Additional guidance*  This is particularly important when involving patients and carers for the safety of them and yourself.  Professional ways include non-discriminatory, respectful, clear, unambiguous, open and honest approaches. |  | | |  |
| 1.3.6 | You produce materials about your service and professional activity that do the following:   * Present clear, accurate information in a format appropriate for the target audience (e.g., patients, carers or other healthcare professionals). * Provide clarity on when you are giving advice or expressing a professional opinion and the basis and parameters of this. * Comply with relevant legal, ethical and professional requirements and codes, including those relating to advertising, presenting research data, and writing for publication |  | | |  |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  IELTS certificate  Reference from your line manager or appropriate senior colleague using the AHCS template  Evidence of appraisal (including NHS values, equality, diversity and inclusions)  Witness statement  Development of Patient Information Leaflets  Patient Involvement  Staff and Trainee Feedback  Peer review  Case study  Evidence of training others – anonymised emails, training plans, feedback  Working with patients and carers, to the patient benefit  Evidence of working with peers – project groups minute/report summaries, Professional Body | | | | | |
| * 1. Professional responsibilities | | | Please outline how do you meet the standards within this section? | | Evidence  Location |
| 1.4.1 | You engage with the standards of conduct and behaviour set by your regulatory and/or professional body. | |  | |  |
| 1.4.2 | You act as an ambassador for healthcare science, behaving and conducting yourself in ways that uphold the profession’s reputation and reflect the trust that the public, patients, employers and colleagues place in the profession.  *Additional guidance*  For example, you must be open and honest about your experience, qualifications and skills. | |  | |  |
| 1.4.3 | You must declare anything that is a conflict of interest in your professional activity and  ensure that this does not impair your decisions or judgements.  You must be transparent in how you exercise and share your professional opinion in all  contexts | |  | |  |
| 1.4.4 | You have appropriate indemnity cover (recognising that this may be provided by your employer) for your activity as a healthcare scientist, including for any activity that you undertake outside your primary job role. | |  | |  |
| 1.4.5 | You engage and co-operate promptly, openly, fully and honestly in complaints and investigation processes, that have been instigated by patients, carers, colleagues or employer including the following, as the need arises:   * The complaints and fitness to practise policies and procedures of your employer, regulatory and/or professional body. * An investigation into a complaint made about your own conduct or competence. * An investigation into others’ conduct or competence if you are invited to input to the process. * Investigations that inform patient safety learning to prevent reoccurrences of incidents   *Additional guidance*  Be prepared to discuss or escalate any concerns that have been instigated by patients, carers or colleagues where appropriate, including feedback as a method to evaluate and develop your practice  You must support patients and carers who want to raise concerns about the care, treatment or other services they have received | |  | |  |
| 1.4.6 | You declare any matter relating to your health, character or conduct to your employer, regulatory and/or professional body, in line their requirements, that has the potential to do the following:   * Affect or impede your capacity to practice safely and effectively. * Put others’ health and safety at risk. * Undermine the trust and confidence placed in you as a healthcare scientist.   *Additional guidance*  Having an understanding of how to manage the emotional burden that comes with working in a pressured environment, identifying if something is wrong, where to get support, and the process for raising any concerns with your employer or with your registration body is needed, if you think your fitness to practise is at risk.  Concerns about your health include your safety and your mental and physical health, including anxiety and stress which can show themselves in a variety of ways. | |  | |  |
| 1.4.7 | You take appropriate steps if you identify that a patient, their carer or a colleague poses a risk to your own or others’ health and safety, including by making alternative arrangements for patient care, if required, to avoid fulfilment of need being compromised.  *Additional guidance*  Such risks can be due to a variety of reasons, for example increased anxiety and stress. Therefore, being able to recognise when a patient or carer or colleague is experiencing these and take appropriate action, whether this is adapting your practice or providing support, is important. | |  | |  |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Reference from your line manager or appropriate senior colleague using the AHCS template  Professional body membership  Incident reporting, including knowledge of processes clinical governance, safety  Duty of candour training  Incident Reporting and knowledge of process  MDT minutes  Multidisciplinary projects/reports  Professional body involvement | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| * 1. Working with others | | Please outline how do you meet the standards within this section? | Evidence  Location |
| 1.5.1 | You work with colleagues in your workplace and representatives of other organisations, engaging in multi-disciplinary team-working and inter-agency collaboration to meet patient needs safely, effectively and efficiently.  *Additional guidance*  To apply this standard, you will need to build and sustain professional relationships both as an autonomous practitioner and as a member of a team. By seeking multi-source feedback from colleagues and patients you can reflect on how it could change your practice. |  |  |
| 1.5.2 | You should make best use of the resources available to you, including others’ time and expertise, efficiently and judiciously to optimise the quality and efficacy of patient care and service delivery. You should also think in the context of sustainability of the environment and the social and economic impact of your practice. |  |  |
| 1.5.3 | You contribute to others’ learning and development in line with your scope of practice, competence and job role, and engage with the importance of being a competent educator as an integral component of your role as a healthcare scientist. |  |  |
| 1.5.4 | You undertake safe, effective supervision of colleagues and trainees, as required including by doing the following:   * Engaging with the responsibilities that you retain when you delegate activity to others. * Satisfying yourself that the colleague to whom you plan to delegate a specific activity has the knowledge, understanding and skills to undertake it safely and effectively * Checking that the colleague understands their role and responsibilities in enacting the planned delegated activity, including relating to informed consent and raising any concerns about patient safety. * Checking that the colleague knows how to seek advice, if required, once undertaking the delegated activity. * Providing appropriate levels of guidance, support and intervention to maintain patients’ and others’ safety through the specific delegation arrangements that you put in place. * Keeping delegation arrangements under review and modifying them if this is needed to uphold safe patient care and effective service delivery.   *Additional guidance*  Remember, the principles listed above regarding delegating work and also apply to any colleague that you work with. |  |  |
| 1.5.5 | You arrange with your line manager for essential elements of your roles and responsibilities to be covered during periods of planned absence, including by   * Contributing to handover to colleagues who have the scope of practice and competence to undertake activities in place of you   Adhering to your workplace’s business continuity arrangements. |  |  |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Reference from the applicant’s line manager or appropriate senior colleague using the AHCS template  Job description  Evidence of training/mentoring e.g. Sign-off Mentor training, Sign-off Mentor contract, STP/MSc student placement supervision, Certificate of Sign-off Mentor training, Sign-off Mentor code of contract  Team/organisation structure and chart  Case study of introducing new service/process where resources an important consideration  Organising leave and cover for absence  Evidence of Appraisal  Knowledge of NHS values including Equality, Diversity and Inclusivity | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1.6 Safety | | | |
| 1.61 | You consider all elements of safety when undertaking your role. This includes the accuracy and performance of investigations, interpretation of results, supervision and training of trainees, advice you may give to others and resource management. |  |  |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Evidence of your training and competency to meet the learning outcomes of the curriculum at Clinical Scientist level  Audit and Quality Assurance  Feedback from patients, staff and trainees  SOP – re Safe working practice, lone worker practice  Safe management of consumables and ordering processes | | | |
| **PLEASE INSERT YOUR WORD COUNT FOR DOMAIN 1=** | | | |

Domain 2: Scientific Practice

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2.1 Data and reporting | | Please outline how you meet the standards within this section? | | Evidence  Location | |
| 2.1.1 | You undertake investigations and/or therapy, including by doing the following:   * Adhering to up-to-date standard operating procedures. * Using appropriate qualitative and quantitative methods in how you undertake activities relating to screening, diagnosis, prognosis, monitoring and/or treatment of disease, disorders and normal states of health.   Using appropriate methods and approaches to analyse information. |  | |  | |
| 2.1.2 | You report on investigations and/or therapy that you undertake in a timely manner, presenting information on your activity, analysis and findings in a clear and succinct format.  *Additional guidance*  Remember to take account of the principles and legal requirements of information governance and data |  | |  | |
| 2.1.3 | You develop investigative strategies, procedures and processes, taking account of relevant clinical and other sources of information and evidence-based practice.  *Additional guidance*  To clarify that ‘information’ also includes the underpinning theoretical knowledge appropriate to your specialty. |  | |  | |
| 2.1.4 | You interpret and critically evaluate data to inform the following:   * Your decision-making. * Your development of action plans.   Your advice and recommendations to others on further investigations, screening and management options. |  | |  | |
| 2.1.5 | You provide scientific advice to do the following:   * Inform the safe, effective delivery of services.   Support your colleagues’ clinical decision-making relating to individual patients |  | |  | |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Appraisal  Reflections from clinical competence assessment  Service initiation and implantation document  Professional Body Guidance  Contribution to professional Body article  Professional Reference  Example of a complex case-based discussion  Risk assessment: Covid transmission (staff)  Risk assessment: Covid facemask exemption  Action plan following serious incident  Review of Standard Operating Procedure | | | | | | |
| 2.2 Technical proficiency | | | Please outline how you meet the standards within this section? | | Evidence  Location | |
| 2.2.1 | You develop and maintain your technical proficiency, in line with your scope of practice, competence and job role, including to do the following:   * Use instruments, equipment and methodologies. * Gather, measure, generate and analyse data. * Engage and comply with current best practice in how you select and use   available, relevant instruments and equipment.   * Provide technical advice to others to ensure the safe and effective delivery of services.   *Additional guidance*  You must seek feedback from patients, carers and colleagues and use it to improve your practice. | |  | |  | |
| 2.2.2 | You engage with health and safety requirements and do the following:   * Adhere to relevant legislation. * Comply with health and safety protocols and requirements in your workplace. * Actively participate in regular mandatory health and safety training. * Maintain up-to-date changes to health and safety protocols. * Escalate a health and safety issue either that you identify or to which you are alerted that poses a risk or actual hazard to yourself and/or others.   *Additional guidance*  Use any concerns raised to highlight and mitigate risk (see standard 1.4.6) | |  | |  | |
| 2.2.3 | You follow all relevant health and safety procedures in your day-to-day practice, including by doing the following:   * Selecting and correctly using and disposing of appropriate personal protective equipment to ensure your safe contact with and use of specimens, raw materials, clinical and special waste, equipment, ionising radiation and electricity. * Using correct methods of disinfection, sterilisation and decontamination.   Dealing with waste and spillages correctly | |  | |  | |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Mandatory training  Manufacturer guidance  UK and Trust Policies and Procedures  Standard Operating Procedures – development and sign-off  Development of staff Information  Governance meetings | | | | | | |
| 2.3 Quality assurance | | | Please outline how you meet the standards within this section? | | Evidence  Location | |
| 2.3.1 | You maintain an effective audit trail of your activity, adhering to local protocols and practices. | |  | |  | |
| 2.3.2 | You participate in quality assurance processes as an integral part of service delivery, including regular and systematic audit and service evaluation exercises.  Additional guidance  ‘Quality assurance process’ includes both those internal and external to your organisation, including external accreditation system where available for your specialty. | |  | |  | |
| 2.3.3 | You actively engage in risk assessment, management and mitigation activities. | |  | |  | |
| 2.3.4 | You contribute to enacting, reviewing and updating service delivery processes and procedures to uphold patient, servicer user and public safety, in line with your scope of practice, competence and job role and informed by current best practice. | |  | |  | |
| 2.3.5 | You set, maintain and/or apply quality standards, control and assurance measures for service delivery, with a focus on the following:   * Maintaining and demonstrating the delivery of safe, effective patient care. * Identifying the need for restorative action to address deficiencies in service delivery. * Identifying opportunities for quality improvement.   *Additional guidance*  Key to identifying opportunities for quality improvement is through reflective practice. Evidence of such reflective practice, including that which is structured and recorded will strengthen your portfolio submission.  Reminder - the STP Equivalence process is based on reflection, including reflective pieces as part of your evidence base will also strengthen your portfolio. *pieces as part of your evidence base and will significantly strengthen your portfolio.* | |  | |  | |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Audit report including process  Developing guidelines / service evaluation / QA project  Contribution to Clinical Governance meetings  Evidence of published paper/conference abstract  Evidence of developing guidelines / service evaluation/ Quality Improvement project  Involvement in service accreditation, e.g IQIPS, ISO/IEC 17065, ISO/IEC  17020, CQC | | | | | | |
| **PLEASE INSERT YOUR WORD COUNT FOR DOMAIN 2 =** | | | | | | |

Domain 3: Clinical Practice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3.1 Clinical activity | | | Please outline how you meet the standards within this section? | | | Evidence  Location |
| 3.1.1 | You obtain informed consent from individual parties (patients, or their carer, or other appropriate authorities) before you do the following:   * Undertake an investigation or examination. * Provide treatment. * Involve individuals in teaching or research activity. | |  | | |  |
| 3.1.2 | You understand and engage with the significance of your actions, findings and advice for informing others’ clinical decisions about individual patients’ care.  *Additional guidance – ‘others’ in this context includes the multidisciplinary team.* | |  | | |  |
| 3.1.3 | You provide clinical analysis and advice appropriate to your specialty, including by planning and progressing investigative strategies and clinical protocols to optimise diagnosis, monitoring and therapy of patients with a range of disorders.  *Additional guidance – problem solving will be part of the clinical analysis process.* | |  | | |  |
| 3.1.4 | You interpret and advise on complex and/or specialist data in the context of the clinical question being posed, your scope of practice and role, including by providing the following:   * The results obtained through your investigation or examination. * Your analysis and interpretation of the results. * The basis of your diagnostic or therapeutic opinion or advice, including any caveats to this. * The relevance of your findings for informing further decision-making and actions on the part of the responsible clinician. * The wider implications for optimising the efficiency and effectiveness of clinical investigations for individual patients or groups of patients. | |  | | |  |
| 3.1.5 | You monitor and report on individual patients’ condition, progress and prognosis. | |  | | |  |
| 3.1.6 | You refer patients to the most appropriate healthcare professional or service, ensuring that you do the following:   * Put individual patients’ needs and safety first. * Recognise when elements of patient care sit outside your scope of practice, competence and job role. | |  | | |  |
| 3.1.7 | You represent the work of your team in multi-disciplinary clinical meetings, including to inform discussion on patient outcomes, service delivery and service evaluation. | |  | | |  |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Minutes of MDT meeting evidencing participation and actions including reflective summary  Evidence of MDT working – reflective piece on your role in the MDT with a case demonstrating impact on patient care  Refection on the process of referring patients  Writing and reviewing SOPs  Education and training | | | | | | | |
| 3.2 Clinical investigation and therapeutics | | | | Please outline how you meet the standards within this section? | Evidence  Location | | |
| 3.2.1 | | You undertake detailed clinical or psycho-social assessments, investigations or analysis, including by doing the following:   * Using appropriate techniques and equipment. * Accurately and fully record the nature and results of your assessments. * Regularly reviewing the outcomes of assessments, including in partnership with patients   *Additional guidance*  You should complete all records promptly and as soon as possible after providing care, treatment or other services.  These records must be kept securely by protecting them from loss, damage or inappropriate access. | |  |  | | |
| 3.2.2 | | You plan, decide and advise on clinical or scientific investigations or products to meet patients’ diagnostic, predictive, therapeutic, rehabilitative and/or treatment needs, taking account of all relevant information that is available to you and in appropriate consultation and partnership with others.  *Additional guidance*  Using problem solving techniques may also be part of this planning and decision-making process  You should complete all records promptly and as soon as possible after providing care, treatment or other services. | |  |  | | |
| 3.2.3 | | You undertake a quality-assured approach to investigations and designing products and procedures as an integral part of your contribution to the following:   * Screening. * Diagnoses. * Treatments. * Contribution to care-planning, management and rehabilitation. | |  |  | | |
| 3.2.4 | | You prioritise the delivery of investigations, interventions, services and treatments based on your informed understanding of patients’ clinical need, including palliative care needs. | |  |  | | |
| 3.2.5 | | You advise colleagues on using technologies, investigative processes and interventions to inform, progress and monitor patient care. | |  |  | | |
| 3.2.6 | | You share all relevant information with colleagues involved in patient care, ensuring adherence to legal and ethical requirements relating to confidential and sensitive personal data, when you do the following:   * Delegate or refer care to colleagues in your team/service.   Refer patients to other health or social care providers. | |  |  | | |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples)**  Risk assessment – blended pathways  Quality manual for the service (contents)  Service quality review  Briefing documents  Verification systems evaluation – summary scoring  24 hour review for serious incident  Action plan following serious incident  Complaint response  Professional reference  Patient feedback  Complex Direct Referral – planning information  Business continuity plan – action plan  Professional Body conference poster presentation  Evidence of teaching/education – teaching slides/feedback | | | | | | | |
| **PLEASE INSERT YOUR WORD COUNT FOR DOMAIN 3 =** | | | | | | | |

Domain 4: Research, Development and Innovation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4.1 Research activity | | Please outline how you meet the standards within this section? | | Evidence  Location |
| 4.1.1 | You contribute to an active research culture, in keeping with your scope of practice and job role, by doing the following:   * Engaging in evidence-led practice. * Managing and/or participating in research activity. * Encouraging and engaging in debate on research and its development and application in practice.   Progressing and engaging in research collaborations with others. |  | |  |
| 4.1.2 | You act with openness, honesty, probity and integrity in all stages of the research process, including by adhering to research governance frameworks and protocols relating to the following:   * Project design. * Ethics approval. * Funding. * Public/patient involvement. * Data-gathering and analysis. * Reporting, dissemination and publication. |  | |  |
| 4.1.3 | You select and use research methodologies, including experimental and collaborative approaches, in ways that fit with your scope of practice and role and that achieve the following:   * Address a specific research question or topic. * Fit with the design and scale of a research project. * Involve patients and the public, when appropriate.   Are informed by and address all relevant ethical considerations. |  | |  |
| 4.1.4 | You develop, evaluate, validate and verify new developments (including to do with new scientific, technical, diagnostic, monitoring, treatment and therapeutic procedures) and adapt and integrate new procedures into your routine practice once you are assured by evidence of their safety, efficacy and effectiveness. |  | |  |
| 4.1.5 | You critically evaluate and apply research and other available evidence to do the  following:   * Inform your own practice and ensure that this remains leading-edge. * Inform your colleagues’ practice and professional development. * Contribute to quality improvements in service delivery. * Enhance patient care and outcomes.   Contribute to and share new knowledge in line with meeting the public interest. |  | |  |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Published article/conference presentation AND/OR  Participation in journal clubs or research networks OR  Evidence of developing guidelines / service evaluation/ Quality Improvement project OR  Evidence of audit report and/or IQIPS  NIHR Good Clinical Practice Certificate  Evidence of audit/service development | | | | |
| 4.2 Service development | | | Please outline how you meet the standards within this section? | Evidence  Location |
| 4.2.1 | You participate in service evaluation and quality improvement activities, including to do the following:   * Seek and respond to patient’s views and feedback. * Act on the outcomes of activities to inform service developments and enhance service delivery. * Share the outcomes of activities, in appropriate ways, to contribute to a culture of continuous quality improvement. | |  |  |
| 4.2.2 | You engage with innovative technologies and practice to enhance service delivery, including by doing the following:   * Identifying and appraising innovative approaches to service delivery relevant to your service and role. * Supporting and advising colleagues (including within the wider healthcare team) on adopting new technologies. * Sharing learning from adopting, implementing and evaluating specific technologies in service delivery. | |  |  |
| 4.2.3 | You assess and evaluate new technologies before introducing and integrating them into your routine clinical practice, informed by the available evidence base. | |  |  |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Feedback from colleagues or trainees and a reflective piece on how you have dealt with the feedback in respect of your leadership skills.  Evidence of understanding differing leadership styles – for example, from specific leadership training or Masters qualification  Examples of Peer review and reflection  Reference from the applicant’s line manager or appropriate senior colleague using the AHCS template | | | | |
| **PLEASE INSERT YOUR WORD COUNT FOR DOMAIN 4 =** | | | | |

Domain 5: Clinical Leadership

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5.1 Developing of self | | Please outline how you meet the standards within this section? | | Evidence  Location | |
| 5.1.1 | You demonstrate self-awareness, including about your leadership style and its impact on others. The activity of seeking mentorship may be beneficial to aid developing of self |  | |  | |
| 5.1.2 | You develop, maintain and apply your leadership skills, behaviours and qualities in line with your scope of practice and job role. |  | |  | |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Feedback from colleagues or trainees and a reflective piece on how you have dealt with the feedback in respect of your leadership skills.  Evidence of understanding differing leadership styles – for example, from specific leadership training or Masters qualification  Examples of Peer review and reflection  Reference from the applicant’s line manager or appropriate senior colleague using the AHCS template | | | | | | |
| 5.2 Leading others | | | Please outline how you meet the standards within this section? | | Evidence  Location | |
| 5.2.1 | You value and recognise your colleagues’ knowledge, skills and contribution to service delivery and patient care. | |  | |  | |
| 5.2.2 | You contribute to distributed leadership within your team or service, including by  doing the following in line with your scope of practice and job role:   * Acting as a role model and leading by example. * Addressing the development needs of those for whom you have leadership, management, supervision and/or training responsibilities. * Engaging in reviews of team performance. * Engaging in activity (including CPD) to enhance team performance. * Engaging in exercises to address deficiencies in team performance. * Distilling, sharing and applying learning from team development activities. * Celebrating team success. * Encourage staff to report concerns and not prevent anyone from raising concerns.   Additional guidance  Always remember to ensure that you are open and honest about your experience, qualifications and skills | |  | |  | |
| **Types of evidence you might wish to use (remember reflection adds weight to your evidence and that it is preferable to submit a few pieces of high-quality evidence only from the suggested examples):**  Feedback from colleagues or trainees and a reflective piece on how you have dealt with the feedback in respect of your leadership skills.  Evidence of understanding differing leadership styles – for example, from specific leadership training or Masters qualification  Examples of Peer review and reflection  Reference from the applicant’s line manager or appropriate senior colleague using the AHCS template | | | | | | |
| **PLEASE INSERT YOUR WORD COUNT FOR DOMAIN 5 =** | | | | | | |
| **NOW PLEASE INSERT YOUR TOTAL WORD COUNT** | | | | | | |

# 

## Appendix 1 List of evidence cited in section 3 (example only)

[note, the evidence label should appear in your summary text in square brackets, e.g. [E3]

|  |  |
| --- | --- |
| **Evidence label** | **Name of evidence** |
| E1 | BSc Certificate |
| E2 | Professional body membership certificate |
| E3 | List of Mandatory Training, with dates completed |

## Appendix 2 Applicant Evidence

# Each piece of evidence should be uploaded into a separate “evidence file” onto the AHCS system. The file name must begin with the evidence label given in the summary and evidence location column. The reader should easily understand the title of the file.

For example:

* E5 Reflection Competence Assessment
* E8 Profession Reference BS
* E14 Feedback from colleagues

# Please do not reduce size of certificates to less than A4 and do not include full text papers, only abstracts and summaries are permitted. **Please safely redact all patient identifiers** by converting evidence to pdf. Confirm that colleagues have given consent to use their emails or names on letterheads as pieces of evidence.

You should provide up 60 (maximum) different pieces of evidence to support your application but note each piece may be used a number of times as appropriate.

Please provide a list of the evidence submitted in appendix 1 of this document.

Appendix 3 - Glossary

Autonomous - An individual’s ability to use their professional judgement to make independent decisions about their work

Audit procedures - Processes intended to review the quality of care, treatment and other services being provided, to determine where there could be improvements.

Capacity – see mental capacity below.

Carer - Anyone who looks after, or provides support to, a family member, partner or friend.

Care, treatment or other services - A general term to describe the different work that the healthcare science workforce carry out

Colleague - Other health and care professionals, students and trainees, support workers, professional carers and others involved in providing care, treatment or other services to patients.

Champion – a person who vigorously supports or defends a person or cause. In championing equality diversity and inclusion an individual would actively consider, promote awareness of, and defend the needs of all different groups and individuals, recognizing that these needs can be affected by differences of any kind, including, but not limited to practiced characteristics intersectional experiences and cultural differences. A champion would also have awareness of the relevant disability legislation.

Conduct - A health and care professional’s behaviour.

Consent - Permission for a health and care professional t to provide care, treatment or other services, given by a patient or someone acting on their behalf, after receiving all the information they need to make that decision.

Delegate - To ask someone else to carry out a task on your behalf.

Disclose - Making a formal decision to share information about a patient with others, such as the police.

Discriminate - To unfairly treat a person or group of people differently from other people or groups of people. This includes treating others differently because of your views about their lifestyle, culture or their social or economic status, as well as the characteristics protected by law – age, disability, gender reassignment, race, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.

Escalate - To pass on a concern about a patient or carer’s safety or wellbeing to someone who is better able to act on it, for example, a more senior colleague, a manager or a regulator.

Ethics - The values that guide a person’s behaviour or judgement.

Fitness to practise - Having the skills, knowledge, character and health required to practise your profession safely and effectively.

Leadership - The ability to act as an example to others by exhibiting positive values and behaviours. This is not limited to positions of management and can be demonstrated in any role or professional context.

Patient information - ­there are numerous ways in which patient information can be presented, including but not limited to: numerical, text, and illustrative clinical records, such as photography, medical images, video and audio recordings and digital platforms’

Mental Capacity – the ability of an individual to understand information and make decisions about their life and/or the ability to communicate decisions about their life ([*Mind, 2023*](https://www.mind.org.uk/information-support/legal-rights/mental-capacity-act-2005/capacity/))

Multidisciplinary clinical meetings - A general term to describe when professionals from different specialties/professions meet to discuss a patient or patient’s care.

Patient - Those who receive care, or a service provided by the healthcare science workforce. The term includes patients and clients.

Research - Clinical research is the basis of how we develop new treatments, techniques and gain the understanding to continually improve healthcare and to build the evidence for new, safe and effective approaches

Reasonable adjustments – to take such steps as it is reasonable to avoid disadvantaging a disabled person substantially in relation to a relevant matter in comparison with persons who are not disabled ([UK Disability Act 2010)](https://www.legislation.gov.uk/ukpga/2010/15/section/20)

Reflection – **Reflection** is a process which helps you gain insight into your professional practise by thinking analytically about any element of it(HCPC April 21)

Regulatory body - An organisation responsible for the regulation of individuals on their register(s) in order to ensure public safely. Regulatory bodies may oversee registers which are voluntary or statutory to join.

Refer - To ask someone else to provide care, treatment or other services which are beyond your scope of practice or, where relevant, because the patient has asked for a second opinion.

Safeguarding - The action that is taken to promote the welfare of an individual adult or child and protect them from harm.

A definition in relation to children:

“Safeguarding means:

* protecting children from abuse and maltreatment
* preventing harm to children’s health or development
* ensuring children grow up with the provision of safe and effective care
* taking action to enable all children and young people to have the best outcomes”

([NSPCC, 2023](https://learning.nspcc.org.uk/safeguarding-child-protection)).

A definition in relation to adults:

*“Protecting an ‘adult’s right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult’s wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances*” ([The Care Act statutory guidance, December 2023, paragraph 14.7)](https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance#safeguarding-1)

Scope of practice - The areas in which a health and care professional has the knowledge, skills and competence necessary to practise safely and effectively.