

Competency Assessment Template

Version 3.0 – January 2020



Competency Assessment Template

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Acknowledgements

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- UKCRF Network Strategic Management Team
- UKCRF Network Education Theme Group
- UKCRF Network Lab Managers Theme Group

Revision History

Version 3.0 (2020) includes minor changes to the layout and format, amendments to guidance documents and references to reflect updated versions'

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Introduction to the Competency Assessment Template

Why do we have this document?

Providing high quality research requires a trained and competent workforce (ICH GCP 2016). One of the ways of validating staff training is to carry out a competency assessment (EdCaN 2008, Epstein & Hundert 2002). In clinical research, staff are often required to learn to use new equipment or complete new processes. At times this requires a competency assessment. However, trainers frequently find that such assessments have to be written 'from scratch' because there are none available that match the activity which has to be assessed.

In 2013 the UKCRF Network Education Group looked for a generic assessment template that could be populated, utilised and adapted for any relevant activity that required competency assessment. Following a literature search it became clear that while there were examples of specific competency assessments it appeared that there was no nationwide **generic template to document evidence of competence for clearly defined practical tasks undertaken by clinical research staff.**

Subsequently, with no existing generic template, the Education Group decided to explore and develop such a template. The Competency Assessment Template Delivery Team was formed and delivered the UKCRF Network *Competency Assessment Template V1.0* in July 2014.

Since then the *Template* has been successfully utilized to develop further national educational tools such as the Informed Consent Competency Assessment Document (UKCRF Network, 2015) and a range of laboratory skills assessment forms which form part of the Laboratory Competencies for Clinical Research Staff (UKCRF Network, 2015).

This revised version (Version 3) of the supporting document for the Competency Assessment Templates has been produced to provide more clarity.

What is the Competency Assessment Template (CAT)?

The template provides a recommended structure suitable to be populated by staff who need to write a competency assessment for a given activity in clinical research.

The CAT is a formal tool to guide and document *assessment of competency to carry out a specific task*, for example, safe use of a particular and high risk piece of equipment or a very complex study intervention where training and assessment is essential to ensure reliable study data is obtained. Therefore, for the purpose of this document “competency” has been defined as:

The ability to demonstrate the application of knowledge, practical and thinking skills, attitudes and behaviours to achieve effective performance in a specific practical skill.

The CAT has been designed for those instances where a competency assessment is required and where there is no existing documentation in place. Where there is already a Trust or Board policy that determines how competency is assessed it is recommended that these are used if they are available and appropriate for the task.

Miller’s (1990) pyramid model for assessing clinical competency (Figure 1) is widely referred to in the literature on competency assessment. The CAT has been designed to allow assessment at a level approximating to the “shows how” or level 3 of Miller’s pyramid (Miller 1990). At this level the member of staff has full knowledge and comprehension of the procedure, shows that they can discuss the principles in detail and can perform the procedure competently without supervision or assistance, but recognises their own limitations and seeks appropriate advice when necessary.

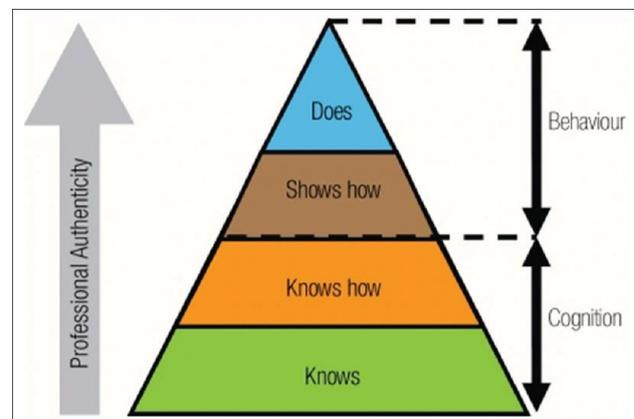


Figure 1: Miller GE (1990)

The CAT is to be used in conjunction with any professional code of conduct relevant to the staff member and in accordance with GCP. All staff remain accountable for their professional conduct at all times during training, supervised practice, competency assessment and in practice following sign-off.

It is recognised that Standard Operating Procedures (SOPs) assist in reproducibility and consistency of performance of tasks (Amare 2012). However, SOPs do not ensure that competence has actually been achieved. This does not mean that all SOPs require to be followed up by a competency assessment. Such a decision will be made locally and will take into consideration factors such as risk and quality assurance.

Introduction to using the Competency Assessment Template

For ease of use the project group decided to issue the CAT in the following two forms:

- **Single Competency Assessment** to be used for tasks which require a single competency assessment prior to sign off
- **Multiple Competency Assessment** to be used for tasks which require multiple competency assessments prior to sign off

To show the potential of the CAT we have provided **two examples** where a template has been populated for a specific task typical in the conduct of clinical research:

Example 1: *Preparation of Blood Films*

Example 2: *Measuring Adult Height with Portable Leicester Stadiometer*

Roles and responsibilities

Assessee - the member of staff undergoing competency assessment.

An assessee:

- is accountable for their own practice and competency in the task at every stage of the training and assessment process
- is accountable for the ongoing maintenance of their skills (following sign off as competent)

Assessor - An individual who has full knowledge and comprehension of the task and has fully developed their skill without the need for supervision and assistance in more unusual or complicated situations. They have been deemed fit to act as an assessor by the **expert**. The criteria for who can become an assessor will be a local decision.

An assessor:

- is accountable for signing off members of staff who demonstrate sufficient knowledge and skill during competency assessment
- must give adequate feedback to those who do not show competence on assessment
- must complete all CAT documentation fully at the time of assessment
- must devise an action plan for re-assessment if needed, in collaboration with the assessee's line manager as appropriate

Expert - An individual who has extensive knowledge and experience in the field in which they are regarded as an expert and can demonstrate sufficient evidence to support this. The criteria for who is regarded as an expert will be a local decision.

An expert:

- is accountable for ensuring that the template is populated accurately prior to use
- must ensure that all assessors have appropriate experience in order to act as assessors
- can also act as an assessor

Line managers - organisational line manager of member of staff.

A line manager:

- must allow access to training and ensure time for any supervised practice needed prior to competency assessment
- will liaise with the assessor, as appropriate, to devise an action plan for re-assessment if needed

Supervisor – any member of staff who has already been assessed and signed off as competent in the task may supervise another member of staff prior to completing their competency assessment.

A Supervisor:

- must ensure that the member of staff is practising according to local policy and procedure
- is accountable for their own practice whilst supervising others

It is possible that the template will be populated by someone who does not have the above **expert** status. If this is the case then the designated **expert** in the subject, must **authorise** the content of the template. A system recording expert authorisation should be implemented locally.

Ideally the CAT will be produced alongside an SOP for the same task. The components that are listed in the CAT should correspond to the key message and the steps outlined in the SOP.

Dependent on the task, it may be sufficient to complete a **single** competency assessment in order to be signed off as competent, e.g. use of the centrifuge. For a more complex task it may be necessary to complete **multiple** competency assessments prior to being signed off as competent, e.g. venesection, receiving informed consent.

We recommend that the populated assessment document is reviewed at least every 2 years or when there is a significant change in practice. Or when there is a change in the related SOP – whichever is earlier.

We suggested that staff members will not need to be reassessed immediately following the production of a new SOP and CAT but should be made aware of the change. In the case of significant change in practice, appropriate training should be given to staff members who have already been signed off as competent and arrangements for reassessment made as appropriate.

For many users of this template it has been sufficient to look at the 2 examples given and to follow the pattern they see. However, we have also provided detailed written guidance on how to populate the template prior to distribution and how to use the template during assessment (see pages 25-27).

Training

The Competency Assessment Tool (CAT) is an assessment document. It has been designed to aid competency assessment. Competency assessment follows after appropriate training and depending on the task supervised practice might be required first before the learner is ready to be assessed.

Should a period of supervised **practice** be required following initial training, this can be supported by another member of staff who has already been assessed and signed off as competent in the task.

A member of staff will only be considered safe and competent to perform the task autonomously once they have been assessed and signed off as competent by an assessor.

Some explanations about assessment, feedback and record keeping

Practical assessment

This will usually take place during normal practice but may take place as a simulation exercise as appropriate e.g. role play of the informed consent process. Assessment should not be undertaken until the assessee has had sufficient training and opportunity for supervised practice. To qualify for sign off following a competency assessment it is necessary that **all** components listed for the task have been achieved. Feedback must be given promptly following the assessment.

Feedback

If competency is not achieved following assessment, then performance feedback should be given in order to help the assessee to gain the further knowledge or practice required. A plan for re-assessment should be made and documented. Feedback following achievement of competency may also be helpful and should be given as appropriate.

Re-assessment following non-achievement of competency components on assessment

Mechanisms and timescales for re-assessing should be decided locally. Review with assessee's line manager should be considered.

On-going competency assessment

Competency will usually be re-assessed after a set period of time, two yearly is recommended but this will depend on the task and local decision. The appropriate re-assessment period should be clearly marked on the populated competency assessment document.

Record keeping

A system for maintaining records of competency assessment, whether by individual staff members or centrally, should be put in place. It is useful to have an SOP outlining the local procedure for competency assessment and record keeping and this may include the local decisions regarding criteria for who can take the role of expert, re-assessment mechanisms etc.

[Insert name of organisation / Logo]

Single Competency Assessment

[Insert title of competency here]

Staff Group(s):

Version Number & Date:	Review Date:
-----------------------------------	---------------------

Related to SOP:

Author of Template:	Signature:	Date:
Designation:		
Expert Authorisation:	Signature:	Date:
Designation:		

Name of Assessee:	This is a Single Competency Assessment
Designation:	

Assessment
Assessor Name:
Designation:
Signature:
Initials:
Date of Assessment:

Title of Competency Assessment: *[Insert title]*

Name of Assessee: *[Insert name]*

K/S/B ¹	Competency Statement Components of the overall competency i.e. knowledge, skills and behaviour required	Assessment Criteria Evidence required	Assessment	
			Achieved Y / N	Initials of Assessor
			Y / N:	Initials:
			Assessor's comments:	
			Y / N:	Initials:
			Assessor's comments:	
			Y / N:	Initials:
			Assessor's comments:	

¹K=Knowledge, S=Skills, B=Behaviour

Single Assessment Template - page 2 of 3

[Add further lines as required for the competency you wish to populate]

[Insert name of organisation / title of competency / version number / date of version / author of competency]

Competency Assessment Record

[Insert title of competency here]

Assessor Statement	
Date of Competency Assessment:	Attempt Number:
Have all the components of the competency assessment been achieved: Yes / No <i>(delete as appropriate)</i>	
The assessee named below has been assessed as having / not having (delete as appropriate) the appropriate knowledge, skills & behaviours for the above competency:	
Assessor Name:	Comments:*
Designation:	Signature: Date:
<small>*Where further assessments are required, please specify and consider giving time frame. Where multiple assessments have been attempted and competency has not been achieved, consider review with line manager as appropriate</small>	

Assessee Statement	
I agree with the outcome of the competency assessment and where competency has been achieved, I accept responsibility for being competent to undertake the task/s detailed above and for my ongoing maintenance of knowledge, skills and behaviours:	
Assessee Name:	Comments:
Designation:	Signature: Date:

Reassessment period (if applicable), e.g. <i>every 2 years</i>	Reassessment date (for the candidate):
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[Insert name of organisation / Logo]

Multiple Competency Assessment

[Insert title of competency here]

Staff Group(s):		
Version Number & Date:		Review Date:
Related to SOP:		
Author of Template:	Signature:	Date:
Designation:		
Expert Authorisation:	Signature:	Date:
Designation:		
Name of Assessee:		Number of achieved competency assessments required in order to be signed off as competent:
Designation:		
<u>Assessment 1</u>	<u>Assessment 2</u>	<u>Assessment 3</u>
Assessor Name:	Assessor Name:	Assessor Name:
Designation:	Designation:	Designation:
Signature:	Signature:	Signature:
Initials:	Initials:	Initials:
Date of Assessment:	Date of Assessment:	Date of Assessment:

Title of Competency Assessment: *[Insert title]*

Name of Assessee: *[Insert name]*

K/S/B ¹	Competency Statement Components of the overall competency, i.e. knowledge, skills and behaviour required	Assessment Criteria Evidence required	Assessment 1		Assessment 2		Assessment 3	
			Achieved Y / N	Initials of Assessor	Achieved Y / N	Initials of Assessor	Achieved Y / N	Initials of Assessor
			Y / N:	Initials:	Y / N:	Initials:	Y / N:	Initials:
			Assessor's comments:		Assessor's comments:		Assessor's comments:	
			Y / N:	Initials:	Y / N:	Initials:	Y / N:	Initials:
			Assessor's comments:		Assessor's comments:		Assessor's comments:	

¹K=Knowledge, S=Skills, B=Behaviour

[Add further lines as required for the competency you wish to populate]

Multiple Competency Assessment Record

[Insert title of competency here]

Assessor – Assessment 1	
Date of Competency Assessment:	Attempt Number:
Have all the components of the competency assessment been achieved: Yes / No <i>(delete as appropriate)</i>	
The assessee named below has been assessed as having / not having <i>(delete as appropriate)</i> the appropriate knowledge, skills & behaviours for the above competency at this assessment:	
Assessor Name: Designation:	Comments*: Signature: Date:
<small>*Where further assessments are required, please specify and consider giving time frame. Where multiple assessments have been attempted and competency has not been achieved, consider review with line manager as appropriate</small>	

Assessee – Assessment 1	
Assessee Name: Designation:	Comments: Signature: Date:

Multiple Competency Assessment Record

[Insert title of competency here]

Assessor – Assessment 2	
Date of Competency Assessment:	Attempt Number:
Have all the components of the competency assessment been achieved: Yes / No <i>(delete as appropriate)</i>	
The assessee named below has been assessed as having / not having (delete as appropriate) the appropriate knowledge, skills & behaviours for the above competency at this assessment:	
Assessor Name: Designation:	Comments:* Signature: Date:
<small>*Where further assessments are required, please specify and consider giving time frame. Where multiple assessments have been attempted and competency has not been achieved, consider review with line manager as appropriate</small>	

Assessee – Assessment 2	
Assessee Name: Designation:	Comments: Signature: Date:

Multiple Competency Assessment Record

[Insert title of competency here]

Assessor – Assessment 3	
Date of Competency Assessment:	Attempt Number:
Have all the components of the competency assessment been achieved: Yes / No <i>(delete as appropriate)</i>	
The assessee named below has been assessed as having / not having (delete as appropriate) the appropriate knowledge, skills & behaviours for the above competency at this assessment:	
Assessor Name: Designation:	Comments*: Signature: Date:
<small>*Where further assessments are required, please specify and consider giving time frame. Where multiple assessments have been attempted and competency has not been achieved, consider review with line manager as appropriate</small>	

Assessee – Assessment 3	
Assessee Name: Designation:	Comments: Signature: Date:

Multiple Competency Assessment Record

[Insert title of competency here]

Assessor Statement – final sign off

All the components of the competency assessment have been achieved on *(insert number here)* occasions.

The assessee named below has been assessed as having / not having (delete as appropriate) the appropriate knowledge, skills & behaviours for the above competency:

Assessor Name:

Comments*:

Designation:

Signature:

Date:

*Where further assessments are required, please specify and consider giving time frame. Where multiple assessments have been attempted and competency has not been achieved, consider review with line manager as appropriate

Assessee Statement – final sign off

I agree with the outcome of the competency assessment and I accept responsibility for being competent to undertake the task/s detailed above and for my ongoing maintenance of knowledge, skills and behaviours:

Assessee Name:

Comments:

Designation:

Signature:

Date:

Reassessment period (if applicable), e.g. *every 2 years*

Reassessment date (for the candidate):

Two examples have been created to illustrate how the competency assessment template could be populated.

The examples are shown on the following pages.

Name of Organisation

Example of a Competency Assessment Template that has been populated

Single Competency Assessment Preparation of Blood Films

Staff Group(s): Clinical Staff

Version Number & Date: Version 1, 29 May 2017	Review Date: 28 May 2019
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Related to SOP: Standard Operating Procedure CRF/SOP088 Preparation of Blood Films, Version 1, 10 May 2017

Author of Template: A.Nurse Designation: Acting Senior Sister	Signature: <i>A Nurse</i>	Date: 22 May 2017
Expert Authorisation: Donna Weather Designation: Senior Haematology Sister	Signature: Donna Weather	Date: 29 May 2017

Name of Assessee: Designation:	This is a Single Competency Assessment
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<u>Assessment</u> Assessor Name: Designation: Signature: Initials: Date of Assessment:

Title of Competency Assessment: Preparation of Blood Films

Name of Assessee: [Insert name]

K/S/B ¹	Competency Statement Components of the overall competency i.e. knowledge, skills and behaviour required	Assessment Criteria Evidence required	Assessment	
			Achieved Y / N	Initials of Assessor
1)	Identifies local SOP relating to blood films	When prompted with a given scenario, accesses CRF/SOP088 Preparation of Blood Films and demonstrates ability to identify relevant information	Y / N:	Initials:
			Assessor's comments:	
2)	If blood film is performed for a research study: Identifies the required information in/from the research protocol that relates to blood films for the study in question (e.g. the labelling required)	When prompted with a given scenario, accesses the relevant CRF study flowsheet (protocol section) that details the instructions for the blood films	Y / N:	Initials:
			Assessor's comments:	
3)	Identifies correct equipment required to carry out blood film: <ul style="list-style-type: none"> ○ Personal Protective Equipment ○ Blood Sample ○ Microscope slides (minimum x 2) ○ Diff Safe Dispenser ○ Tissue for cleaning slides ○ Clinical waste sharps bin 	Describes what equipment is needed (or collects these items) and gives rationale for their use	Y / N:	Initials:
			Assessor's comments:	
4)	Identifies risks involved in handling above equipment: <ul style="list-style-type: none"> ○ Exposure to blood borne pathogens ○ Exposure to air borne pathogens in blood 	Describes both these risks	Y / N:	Initials:
			Assessor's comments:	
5)	Conducts appropriate hand hygiene and uses appropriate Personal Protective Equipment (PPE) - in response to risk identified above	Demonstrates appropriate hand hygiene being undertaken and wears correct PPE (lab coat, gloves, goggles) and can give relevant rationale for their use Explains need for Diff-safe and that this avoids need to open blood tube	Y / N:	Initials:
			Assessor's comments:	

Title of Competency Assessment: Preparation of Blood Films

Name of Assessee: [Insert name]

K/S/B ¹	Competency Statement Components of the overall competency i.e. knowledge, skills and behaviour required	Assessment Criteria Evidence required	Assessment	
			Achieved Y / N	Initials of Assessor
6)	Prepares equipment appropriately for task: <ul style="list-style-type: none"> Ensures sample is well mixed Handles slides with care Cleans slides with soft tissue Applies Diff-safe to end of blood tube 	Explains and demonstrates: <ul style="list-style-type: none"> That sample needs to be well mixed Careful handling of slides Cleaning of slides with soft tissue Applying Diff-safe to end of blood tube 	Y / N:	Initials:
			Assessor's comments:	
7)	Applies correct technique to carry out blood film: <ol style="list-style-type: none"> Transfers a small drop of blood from a well mixed sample onto clean slide near the frosted end Holds a second slide (the pusher slide) at a 30-45° angle and slowly moves it back to touch the blood drop Allow the droplet to draw completely across the edge of the pusher slide to ensure a thin film of blood runs along the base Applies gentle pressure (not much more than the weight of the slide) to the pusher slide and move in a smooth, quick motion, pushing the blood away to give a thin film Ensures the smear extends to almost the full length of the slide Allows to air dry thoroughly while lying flat 	A: Assessee demonstrates all 6 steps with a real life sample B: Repeats this process with a different sample C: Repeats this process with a third sample When a mistake should occur in the process he/she will start afresh	Y / N:	Initials:
			Assessor's comments:	
8)	Correctly labels and packages slide: <ul style="list-style-type: none"> Label the frosted end with the participants details as per study protocol/ flowsheet Places slides in appropriate plastic packaging for transport 	A: Describes/ demonstrates labelling B: Describes/ demonstrates packaging	Y / N:	Initials:
			Assessor's comments:	
9)	Carries out safe disposal of material and hand- hygiene: <ul style="list-style-type: none"> Disposes of rejected slides and Diff-safe needle as per local policy Performs hand hygiene before leaving laboratory/sample handling room 	A: Describes/ demonstrates safe disposal B: Refers to correct local policy C: Performs relevant hand hygiene before leaving the room	Y / N:	Initials:
			Assessor's comments:	

Competency Assessment Record Preparation of Blood Films

Assessor Statement	
Date of Competency Assessment:	Attempt Number:
Have all the components of the competency assessment been achieved: Yes / No (<i>delete as appropriate</i>)	
The assessee named below has been assessed as having / not having (delete as appropriate) the appropriate knowledge, skills & behaviours for the above competency:	
Assessor Name:	Comment:*
Designation:	Signature: Date:
*Where further assessments are required, please specify and consider giving time frame. Where multiple assessments have been attempted and competency has not been achieved, consider review with line manager as appropriate	

Assessee Statement	
I agree with the outcome of the competency assessment and where competency has been achieved, I accept responsibility for being competent to undertake the task/s detailed above and for my ongoing maintenance of knowledge, skills and behaviours:	
Assessee Name:	Comments:
Designation:	Signature: Date:

Reassessment period : every 2 years	Reassessment date (for the candidate):
--	--

Name of organisation

Example of a Competency Assessment Template that has been populated

Single Competency Assessment

Measuring Adult Height with Portable Leicester Stadiometer

Staff Group(s): All staff measuring adult height

Version Number & Date: Version 1, 19 th March 2017	Review Date: 18 th March 2019
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Related to SOP: XYZ/V2/010 Measuring Adult Height with portable Leicester Stadiometer 19 June 2013

Author of Template: B Wilson	Signature: <i>B Wilson</i>	Date: 10 March 2017
Designation: Education Lead		
Expert Authorisation: T Expert	Signature: T Expert	Date: 16 March 2017
Designation: Anthropometric Lead		

Name of Assessee:	This is a Single Competency Assessment
Designation:	

<u>Assessment</u>
Assessor Name:
Designation:
Signature:
Initials:
Date of Assessment:

Title of Competency Assessment: **Measuring Adult Height with Portable Leicester Stadiometer**

Name of Assessee: *Insert name*

K/S/B ¹	Competency Statement Components of the overall competency i.e. knowledge, skills and behaviour required	Assessment Criteria Evidence required The assessor will look for answers that relate to the relevant information in the corresponding SOP and training	Assessment	
			Achieved Y / N	Initials of Assessor
1)	Identifies relevant documentation that needs to be consulted when undertaking adult height measurement	Identifies relevant SOP and for study specific requirements of height measurement. Identifies protocol and Case Report Form (or equivalent).	Y / N:	Initials:
			Assessor's comments:	
2)	Explains why obtaining accurate measurements of height is essential.	Gives accurate answers to questioning.	Y / N:	Initials:
			Assessor's comments:	
3)	Locates the appropriate equipment required to assemble the Leicester Stadiometer and demonstrates an understanding of any validation processes involved to ensure equipment is in working order.	Locates correct equipment to be used. Discusses purpose and process of validation, including checks to ensure equipment is in working order	Y / N:	Initials:
			Assessor's comments:	
4)	Able to accurately set up a Leicester Stadiometer with due consideration to assembly and positioning of Stadiometer.	Demonstrates accurate set up of equipment. Gives accurate answers to questioning about assembly and positioning of equipment.	Y / N:	Initials:
			Assessor's comments:	
5)	Enlists the help of a colleague and explains to them their role.	Gives correct and clear instructions.	Y / N:	Initials:
			Assessor's comments:	

Title of Competency Assessment: **Measuring Adult Height with Portable Leicester Stadiometer**

Name of Assessee: *Insert name*

K/S/B ¹	Competency Statement Components of the overall competency i.e. knowledge, skills and behaviour required	Assessment Criteria Evidence required The assessor will look for answers that relate to the relevant information in the corresponding SOP and training	Assessment	
			Achieved Y / N	Initials of Assessor
6)	Knows what the participant will be required to do and is aware of rationale for it. Explains clearly to the participant what they will be required to do and supports if necessary.	Correct and clear instructions given to participant. Provides correct rationale to assessor why these instructions are given.	Y / N:	Initials:
			Assessor's comments:	
7)	Checks that the participant - has taken off heavy outer clothing, shoes and (if required) has rolled up their trousers - stands in correct position Ensures the participant to places her/his head in the correct position and to maintains this hold throughout the duration of the measurements	Has demonstrated these checks to the assessor.	Y / N:	Initials:
			Assessor's comments:	
8)	Knows significance of correct head position and can explain what it is.	Correctly names head position and explains what it involves and why it is used.	Y / N:	Initials:
			Assessor's comments:	
9)	Explains what they would do if they needed to measure someone: a. with braids or dreadlocks b. wearing a turban c. wearing a headdress	Gives correct explanations.	Y / N:	Initials:
			Assessor's comments:	
10)	Obtains correct number of measurements required (depending on protocol/procedure)	Demonstrates this to the assessor.	Y / N:	Initials:
			Assessor's comments:	

Title of Competency Assessment: **Measuring Adult Height with Portable Leicester Stadiometer**

Name of Assessee: *Insert name*

K/S/B ¹	Competency Statement Components of the overall competency i.e. knowledge, skills and behaviour required	Assessment Criteria Evidence required. The assessor will look for answers that relate to the relevant information in the corresponding SOP and training	Assessment	
			Achieved Y / N	Initials of Assessor
11)	Instructs the participant to step off the stadiometer between each measurement	Demonstrates this to the assessor	Y / N:	Initials:
			Assessor's comments:	
12)	Explains why multiple measures are made and states which values are recorded	Correct answer to questioning	Y / N:	Initials:
			Assessor's comments:	
13)	Knows within how many millimetres the measurements should fall and documents the correct number of decimal spaces.	Correct answer to questioning. Documents the measurement(s) correctly.	Y / N	Initials:
14)	Knows how to ensure consistency in the results from repeated measurements on the same individuals over time.	Correct answer to questioning.	Y / N:	Initials:
			Assessor's comments:	

Competency Assessment Record

Measuring Adult Height with Portable Leicester Stadiometer

Assessor Statement	
Date of Competency Assessment:	Attempt Number:
Have all the components of the competency assessment been achieved: Yes / No (delete as appropriate)	
The assessee named below has been assessed as having / not having (delete as appropriate) the appropriate knowledge, skills & behaviours for the above competency:	
Assessor Name:	Comments:*
Designation:	Signature: Date:
<small>*Where further assessments are required, please specify and consider giving time frame. Where multiple assessments have been attempted and competency has not been achieved, consider review with line manager as appropriate.</small>	

Assessee Statement	
I agree with the outcome of the competency assessment and where competency has been achieved, I accept responsibility for being competent to undertake the task/s detailed above and for my ongoing maintenance of knowledge, skills and behaviours:	
Assessee Name:	Comments:
Designation:	Signature: Date:

Reassessment period: every two years	Reassessment date for the candidate:
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Guidance Notes for Populating and Using the Competency Assessment Templates

Populating page 1 (the front page) of the template:

Explanations are given for the lines in the template as they appear on page 1 of the template

Insert Hospital Name / Logo - to be added if required

Insert title of competency here - keep the title short (e.g. *the use of dry ice*)

Staff Group(s) - state which staff group(s) the competency applies to

Version Number & Date - of the populated CAT which should be on or after the date of the expert authorisation signature below

Review Date - it is recommended that the populated assessment document is reviewed at least every 2 years or when there is a change in practice or a change in the related SOP – whichever is earlier (see also page 4)

Related to SOP - if your organisation has a Standard Operating Procedure (SOP) relating to the competency in question, insert the title, version number and date of the related SOP(s)

Author of template - this may be the *expert* or another member of staff

Expert Authorisation - the *expert* confirming the accuracy of the populated template

Name of Assessee - this remains blank until the populated template is used for assessment

Number of achieved competency assessments required in order to be signed off as competent - Enter required number. This is only relevant for the form that is designed for Multiple Assessment

Assessment – if you are using the Multiple Assessment form, add the required number of assessments columns to the template i.e. the number of successful competency assessments required prior to sign off as in the box above

Single Assessment Template - has just one assessor. If competency is not achieved on the first attempt, a second form should be completed on subsequent assessment

Multiple Assessment Template - has more than one assessment. More than one assessor may be involved in the overall process. Each assessor should complete the box as per the assessment number

Footer – e.g. the electronic location of the document or Name of Organisation/ Title of Competency/ Version Number/ Version Date

Populating page 2 (the Competency Statement and Assessment page) of the template

Title of Competency Assessment: *Insert title* – identical to the title on the front page

Name of Assessee: *Insert name* – remains blank until the populated template is used
K/S/B – when populating the template, identify if each component is K-knowledge, S-skills or B-behaviour or a combination

Competency Statement – the overall task needs to be “cut into bite-sized chunks” of logical component parts of the overall competency. These “chunks” are referred to as “competency statements” in the professional literature

A useful way of completing this is to ask yourself, if you were to declare a member of staff as competent in performing a particular (clinical) task, what knowledge, skill and behaviour has to be in place? Examples are provided on pages 17-20 & 21-25

NB: the number of Competency Statements required will vary from task to task. Depending on the number and size of the Competency Statements you will need to add further template pages as required.

Ideally components stated in the related SOP(s) will correlate with the individual “chunks” which will be listed as a set of competency statements

Assessment Criteria – details the evidence required for the assessor to be satisfied that the assessee is competent in each component e.g. GCP certificate, practical demonstration of skill or explanations given. Evidence may need to be elicited by giving a hypothetical scenario

Assessment, Achieved Y / N, Initials of Assessor and Assessors comments – these boxes remain blank until the populated template is used. Assessor to delete Yes / No as appropriate & insert initials. Assessor comments may be added e.g. what went well, problems encountered, how these were solved

Populating the last page of the template (the Competency Assessment Record page) when using the Single Assessment form:

Competency Assessment Record *Insert title here* - identical to the title on the front page

Assessor Statement – remains blank until the populated template is used

Date of Competency Assessment – enter date following the assessment

Attempt Number – enter attempt number following the assessment

Have all the components of the competency assessment been achieved: Yes/ No – delete Yes/ No as appropriate

The assessee named below has been assessed as having/ not having – delete having/not having as appropriate

Assessor Name – remains blank until the populated template is used. When the form is being used for an assessment then this box will be completed by person carrying out the assessment

Comments – include comments and time frame for further assessment attempts if unsuccessful

Assessee Statement – remains blank until the populated template is used

Assessee Name – remains blank until the populated template is used. When the form is being used for an assessment then this box will be completed by the assessee in agreement with the 'assessee statement'

Comments – comments may be added

Reassessment period – enter timeframe as appropriate to the task, e.g. every 2 years

Reassessment date (for the candidate) – complete following successful competency

If competency isn't achieved on the first attempt, further copies of the Competency Statement & Assessment page(s) and Competency Assessment Record page must be completed on each subsequent attempt and attached to the initial documentation.

Instructions for populating the pages that contain the Competency Assessment Record on the Multiple Assessment form only:

Add the required number of assessments when populating the template. Complete assessor and assessee sections following each assessment (same as for Single Assessment – see above). Following achievement of the required number of successful assessments, the final sign off page will be completed by both the final assessor and assessee.

Assessor Statement – final sign off - remains blank until the required number of assessments are achieved

All the components of the competency assessment have been achieved on (*insert number here*) occasions – final assessor inserts the number (matching that on page 1)

Assessor Name – to be completed following final assessment with comments as appropriate

Assessee Statement – final sign off – remains blank until the required number of assessments are achieved

Assessee Name - assessee to complete in agreement with the assessee statement. Comments may be added

Reassessment period – enter timeframe as appropriate to the task e.g. every 2 years

Reassessment date (for the candidate) – completed following successful competency

If the assessee needs to complete more than three assessments, further copies of the Competency Statement and Assessment page(s) and Competency Assessment Record page must be completed on each subsequent attempt and attached to the initial documentation

Following sign off as competent, records of competency assessment and copies of completed CATs must be held as per local decision

Appendix 1: References

- American College of Cardiology Foundation and the American Heart Foundations Inc. (2004) ACC/AHA Clinical Competence Statement on Echocardiography *Journal of American Journal of Cardiology* p.688 – 708
- Axley L (2008) Competency: a concept analysis *Nurs Forum*. 43(4) p.214-22
- Canadian Society of Respiratory Therapists (Dec 2015) Competency evaluation templates 2011 Respiratory Therapy National Competency Profile https://www.csrt.com/wp-content/uploads/EN_Framework_2011_Templates_NCP.pdf (accessed 9 January 2020)
- Epstein RM, Hundert EM (2002) Defining and assessing professional competence, *JAMA* Vol 287 No 2, 226-235
- Health & Safety Executive (2017) What is competence? <http://www.hse.gov.uk/competence/what-is-competence.htm> (accessed 9 January 2020)
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- Miller GE (1990) The assessment of clinical skill/competence/performance, *Academic Medicine (supplement)* 65, S63-67
- National Education Framework Cancer Nursing (EdCaN) (2008) Competency Assessment in Nursing – A summary of literature published since 2000
- NHS Health Education North West (Dec 2013) ST4 Psychiatry Specialities - National Recruitment Aug 2014 Intake - Certificate C core competence equivalence report <https://www.nwpgmd.nhs.uk/sites/default/files/Certificate%20C%20%28Core%20Competence%20E%20quivalence%20Form%29%20for%20August%202018%20onwards%20intake%20LIVE.pdf> (accessed 9 January 2020)
- UKCRF Education Group (July 2015) Informed Consent Competency Assessment, accessible via the UKCRF Network Portal at <http://ukcrfn.nihr.ac.uk>
- UKCRF Laboratory Manager Group (March 2015) Laboratory Competencies for Clinical Research Staff, accessible via the UKCRF Network Portal at <http://ukcrfn.nihr.ac.uk>

Appendix 2: Competency Assessment Delivery Team

Members of the UKCRF Competency Assessment Delivery Team - Version 3 - January 2020

- Stephanie Tingley - Practice Educator for Research and Innovation, NIHR CRF Great Ormond Street Hospital
- Lesley Briody - Lead Nurse Phase I Clinical Trials/ Education, Edinburgh Clinical Research Facility

Members of the UKCRF Competency Assessment Delivery Team - Version 2 – July 2017

- Kornelia Hathaway - Education & Training Manager, NIHR/Wellcome Trust Cambridge Clinical Research Facility
- Helen Cox - Clinical Educator/Research Sister, NIHR Birmingham Clinical Research Facility

Members of the UKCRF Competency Assessment Delivery Team – Version 1 – July 2014

- Kornelia Hathaway – chair of project group & Education & Training Manager, NIHR/Wellcome Trust Clinical Research Facility, Cambridge
- Susan Caddy - Education Lead, NIHR/Wellcome Trust Clinical Research Facility, Southampton
- Wendy Harman - Senior Research Nurse, Clinical Investigation & Research Unit (CIRU), Royal Sussex County Hospital, Brighton
- Janet Johnstone - Education & Training Officer, Glasgow Clinical Research Facility, Glasgow
- Danielle Wilson Marlow - WTCRF Education Coordinator & MSc in Clinical Trials Programme Administrator, Wellcome Trust Clinical Research Facility, Western General Hospital, Edinburgh