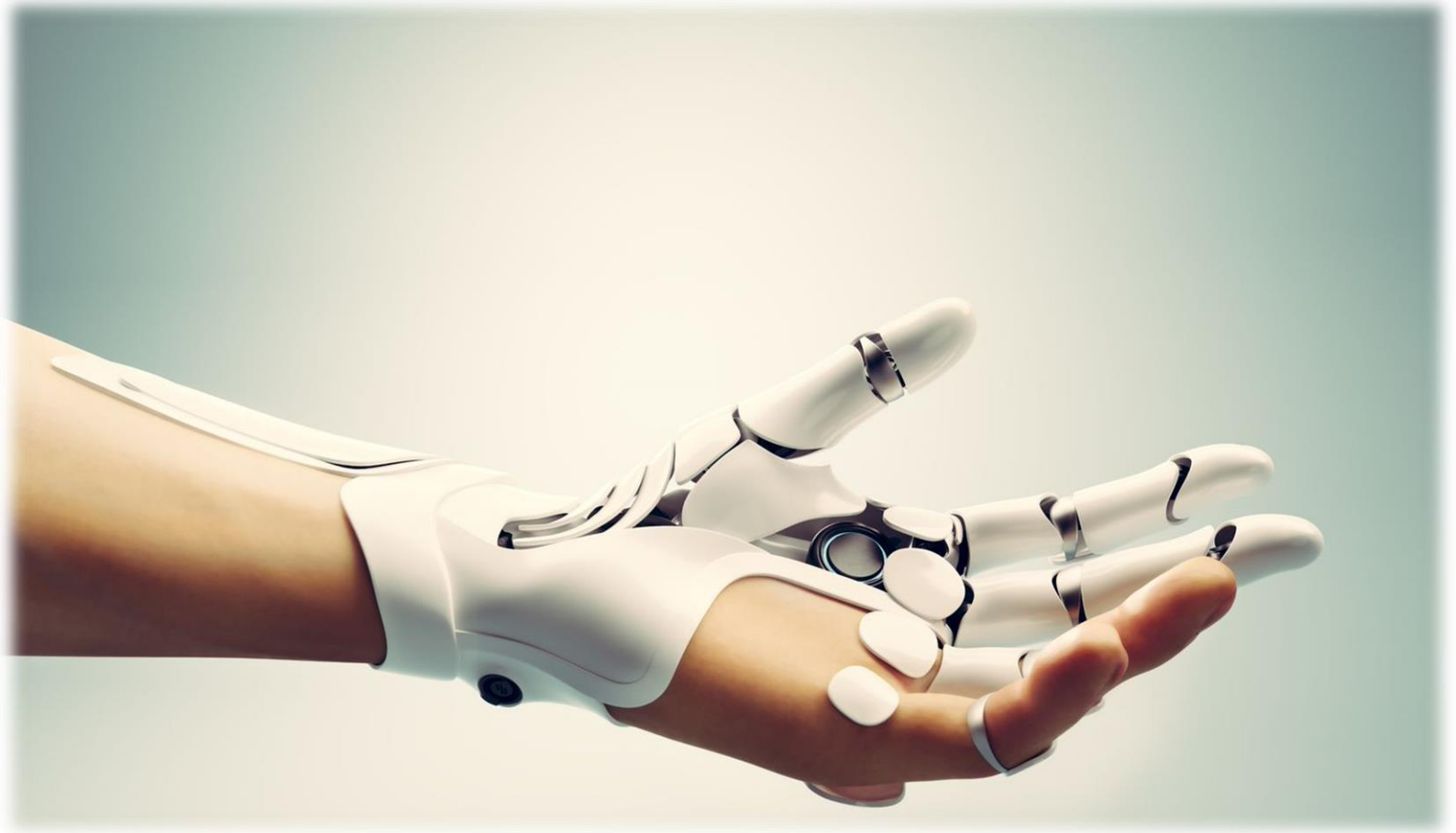
Prosthetic and Orthotic Technician

Level 3 Apprenticeship Standard (ST0632)

Specification



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This guide describes the different types of End-Point Assessment tests, the test rules and who should be involved. Preparing for End-Point Assessment and working with SIAS are also covered.

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Qualification Objective

The aim of this qualification is to ensure that the apprentice is occupationally competent against the knowledge, skills and behaviours outlined in the assessment plan for this standard.

This occupation is found in the NHS or independent companies contracted to supply a service to the NHS, or companies that provide a private service direct to individuals. Some technicians work in a department based in a hospital environment or within a manufacturing unit away from a hospital base.

The broad purpose of the occupation is design and manufacture custom-made devices to meet the specification / prescription determined by the Prosthetist/ Orthotist.

In prosthetics this is an artificial limb (prostheses), in orthotics it can be a range of devices from diabetic footwear to spinal bracing (orthoses).

Prior Learning and Qualifications

Individual employers will set selection criteria. This might include GCSEs, A levels, other relevant qualifications, relevant experience and/or an aptitude test.

Overview

Prosthetic and Orthotic Technicians use the specification / prescription provided to make devices that aid movement, correct deformity and relieve discomfort for adults and children. These devices are designed to replace, support or improve the functioning of a limb or the spine. They will have an understating of the clinical conditions that they may provide devices for, which can include scoliosis, polio, spina bifida, multiple sclerosis, stroke, rheumatoid arthritis, diabetes, musculoskeletal injury and cerebral palsy. Some patients who use the devices created may have congenital conditions such as being born with a limb missing or a limb or spine that has not formed fully; others may have lost a limb through trauma from being in an accident or during military service; and others may have lost a limb or part of limb due to disease as a result of their health condition, e.g. diabetes. Prosthetic and Orthotic Technicians are highly skilled individuals who will be able to work with many different types of materials and processes to manufacture the required devices using the appropriate materials and technologies. They work with a very high attention to detail and to very specific measurements, profiles and moulds as each device is bespoke to the patient, their conditions and functionality. As people's conditions and requirements change over time and technologies improve or change, they may continue to support patients and adapt/upgrade devices where required. They may also be required to support and supervise junior members of staff, delegating tasks as appropriate.

In their daily work, an employee in this occupation interacts with patients and their families, the Prosthetist/Orthotist, suppliers and colleagues.

An employee in this occupation will be responsible for:

- Planning the design and manufacturing of custom-made devices to meet the prescription and timescale and advising if there any issues which may cause difficulty in production of the device.
- Providing advice on technical solutions to achieve the goals for the patient to the Prosthetist/Orthotist.

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- Constructing the device using appropriate materials, and where appropriate, using computer technology for the various stages of customised manufacture and fitting.
- Carrying out finishing of custom-made devices.
- Providing technical assistance with the fitting of custom-made devices.
- Communicating effectively with healthcare professionals and service users.
- Working directly with patients requiring mechanical repairs to their devices.
- Carrying out repairs and modifications to custom-made devices.

Full-time apprentices will typically spend 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting end-point assessment (EPA), an apprentice must meet the gateway requirements.

SIAS must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. SIAS is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts. This EPA should then be completed within an EPA period lasting typically for 3 months.

This EPA consists of 2 discrete assessment methods.

It will be possible to achieve the following grades in each EPA method:

Assessment method 1 - Observation of practice with questions:

- fail
- pass
- distinction

Assessment method 2 - Professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

Performance in these end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

Competence Evaluation

During the apprenticeship, regular evaluation of the competence of the apprentice against the apprenticeship standard will help to ensure that they achieve full occupational competence by the end of their training, and they are ready for End-Point Assessment. Confirmation from the employer that the apprentice is fully competent is needed before End-Point Assessment can take place.

As competence evaluation is an in-programme activity, the process that is used for this has not been mandated. It is for the employer supported by their training provider to decide how they wish to do this. To help with this SIAS has produced the SIAS Competence Tracker.

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Gateway Requirements

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

SIAS determines when all other gateway requirements have been met, and the EPA period will only start once SIAS has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics at Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.
- for the professional discussion, the apprentice will be required to submit a portfolio of evidence.
- for the observation of practice with question and answer, there are no specific requirements to submit supporting materials.

Assessment Methods

The standard is assessed using two assessment methods that can be delivered in any order.

1. Observation of Practice with Questions.
2. Professional Discussion underpinned by a portfolio of evidence.

Observation of Practice with Questions

An observation with questions involves an End-Point Assessor observing and questioning an apprentice undertaking work as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work. Simulation is not permitted.

The End-Point Assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.

This assessment method has two components:

Component 1: Observation of practice 90 minutes.

Component 2: Questioning 30 minutes.

The observation of practice and questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The End-Point Assessor must only observe one apprentice at any one time to ensure quality and rigour. They must be as unobtrusive as possible.

SIAS will give an apprentice 2 weeks' notice of the observation.

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The observation of practice with questions must take 2 hours. The End-Point Assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day. Where breaks occur, they will not count towards the total assessment time.

SIAS will manage invigilation of apprentices at all times to maintain security of the EPA, in line with our malpractice policy. This includes breaks and moving between locations. Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to before the start of the observation with questions. The time taken to give this information is exclusive of the assessment time.

Observation of Practice

The End-Point Assessor should observe the apprentice in their work setting for the observation. The employer must ensure the activities provide the apprentice with the opportunity to demonstrate the KSBs.

The following activities are examples of what could be observed during the observation:

- reviewing a prosthetic or orthotic specification to ensure the necessary information is recorded, proceeding with manufacturing the device and devising a plan to proceed with production.
- setting up a device to the measurements/angles specified.
- applying appendages/strapping to a device.
- reviewing a completed device, carrying out the necessary checks to ensure it meets the specification and carrying out adjustments, if necessary, to meet the specification.
- determining the necessary repairs on a pre-existing device and making appropriate repairs.

Questioning

The End-Point Assessor must ask questions. The purpose of the End-Point Assessor's questions will be to test the apprentice's breadth and depth of underpinning knowledge against the grading descriptors.

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

The End-Point Assessor must ask a minimum of 5 questions and any follow up questions where clarification is required. The questioning should take place after the observation of practice.

The performance observed and responses to questions will be assessed holistically, against the grading descriptors for this assessment method. KSBs observed, and answers to questions, will be recorded by the End-Point Assessor.

The End-Point Assessor will make all grading decisions.

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Observation of Practice with Questions Grading Descriptors

KSB Theme	Pass	Distinction
Prosthetic and Orthotic Care K1 K2 K3 K4 K5 K6 S1 S2 S3 S4 S5 S7 S8 B2	**P1** Manufactures a prescribed device taking ownership of their work using the correct machinery, technology and materials and the knowledge and function of the human body and conditions leading to the use of devices (S1, S7, K1, K2, K5, K6, B2) **P2** Tests the device is fit for use and meets the prescription and compliance requirements and recommends any modifications if required (S2, S3, S5) **P3** Provides advice to patients/carers using suitable formats for example, a leaflet to ensure awareness of routine care and maintenance of the prescribed prosthesis/orthosis (S4) **P4** Identifies any problems/defects with the manufacturing machinery used and ensures that it is maintained to a high standard and records and reports these according to department/ employer policies (S8, K3, K4)	**D1** Justifies their rationale for their decision making in the demonstration of how a device is manufactured and suggests a range of design options (S1, K2, K5) **D2** Justifies what actions should be undertaken to minimise the risk to the patient if a device does not meet their needs (S2, S3, S5, K5)

Fail – An apprentice will fail where they do not demonstrate all the pass descriptors.

Observation of Practice with Questions Knowledge, Skills and Behaviours

Ref	Grading descriptor
Knowledge	
K1	The basic structure and function of the human body and function of the musculoskeletal system relevant to prosthetics and orthotics and required for the role. There will also be an understanding of the main conditions that lead to the use of prosthetic or orthotic devices such as Diabetes, Multiple Sclerosis and Cerebral Palsy. In particular features of conditions such as neuropathy and phantom limb pain which may directly affect the wearing of devices.

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K2	The structure and properties of materials and their appropriate application to prosthetic or orthotic hardware and clinical practice; a range of modelling techniques; how to measure and adjust a model
K3	How manufacturing machinery and equipment works and how to maintain it to a high standard at all times, when and where to report faults; quality control and how it applies in prosthetic or orthotic design and delivery
K4	Record the relevant manufacturing details in line with department/company's policies; your responsibilities and duties; the limits of your competence and authority and why it is important to work in ways agreed by your employer
K5	The patient, measurement, material and component information required to manufacture the device that has been requested
K6	Computer aided design technology relevant to the manufacturing of related devices.
Skills	
S1	Manufacture the prescribed device using manual and computer aided technologies and correct materials to agreed timescales
S2	Ensure the device is fit for use and purpose and complies with the manufacturer/department/company quality assurance and legal requirements
S3	Test that the device is working correctly and modify if required
S4	Support patient/carer to maintain the device and check for breakages and faults
S5	Check that the completed device meets the prescription provided
S7	Use and maintain manufacturing machinery to carry out duties
S8	Identify problems with the manufacturing machinery and report any defects
Behaviours	
B2	Takes ownership of work

Professional Discussion underpinned by a Portfolio of Evidence

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the End-Point Assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method. It will include the questions that will assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

Portfolio of Evidence

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship.

It should contain evidence related to the KSBs that will be assessed by this assessment method. The portfolio of evidence will typically contain 12 discrete pieces of evidence.

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Evidence should be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- prostheses or orthotics devices produced by the apprentice and endorsed by their employer.
- workplace documentation/records, for example workplace policies/procedures, records.
- witness statements.
- annotated photographic evidence.
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable.
- recorded questions/answers/workbooks.
- work documentation e.g. dockets, specifications.
- personal development appraisal (PDA).
- reflections related to practice to meet K18 and K21

This is not a definitive list; other evidence sources can be included.

The portfolio should not include reflective accounts or any methods of self-assessment apart from evidence related to K18 and K21. Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The portfolio is not directly assessed. It underpins the professional discussion and therefore should not be marked by SIAS. SIAS will review the portfolio in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

The EPA period starts when SIAS confirms all gateway requirements have been met.

Professional Discussion

The professional discussion will be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The End-Point Assessor will conduct and assess the professional discussion underpinned by a portfolio of evidence.

The underpinning portfolio will have been submitted to SIAS at gateway and must evidence all the KSBs mapped to this assessment method. The End-Point Assessor can use the contents of the portfolio to identify discussion topics for the professional discussion.

SIAS will give an apprentice 2 weeks' notice of the professional discussion.

The End-Point Assessor will have at least 2 weeks to review the portfolio of evidence.

The professional discussion must last for 60 minutes. The End-Point Assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary. Further time may be granted for apprentices with appropriate needs, in-line with SIAS's Reasonable Adjustments policy.

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For the professional discussion, the End-Point Assessor must ask a minimum of 10 questions. Questions will be open and competence based. Follow-up questions are allowed to seek clarification and to make a judgement against the grading descriptors.

Apprentices must have access to their portfolio of evidence during the professional discussion.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio of evidence is not directly assessed.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation. The End-Point Assessor will keep accurate records of the assessment. The records will include the KSBs met, the grade achieved and answers to questions.

The End-Point Assessor will make all grading decisions.

Professional Discussion Grading Descriptors

KSB Theme	Pass	Distinction
Prosthetic and Orthotic Care S6 K10	**P1** Describes how their role supports prosthetic or orthotic care and can give examples of how they have worked within their scope of practice and limits and sought advice (S6, K10)	**D1** Analyses the limits of their role and what actions they can take to ensure patient safety is not compromised (S6, K10)
Person Centred Care K7 K8 K9 K17 S9 S10 S11 S19 B1	**P2** Explains the importance of adapting practice to meet the physical and emotional needs of patients, and how disability can affect the patient's management of the protheses / orthoses. Gives examples of adapting communication skills to provide prosthetic or orthotic care whilst adhering to equality, diversity and inclusion legislation (S9, S10, K7, K8, K9, B1) **P3** Explains how they accurately record information electronically and how this information is used to meet patients' needs (S11) **P4** Explains when to report incidents and the importance of complying with local and national standards regarding reporting of medical device failures and incidents and when to escalate (S19, K17)	**D2** Evaluates and reflects on how ongoing support to prosthetists / orthotists and patients / carers works and what improvements to services could be made (S9) **D3** Evaluates device design incidents and the implications of not managing device failure correctly (K17)

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KSB Theme	Pass	Distinction
Governance and Safety K11 K12 K13 K14 K15 S12 S13 S14 S15 S16 S17 S18 S20 B3	**P5** Describes the importance of working safely and applying medical ethics in the workplace and explains how their practice supports duty of care and the safeguarding of vulnerable adults and children (S12, S16, K12, B3) **P6** Describes how a range of risk assessments should take place to ensure safety and security of the prescribed device that is in accordance with health and safety legislation, policies and procedures (S13, K13) **P7** Explains how they safeguard confidential information and maintain patient records in line with legislation, protocols and best practice (S17, S18, K14, K15) **P8** Describes the importance of obtaining informed consent across the age range and cognitive ability, in line with own scope of practice and providing information to ensure the patient is able to safely manage their condition and supplied device (S15, K11) **P9** Explains the importance of collaboration within the limits of their practice with colleagues, the team and carers and how and when to seek advice (S14, S20)	**D4** Justifies what they would do if they encountered unsafe practice in the workplace and evaluates the impact on themselves and others (S12 K12) **D5** Evaluates the impact of poor record keeping and what corrective action they would take to improve standards (S17, S18, K14, K15) **D6** Evaluates the challenges in obtaining informed consent and what actions to take if they cannot obtain consent (S15, K11) **D7** Analyses how collaborative working can help to ensure safe and effective services to patients and what the impact of non-collaboration has on patient outcomes (S14, S20)
Personal Development K16 K18 K21	**P10** Explains how they use evidence-based approaches to maintain and develop own practice, reflect and make decisions and understand the consequences of	**D8** Evaluates the impact of reflection and the importance of keeping skills and knowledge up to date, on their practice and how making evidence-based

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KSB Theme	Pass	Distinction
	own actions and ensure skills and knowledge are current (K16, K18, K21)	improvements to the service have improved patient outcomes (K18)
Support and Supervision K19 K20 S21	**P11** Explains how they support or supervise colleagues and delegate tasks, and the consequences of own actions on the team/practice (S21 K19 K20)	**D9** Evaluate how the supervision of colleagues has improved service delivery (S21 K19)

Fail – An apprentice will fail where they do not demonstrate all the pass descriptors.

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Professional Discussion Knowledge, Skills and Behaviours

Ref	Grading descriptor
Knowledge	
K7	Equality, diversity and inclusion legislation; how to treat people with dignity and respect; understanding how disability affects and influences prosthetic and orthotic management; the requirement to adapt practice to meet the needs of individuals dealing with emotional needs due to a range of circumstances and experiences
K8	Recognise how communication affects engagement of an individual and to be able to apply a range of communication techniques; taking into account an individual's emotional state, age, capacity, learning and physical ability, culture, ethnicity and religious beliefs
K9	Ways to assist the communication requirements of individuals; including recognising the need to use interpersonal skills to encourage the active participation of individuals
K10	The limits of own prosthetic or orthotic technical practice and when to seek advice
K11	Informed consent and how to secure it across the age range and in line with cognitive ability; the importance of providing individuals with information that allows them to make informed decisions and safely manage their condition and supplied devices
K12	How duty of care, medical ethics, safeguarding of adults and children apply to own practice
K13	Health and safety legislation, policies and procedures; ways to assess risks that ensures safety and security of the prescribed device
K14	How to maintain confidentiality and apply the principles of information governance
K15	The importance of managing records and data in accordance with legislation, protocols, local procedures and best practice
K16	The need to participate in training, supervision and mentoring
K17	Quality guidelines and device design principles that apply to individual devices; incident reporting and escalation
K18	The need to keep skills and knowledge up to date and the importance of career-long learning; the value of reflection on practice and the need to record the outcome of such reflections
K19	Models and theories of support and supervision and how to safely delegate in line with legal and professional guidelines
K20	The consequences of your actions, attitudes and behaviour
K21	How to assess and reflect upon own capabilities and limitations

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Skills	
S6	Act within the limits of own competence and authority
S9	Provide on-going support to prosthetists/orthotists and in some instances patients\ carers
S10	Apply a range of communication interventions and interpersonal skills to support individuals receiving prosthetic or orthotic care.
S11	Utilise IT systems to read and record information, and where appropriate using IT systems as part of the manufacturing process.
S12	Work safely and within competency level
S13	Undertake risk assessments using a range of techniques
S14	Work collaboratively in partnership with other team members, individuals and carers
S15	Obtain informed consent for prosthetic or orthotic care within your scope of practice
S16	Safeguard individuals, including vulnerable adults and children
S17	Safeguard confidential information relating to individuals at all times
S18	Maintain records that are fit for purpose that comply with employer's protocols and process them accordingly
S19	Comply with local and national standards regarding reporting of medical device failures and incidents
S20	Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person
S21	Support or supervise colleagues as required, delegate well-defined tasks appropriately
Behaviours	
B1	Be respectful of others, their beliefs, culture, needs, values and privacy
B3	Puts safety first for themselves and others

Final Grade

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Performance in the End-Point Assessment will determine the apprenticeship grade of fail, pass or distinction.

End-Point Assessors must individually grade the observation with questions and professional discussion supported by a portfolio of evidence assessment methods.

SIAS will combine the individual assessment method grades to determine the overall End-Point Assessment grade.

Apprentices who fail one or more assessment method will be awarded an overall End-Point Assessment fail.

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To gain an overall End-Point Assessment pass, apprentices must achieve a pass in all the assessment methods.

To achieve an overall End-Point Assessment distinction, apprentices must achieve a distinction in both assessment methods.

Grades from individual assessment methods will be combined in the following way to determine the grade of the End-Point Assessment as a whole:

Observation of Practice with Questions	Professional Discussion underpinned by a portfolio of evidence	Overall Grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Distinction	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Moderation

Assessment organisations will undertake moderation of End-Point Assessor decisions through observations and examination of documentation on a risk sampling basis. Results cannot be confirmed until moderation has been completed.

Re-takes / re-sits.

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or retake is appropriate.

A re-sit does not need further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and SIAS agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

All failed EPA methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless SIAS determines there are exceptional circumstances.

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Certification

The outcomes from the End-Point Assessment will be reviewed and a grade conferred by SIAS in accordance with SIAS QA procedures, which are available from SIAS. SIAS will notify the employer of the outcome of each of the assessments.

SIAS will apply for the apprentice's certificate, which will be sent by ESFA. The certificate confirms that the apprentice has passed the End-Point Assessment, has demonstrated full competency across the standard and is job-ready.

Assessment Specification

The assessment specification can be found in the published assessment plan for the standard. Details of which elements of the apprenticeship standard will be tested by each test are given in the Mapping knowledge, skills, and behaviours section of this guide.

Mapping of knowledge, skills, and behaviours

Key:	
Observation of Practice with Questions	Obs
Professional Discussion underpinned by a portfolio of evidence	PD

Ref	KSB to be assessed	Assessment Method
Knowledge		
K1	The basic structure and function of the human body and function of the musculoskeletal system relevant to prosthetics and orthotics and required for the role. There will also be an understanding of the main conditions that lead to the use of prosthetic or orthotic devices such as Diabetes, Multiple Sclerosis and Cerebral Palsy. In particular features of conditions such as neuropathy and phantom limb pain which may directly affect the wearing of devices.	Obs
K2	The structure and properties of materials and their appropriate application to prosthetic or orthotic hardware and clinical practice; a range of modelling techniques; how to measure and adjust a model	Obs
K3	How manufacturing machinery and equipment works and how to maintain it to a high standard at all times, when and where to report faults; quality control and how it applies in prosthetic or orthotic design and delivery	Obs
K4	Record the relevant manufacturing details in line with department/company's policies; your responsibilities and duties; the limits of your competence and authority and why it is important to work in ways agreed by your employer	Obs
K5	The patient, measurement, material and component information required to manufacture the device that has been requested	Obs

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Ref	KSB to be assessed	Assessment Method
K6	Computer aided design technology relevant to the manufacturing of related devices.	Obs
K7	Equality, diversity and inclusion legislation; how to treat people with dignity and respect; understanding how disability affects and influences prosthetic and orthotic management; the requirement to adapt practice to meet the needs of individuals dealing with emotional needs due to a range of circumstances and experiences	PD
K8	Recognise how communication affects engagement of an individual and to be able to apply a range of communication techniques; taking into account an individual's emotional state, age, capacity, learning and physical ability, culture, ethnicity and religious beliefs	PD
K9	Ways to assist the communication requirements of individuals; including recognising the need to use interpersonal skills to encourage the active participation of individuals	PD
K10	The limits of own prosthetic or orthotic technical practice and when to seek advice	PD
K11	Informed consent and how to secure it across the age range and in line with cognitive ability; the importance of providing individuals with information that allows them to make informed decisions and safely manage their condition and supplied devices	PD
K12	How duty of care, medical ethics, safeguarding of adults and children apply to own practice	PD
K13	Health and safety legislation, policies and procedures; ways to assess risks that ensures safety and security of the prescribed device	PD
K14	How to maintain confidentiality and apply the principles of information governance	PD
K15	The importance of managing records and data in accordance with legislation, protocols, local procedures and best practice	PD
K16	The need to participate in training, supervision and mentoring	PD
K17	Quality guidelines and device design principles that apply to individual devices; incident reporting and escalation	PD
K18	The need to keep skills and knowledge up to date and the importance of career-long learning; the value of reflection on practice and the need to record the outcome of such reflections	PD
K19	Models and theories of support and supervision and how to safely delegate in line with legal and professional guidelines	PD
K20	The consequences of your actions, attitudes and behaviour	PD
K21	How to assess and reflect upon own capabilities and limitations	PD

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Ref	KSB to be assessed	Assessment Method
Skills		
S1	Manufacture the prescribed device using manual and computer aided technologies and correct materials to agreed timescales	Obs
S2	Ensure the device is fit for use and purpose and complies with the manufacturer/department/company quality assurance and legal requirements	Obs
S3	Test that the device is working correctly and modify if required	Obs
S4	Support patient/carer to maintain the device and check for breakages and faults	Obs
S5	Check that the completed device meets the prescription provided	Obs
S6	Act within the limits of own competence and authority	PD
S7	Use and maintain manufacturing machinery to carry out duties	Obs
S8	Identify problems with the manufacturing machinery and report any defects	Obs
S9	Provide on-going support to prosthetists/orthotists and in some instances patients\ carers	PD
S10	Apply a range of communication interventions and interpersonal skills to support individuals receiving prosthetic or orthotic care.	PD
S11	Utilise IT systems to read and record information, and where appropriate using IT systems as part of the manufacturing process.	PD
S12	Work safely and within competency level	PD
S13	Undertake risk assessments using a range of techniques	PD
S14	Work collaboratively in partnership with other team members, individuals and carers	PD
S15	Obtain informed consent for prosthetic or orthotic care within your scope of practice	PD
S16	Safeguard individuals, including vulnerable adults and children	PD
S17	Safeguard confidential information relating to individuals at all times	PD
S18	Maintain records that are fit for purpose that comply with employer's protocols and process them accordingly.	PD
S19	Comply with local and national standards regarding reporting of medical device failures and incidents	PD
S20	Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person	PD

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Ref	KSB to be assessed	Assessment Method
S21	Support or supervise colleagues as required, delegate well-defined tasks appropriately	PD
Behaviours		
B1	Be respectful of others, their beliefs, culture, needs, values and privacy	PD
B2	Takes ownership of work	Obs
B3	Puts safety first for themselves and others	PD

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Further Information

For information about SIAS policies, quality assurance, re-sits, appeals, complaints and general enquiries please see our website: www.siasuk.com

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