

Healthcare Science Assistant Level 2 Apprenticeship Standard (ST0218) Specification



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.

SIAS is the science industry assessment service. It is part of the Cogent Skills Group.

For further information about apprenticeship standards and Trailblazers please contact info@siasuk.com.

Version History

Version	Updates
1.0	This document refers to Assessment Plan Version 1.1

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Objective

The aim of this End-Point Assessment (EPA) 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 hospitals, general practice and other settings in the health sector. Employers can vary in size from a large national organisation such as the NHS through to a private practice.

Healthcare Science Assistants work in Life Sciences, Physiological Sciences, Physical Sciences, Clinical Engineering, Clinical Bioinformatics in environments such as outpatient departments laboratories and engineering workshops. They are part of a wider team contributing to safe patient care across all care pathways from conception to end of life across all areas of healthcare science.

The broad purpose of the occupation is to perform a range of routine technical and scientific procedures whilst in a clinical setting.

Healthcare Science Assistants follow standard operating procedures in order to select and prepare equipment and the environment for healthcare science procedures. They perform healthcare science tasks and tests appropriate to their role. They log, prepare, input and store data. A Healthcare Science Assistant may also carry out stock control of equipment and consumables.

In their daily work, an employee in this occupation interacts with a wide range of stakeholders including, healthcare science professionals, the wider multi-disciplinary healthcare team, patients and the public. They are likely to report to a Healthcare Science Associate or professional.

An employee in this occupation will be responsible for carrying out clinical, technical, scientific or administrative duties according to standard operating procedures. They follow specific protocols and adhere to health, safety, governance and ethical requirements. They are also responsible for carrying out a range of delegated activities and solving routine problems using simple rules and tools. They are accountable for their own work performance and are expected to take ownership of their own career and professional development.

Prior Learning and Qualifications

There are no statutory/regulatory or other typical entry requirements for this apprenticeship standard.

Overview

A full-time healthcare science assistant apprentice typically spends 14 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules. The EPA should be completed within an EPA period lasting typically 2 months. The apprentice must complete their training and meet the gateway requirements before starting their EPA which will assess occupational competence.

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 EPA. Confirmation from the employer that the apprentice is fully competent is needed before EPA 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.

Gateway Requirements

The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have passed Level 2 Diploma in Healthcare Science (603/0626/9)
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Assessment Methods

This EPA has 2 assessment methods. The grades available for each assessment method are below.

Assessment method 1 - observation of practice with questions:

- fail
- pass

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

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

Assessment Method 1: Observation of Practice with Questions

In the observation with questions, an end-point assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

An end-point assessor must conduct and assess the observation of practice with questions. The end-point assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

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

The observation must take 1.5 hours.

The end-point assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary. The observation with questions cannot be split, except for comfort breaks or to allow the apprentice to move from one location to another. Such breaks will not count towards the total observed time.

SIAS will manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The end-point assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The end-point assessor should observe the following during the observation:

- Working to protocol
- Providing services
- Communication and information governance
- Teamwork
- Health, safety and security

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The end-point assessor must ask questions. Questioning can occur both during and after the observation. The purpose of these questions is to explore the apprentice's knowledge and understanding. The end-point assessor will ask at least one question against each grading theme.

The time for questioning is included in the overall assessment time. The end-point assessor must ask at least 4 questions. To remain as unobtrusive as possible, the end-point assessor should ask questions during natural stops between tasks and after completion of work rather

than disrupting the apprentice’s flow. Follow-up questions are allowed where clarification is required.

The end-point assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the above set number of questions for the observation with questions and should be kept to a minimum.

The end-point assessor must make the grading decision and assess the observation and responses to questions holistically when deciding the grade. They must also keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice’s answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

The observation of practice with questions must take place in the apprentice’s normal place of work. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

Questioning that occurs after the observation should take place in a suitable environment, for example a quiet room, free from distractions and influence.

Observation of Practice with Questions - Grading Descriptors

KSB Theme	Pass Descriptors In order to achieve a pass, apprentices must demonstrate all of the pass descriptors
Working to protocol K1 K2 K3 S1 S2 S3 B1 B3 B6	<p>P1 Works within the limits of the role of a healthcare science assistant and adheres to legislation. Follows standard operating procedures, codes of conduct and ways of working (K1, K2, S1, S2, B6)</p> <p>P2 Practices with probity, treating people with dignity, showing compassion, respect and empathy (K3, S3, B1, B3)</p>
Providing services K5 K6 S5 S6	<p>P3 Provides technical and general information, advice and guidance that is accurate, and evidence based and appropriate to the scope and range of healthcare science services used to investigate, diagnose and treat disease within their work area and role (K5, K6, S5, S6)</p>
Communication and information governance K13 K14 K15 K16 S13 S14 S15 S16	<p>P4 Selects written or verbal communication techniques appropriate to the needs of the individual and communicates basic information effectively (K13, K14, S13, S14)</p> <p>P5 Records information accurately, logging, inputting, retrieving and storing information in line with protocols and</p>

KSB Theme	Pass Descriptors In order to achieve a pass, apprentices must demonstrate all of the pass descriptors
	explaining the importance of accuracy, information governance and confidentiality (K15, S15, K16, S16)
Team work K18 K20 K21 S18 S20 S21 B4	<p>P6 Works in partnership with others, showing leadership skills within the scope of the role and behaviours that are honest, conscientious and committed (K18, S18, B4)</p> <p>P7 Works in a supportive way with colleagues, acting as a role model and showing leadership skills that are relevant to their own role in the team, showing an awareness of their own strengths, limitations and behaviours and the effect they may have on others (K20, K21, S20, S21)</p>
Health, safety and security K22 K25 K26 S22 S25 S26	<p>P8 Follows the correct protocols and standing operating procedures to establish and maintain a safe and effective practice environment, applying the correct techniques for infection prevention and control (K26, S26)</p> <p>P9 Follows safety guidelines to work safely including moving and transporting items such as individuals or equipment using the correct techniques (K22, K25, S22, S25)</p>

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

Observation of Practice with Questions - Knowledge, Skills and Behaviours

Ref	KSB Statement
Knowledge	
K1	The legislation, standard operating procedures, codes of conduct and ways of working that apply to own role.
K2	The scope of own role, including the limitations of own competence.
K3	The importance of probity, honesty and integrity in professional practice.
K5	The scope and range of services within healthcare science used to investigate, diagnose and treat disease.
K6	The evidence base that underpins technical practice relevant to own role.
K13	How to explain technical terms in language others can understand.
K14	Barriers to communication and techniques for addressing them.
K15	The importance of information governance and confidentiality.
K16	The importance of accurate data and processes including digital considerations.
K18	The importance of working within the multi-professional team and how healthcare science impacts on the wider delivery of services.
K20	The principles of leadership, role modelling and how it applies to own role and that of others in the team.

K21	The importance of being aware of own strengths, limitations and behaviours and how these affect colleagues and the wider team.
K22	Legislation and policies relating to health and safety at work and own responsibilities.
K25	The principles of safe lifting and handling of individuals, equipment or other items.
K26	Infection prevention and control requirements relevant to own role.
Skills	
S1	Act in line with legislation, standard operating procedures, codes of conduct and ways of working that apply to own role.
S2	Work within the scope of the role, the limits of own knowledge and skills.
S3	Act in line with probity requirements.
S5	Provide general information, advice and guidance about the scope and range of services relevant to role.
S6	Provide technical evidence-based advice, information and guidance relevant to role.
S13	Communicate basic information effectively verbally and in writing.
S14	Use techniques to facilitate understanding and reduce communication barriers.
S15	Keep accurate, confidential records including in a digital format.
S16	Produce reliable data by logging, inputting, retrieving and storing information within required governance processes.
S18	Work as part of the healthcare science team and the multi-professional team to provide healthcare science services.
S20	Act as a role model to others and show leadership skills relevant to own role.
S21	Contribute towards creating the conditions that assist the team in providing a supportive environment for colleagues.
S22	Work safely in the workplace following safety guidelines.
S25	Move and transport items safely for example individuals or equipment and items.
S26	Apply a range of techniques for infection prevention and control.
Behaviours	
B1	Treat people with dignity.
B3	Show compassion, respect and empathy.
B4	Be honest, conscientious and committed.
B6	Committed to working to the standards of good practice for the Healthcare science professions.

Assessment Method 2: Professional Discussion underpinned by a Portfolio of Evidence

In the professional discussion, an end-point assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

An end-point assessor must conduct and assess the professional discussion.

The purpose is to assess the apprentice's competence against the following themes:

- Working to protocol
- Provision of clinical care
- Communication and information governance
- Health, safety and security
- Quality and improvement
- Innovation and research
- Reflection and CPD

SIAS will give an apprentice 2 weeks' notice of the professional discussion and the end-point assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion and can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

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.

The end-point assessor must ask at least 7 questions. Follow-up questions are allowed where clarification is required.

The end-point assessor must make the grading decision and keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 14 discrete pieces of evidence. Evidence must 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:

- workplace documentation and records, for example:
 - workplace policies and procedures
- witness statements
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

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

The portfolio of evidence should not rely on reflective accounts or any methods of self-assessment. Reflective accounts should only be used where appropriate to the KSBs. 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.

SIAS will not assess the portfolio of evidence directly as it underpins the professional discussion. The end-point assessor should review the portfolio of evidence to prepare questions for the professional discussion. They are not required to provide feedback after this review.

Professional Discussion - Grading Descriptors

Theme KSBs	Pass The apprentice must demonstrate all of the pass descriptors	Distinction The apprentice must demonstrate all of the pass and all of the distinction descriptors
Working to protocol K4 K19 S4 S19	<p>P1 Describes the importance of mental health, wellbeing and resilience and outlines approach to promotion of own mental health, wellbeing and resilience (K4, S4)</p> <p>P2 Describes where to go for help and support about own work-related issues and how to follow delegation, reporting and escalation protocols appropriate to own role (K19, S19)</p>	N/A
Provision of clinical care K7 K8 K9 K10 K11 K12 S7 S8 S9 S10 S11 S12 B2	<p>P3 Describes own role in stock and equipment management and how they adhere to stock and equipment control policies (K7, S7)</p> <p>P4 Describes the principles of person-centred care and how they uphold duty of care and safeguarding regulations. Describes how they support the provision of person centred care delivered by the wider healthcare team (K8, K9, S8, S9,)</p> <p>P5 Describes how they follow policies and protocols that relate to informed consent and how they</p>	D1 Explains how the provision of person-centred care may be different depending on the role they are undertaking or the task they are carrying out (K9, K10, S9, S10)

Theme KSBs	Pass The apprentice must demonstrate all of the pass descriptors	Distinction The apprentice must demonstrate all of the pass and all of the distinction descriptors
	<p>assist the wider healthcare team to enable individuals to make informed choices about their care. Describes the actions they take to protect the dignity, rights, and privacy of individuals (K10, K11, K12, S10, S11, S12)</p> <p>P6 Describes how they champion equality and diversity in the workplace (B2)</p>	
<p>Communication and information governance K17 S17</p>	<p>P7 Describes the policy or procedure for dealing with complaints and difficult situations and the protocols they follow for handling, escalating or reporting difficult situations and complaints (K17, S17)</p>	<p>N/A</p>
<p>Health, safety and security K23 K24 K27 S23 S24 S27</p>	<p>P8 Outlines the meaning and implications of ‘risk’ and ‘risk assessment’ and how they contribute to the risk management process in own workplace adhering to risk management guidelines (K23, S23)</p> <p>P9 Describes how to respond to situations that could cause harm to self or others such as critical incidents or emergencies (K24, S24)</p> <p>P10 Describes how to handle hazardous materials and substances in accordance with relevant guidelines and procedures (K27, S27)</p>	<p>N/A</p>
<p>Quality and improvement K28 K29 K30 S28 S29 S30</p>	<p>P11 Describes the reasons why they need to follow the quality procedures and improvement protocols that relate to their role</p>	<p>D2 Explains ways in which quality procedures and improvement protocols can impact on the service they provide (K28, S29)</p>

Theme KSBs	Pass The apprentice must demonstrate all of the pass descriptors	Distinction The apprentice must demonstrate all of the pass and all of the distinction descriptors
	<p>and how they impact on their own work (K28, S28)</p> <p>P12 Explains how they contribute to the audit processes in their organisation, describing how it contributes to the maintenance and improvement of services. (K29, S29)</p> <p>P13 Outlines how they contribute to the overall improvement of services, emerging practices and sustainability and how that impacts on the outcomes for individuals. (K30, S30)</p>	
<p>Innovation and research K31 K32 S31 S32</p>	<p>P14 Outlines how they work in accordance with the regulatory frameworks for ethics, innovation or research and how they contribute to service improvement, innovation or research within the boundaries of own clinical and scientific practice (K31, K32, S31, S32)</p>	<p>D3 Explains how service improvement, innovation and research, impact on their own work and that of their team (K31, S31)</p>
<p>Reflection and CPD K33 K34 K35 S33 S34 S35 B5</p>	<p>P15 Describes how they keep own knowledge up to date and take part in a performance review or appraisal, including the development of an action plan. Describes how they respond to the outcome of the performance review and its impact on their practice (K34, K35, S34, S35, B5)</p> <p>P16 Outlines the benefits of self-reflection and how it impacts on the quality of patient care they provide (K33, S33)</p>	<p>D4 Explains the impact of reflective practice on their way of working and how they use reflection to improve their own performance. (K33, S33)</p>

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

Professional Discussion - Knowledge, Skills and Behaviours

Ref	KSB Statement
Knowledge	
K4	The importance of mental health, wellbeing and resilience.
K7	Stock and equipment management relevant to own role.
K8	The principles of person-centred care.
K9	The meaning and importance of 'duty of care' and safeguarding.
K10	The rights of individuals and own role with regard to giving informed consent.
K11	The principles that underpin dignity, rights and privacy.
K12	The importance of individuals being actively involved in making informed choices about their care.
K17	The policy or procedure for complaints and difficult situations.
K19	Where to go for help and support.
K23	The meaning and implications of 'risk' and 'risk assessment'.
K24	What to do in situations that could cause harm to self or others such as critical incidents.
K27	How to handle hazardous materials and substances.
K28	The quality procedures and improvement protocols and regulations relevant to own role.
K29	The audit cycle relevant to own role and how audit contributes to the maintenance and improvement of services.
K30	The importance of delivering high quality service outcomes and continuous improvements (including sustainability) to benefit individuals and health services.
K31	The regulatory framework that innovation or research is conducted, including research ethics and the implications for own role.
K32	The importance of service improvement, innovation or research.
K33	Reflective behaviours and the benefits of self-reflection in helping maintain and support the quality of patient care.
K34	The role of appraisal and performance review.
K35	How to prepare for and develop an action plan as part of performance review.
Skills	
S4	Promote own mental health, wellbeing and resilience.
S7	Adhere to stock and equipment control policies.
S8	Support the provision of person-centred care that is delivered by the wider healthcare team.
S9	Support any care provided including adhering to the relevant requirements.
S10	Follow policy and protocols that relate to informed consent.
S11	Protect the dignity, rights and privacy of individuals.
S12	Assist the wider healthcare team to enable individuals to make choices about their care.
S17	Follow protocols for handling, escalating or reporting difficult situations and complaints.
S19	Follow delegation, reporting and escalation protocols appropriate to own role.
S23	Contribute to the risk management process in own workplace adhering to risk management guidelines.
S24	Take appropriate action in response to incidents or emergencies.

S27	Follow guidelines and procedures for handling hazardous materials and substances.
S28	Follow procedures and improvement protocols to meet the requirements of quality standards relevant to own healthcare science practice.
S29	Contribute to the audit process relevant to own role.
S30	Offer suggestions for improving services, emerging practices and sustainability.
S31	Work in accordance with the regulatory frameworks for ethics, innovation or research relevant to own role.
S32	Assist service improvement, innovation or research within the boundaries of own clinical and scientific practice.
S33	Reflect on own practice and keep own knowledge and skills up-to-date.
S34	Take part in appraisal or performance review and ongoing continuing professional development.
S35	Reply constructively to the outcome of feedback, performance review or appraisal.
Behaviours	
B2	Champion equality and diversity.
B5	Committed to continuously developing their own professional practice.

Final Grade

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An end-point assessor must individually grade the observation of practice with questions and professional discussion underpinned by a portfolio of evidence in line with the Level 2 Healthcare Science Assistant End-Point Assessment plan.

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

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, they must achieve at least a pass in all the assessment methods. To achieve an overall distinction, they must achieve a pass in the observation of practice and a distinction in the professional discussion.

Grades from individual assessment methods must be combined in the following way to determine the grade of the End-Point Assessment overall.

Observation of Practice with Questions	Professional Discussion Underpinned by a Portfolio of Evidence	Overall Grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail

Pass	Pass	Pass
Pass	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 and Re-sits

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer’s discretion. The apprentice’s employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and SIAS should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 3 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 6 months of the EPA outcome notification.

Failed assessment 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 in full.

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

The apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless SIAS determines there are exceptional circumstances.

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	OPQ
Professional Discussion Underpinned by a Portfolio of Evidence	PD

Ref	KSB to be assessed	Assessment Method
Knowledge		
K1	The legislation, standard operating procedures, codes of conduct and ways of working that apply to own role.	OPQ
K2	The scope of own role, including the limitations of own competence.	OPQ
K3	The importance of probity, honesty and integrity in professional practice.	OPQ
K4	The importance of mental health, wellbeing and resilience.	PD
K5	The scope and range of services within healthcare science used to investigate, diagnose and treat disease.	OPQ
K6	The evidence base that underpins technical practice relevant to own role.	OPQ
K7	Stock and equipment management relevant to own role.	PD
K8	The principles of person-centred care.	PD
K9	The meaning and importance of 'duty of care' and safeguarding.	PD
K10	The rights of individuals and own role with regard to giving informed consent.	PD
K11	The principles that underpin dignity, rights and privacy.	PD
K12	The importance of individuals being actively involved in making informed choices about their care.	PD
K13	How to explain technical terms in language others can understand.	OPQ
K14	Barriers to communication and techniques for addressing them.	OPQ
K15	The importance of information governance and confidentiality.	OPQ
K16	The importance of accurate data and processes including digital considerations.	OPQ
K17	The policy or procedure for complaints and difficult situations.	PD

Ref	KSB to be assessed	Assessment Method
K18	The importance of working within the multi-professional team and how healthcare science impacts on the wider delivery of services.	OPQ
K19	Where to go for help and support.	PD
K20	The principles of leadership, role modelling and how it applies to own role and that of others in the team.	OPQ
K21	The importance of being aware of own strengths, limitations and behaviours and how these affect colleagues and the wider team.	OPQ
K22	Legislation and policies relating to health and safety at work and own responsibilities.	OPQ
K23	The meaning and implications of 'risk' and 'risk assessment'.	PD
K24	What to do in situations that could cause harm to self or others such as critical incidents.	PD
K25	The principles of safe lifting and handling of individuals, equipment or other items.	OPQ
K26	Infection prevention and control requirements relevant to own role.	OPQ
K27	How to handle hazardous materials and substances.	PD
K28	The quality procedures and improvement protocols and regulations relevant to own role.	PD
K29	The audit cycle relevant to own role and how audit contributes to the maintenance and improvement of services.	PD
K30	The importance of delivering high quality service outcomes and continuous improvements (including sustainability) to benefit individuals and health services.	PD
K31	The regulatory framework that innovation or research is conducted, including research ethics and the implications for own role.	PD
K32	The importance of service improvement, innovation or research.	PD
K33	Reflective behaviours and the benefits of self-reflection in helping maintain and support the quality of patient care.	PD
K34	The role of appraisal and performance review.	PD
K35	How to prepare for and develop an action plan as part of performance review.	PD
Skills		
S1	Act in line with legislation, standard operating procedures, codes of conduct and ways of working that apply to own role.	OPQ
S2	Work within the scope of the role, the limits of own knowledge and skills.	OPQ

Ref	KSB to be assessed	Assessment Method
S3	Act in line with probity requirements.	OPQ
S4	Promote own mental health, wellbeing and resilience.	PD
S5	Provide general information, advice and guidance about the scope and range of services relevant to role.	OPQ
S6	Provide technical evidence-based advice, information and guidance relevant to role.	OPQ
S7	Adhere to stock and equipment control policies.	PD
S8	Support the provision of person-centred care that is delivered by the wider healthcare team.	PD
S9	Support any care provided including adhering to the relevant requirements.	PD
S10	Follow policy and protocols that relate to informed consent.	PD
S11	Protect the dignity, rights and privacy of individuals.	PD
S12	Assist the wider healthcare team to enable individuals to make choices about their care.	PD
S13	Communicate basic information effectively verbally and in writing.	OPQ
S14	Use techniques to facilitate understanding and reduce communication barriers.	OPQ
S15	Keep accurate, confidential records including in a digital format.	OPQ
S16	Produce reliable data by logging, inputting, retrieving and storing information within required governance processes.	OPQ
S17	Follow protocols for handling, escalating or reporting difficult situations and complaints.	PD
S18	Work as part of the healthcare science team and the multi-professional team to provide healthcare science services.	OPQ
S19	Follow delegation, reporting and escalation protocols appropriate to own role.	PD
S20	Act as a role model to others and show leadership skills relevant to own role.	OPQ
S21	Contribute towards creating the conditions that assist the team in providing a supportive environment for colleagues.	OPQ
S22	Work safely in the workplace following safety guidelines.	OPQ
S23	Contribute to the risk management process in own workplace adhering to risk management guidelines.	PD
S24	Take appropriate action in response to incidents or emergencies.	PD

Ref	KSB to be assessed	Assessment Method
S25	Move and transport items safely for example individuals or equipment and items.	OPQ
S26	Apply a range of techniques for infection prevention and control.	OPQ
S27	Follow guidelines and procedures for handling hazardous materials and substances.	PD
S28	Follow procedures and improvement protocols to meet the requirements of quality standards relevant to own healthcare science practice.	PD
S29	Contribute to the audit process relevant to own role.	PD
S30	Offer suggestions for improving services, emerging practices and sustainability.	PD
S31	Work in accordance with the regulatory frameworks for ethics, innovation or research relevant to own role.	PD
S32	Assist service improvement, innovation or research within the boundaries of own clinical and scientific practice.	PD
S33	Reflect on own practice and keep own knowledge and skills up-to-date.	PD
S34	Take part in appraisal or performance review and ongoing continuing professional development.	PD
S35	Reply constructively to the outcome of feedback, performance review or appraisal.	PD
Behaviours		
B1	Treat people with dignity.	OPQ
B2	Champion equality and diversity.	PD
B3	Show compassion, respect and empathy.	OPQ
B4	Be honest, conscientious and committed.	OPQ
B5	Committed to continuously developing their own professional practice.	PD
B6	Committed to working to the standards of good practice for the Healthcare science professions.	OPQ

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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