

Agenda Item 4

Enclosure 2

Paper ETC 81 / 03

Education and Training Committee

STANDARDS OF PROFICIENCY

from the Executive

for discussion/approval

Executive Summary

A draft version of the Standards of Proficiency was circulated for the last meeting on 14 May 2003 and discussed then. It was remitted to this additional meeting for further discussion with the solicitor and members of the working groups present in the terms of Minute 03/80 7.4 from that meeting.

In the meantime information for the Standards which had not been received by 14 May 2003 is being assessed and incorporated in the Standards and they are also being professionally typeset to improve their clarity. This work will be presented to the Committee on the 28th and will be e-mailed to members of the Committee and the working groups as soon as it is available before the meeting.

Foreword

I am delighted to present the Health Professions Council's Standards of Proficiency to you. The standards in this document are a vital tool for the Council as it seeks to protect the public by ensuring that its registrants are safe and effective in their practice.

I have often said that to become the best organised, best managed and strongest health professional regulatory body in the United Kingdom, the Council must work together with its stakeholders. This document is an example of why this approach is so important: several rounds of consultation with experts from across the health professions went into the detailed and lengthy process of development of these standards. The consultation produced extremely valuable feedback that has undoubtedly improved the standards greatly. Of course, the standards remain the responsibility of the Health Professions Council, and if you have any questions, concerns or comments about what you read here, you should contact the Council.

As with other documents that the Council has produced, the standards are written in clear, modern English, so that registrants and prospective registrants can easily find out what is expected of them.

Introduction

This document sets out the standards of proficiency that we expect registrants to meet. We also expect registrants to keep to our standards of conduct, performance and ethics, which are published in a separate document.

The standards of proficiency in this document include both generic elements, which all our registrants must meet, and profession-specific elements, which are relevant to registrants belonging to one of the 12 professions we currently regulate. There is no other difference between the generic and profession-specific elements of the standards, and we will treat any breach of the standards seriously.

The generic standards explain the key obligations that we expect of you. Occasionally, we have pointed out specific elements of those key obligations. We have not attempted to create exhaustive lists of all the areas that each generic standard covers; we have simply highlighted specific elements where we think this will help you to understand what we require of you. For instance, we have highlighted the fact that the key obligation of maintaining your fitness to practise also includes a specific obligation about taking care of yourself.

Any registrant reading this document can find a single section that contains the standards of proficiency for their profession. This section includes both the generic and the profession-specific elements. The profession-specific elements have been highlighted to help distinguish them.

If you are a student, you may only have practised under supervision and not independently. Nonetheless, you must be confident that you will be able to meet these standards when you begin to practise without supervision. Sometimes the standards relate to ongoing practice and normally your clinical placements will have given you the opportunity to demonstrate that you are capable of meeting these.

A note about our expectations of you

The standards of proficiency play a central role in how you can gain admission to, and remain on, the Register and thereby gain the right to use the protected title(s) of your profession. Therefore we expect you to be able to meet these standards.

We do recognise, though, that your practice will develop over time and that the practice of experienced registrants frequently becomes more focused and specialised than that of newly registered colleagues, because it relates to a particular client group, practice environment, employment sector or occupational role. Your particular scope of practice may mean that you are unable to demonstrate that you continue to meet each of the standards that apply for your profession. For instance, if you work with adults alone, then any standards that relate to how you must work with children will not apply to your day-to-day work. So long as you stay within your scope of practice and make reasonable efforts to stay up to date with the whole of these standards, this will not be problematic. However, if you move outside your scope of practice, you must be certain that you are capable of working safely and effectively, including undertaking any necessary training and experience.

You do not have to maintain a portfolio that demonstrates how you meet or continue to meet the standards of proficiency, and we will not routinely test registrants to ensure that they meet or continue to meet the standards. But we can and will investigate if we have good reasons for believing that you might not meet the standards.

Not all of these standards make the same requirements of you

It is important to recognise that different parts of the standards for your profession make different requirements of you:

Most of the standards describe things that you **must be able to do**: they describe activities you must be able to undertake safely and effectively. An example for biomedical scientists would be "be able to prepare reagents accurately and consistently" (2b.4). These standards begin with the phrase "the registrant must be able to" and they normally use the terms "do", "demonstrate", and "practise". Sometimes other active terms such as "select" or "prepare" are used as well. If you must be able to do something, it follows that you must also know it and be aware of it.

Some of the standards describe things that you **must know**: they describe concepts that you must understand fully. An example for prosthetists and orthotists would be "understand biomechanical principles and the appropriate application of forces to the human body following prescription and supply of a prosthesis or orthosis in a manner which makes the application of such forces safe and effective in an episode of treatment" (3a.1). These standards normally use the terms "know" or "understand". If you must know something, it follows that you must also be aware of it.

Finally, some of the standards describe things that you **must be aware of**: they describe concepts that should inform your practice. An example for clinical scientists would be "be aware of immunisation requirements and the role of occupational health" (3a.3). An example for arts therapists would be "recognise that the obligation to maintain fitness for practice includes engagement in their own arts-based process" (1a.7). These standards normally use the terms "be aware of" or "recognise".

These standards may change in the future (but not for the next two years)

We keep these standards under continual review, and we will update them to take into account changes in practice in the professions we regulate. So the version that you have now may not be the same as future versions that you may see. We will highlight all the changes we make to the standards, so you will be able to see what has changed. However, we will try not to make any changes to the standards during the transitional period during which grandparenting can take place. The transitional period lasts for two years from the date that the register opens. We will always publicise any changes to the standards that we make by, for instance, publishing notices on our website and informing professional bodies.

FOR FUTURE VERSIONS: These standards may have changed since you last saw them

We keep these standards under continual review, and update them to take into account changes in practice in the professions we regulate. So the version that you have now may not be the same as previous versions that you have seen. We have highlighted all the changes we have made to the standards since the previous version, so you can see what has changed. If you have previously been on the register, it is very important that you look at the changes, because to be on you must be able to meet these standards of proficiency, rather than any previous version, to continue to be on the register. We will always publicise any changes to the standards that we make by, for instance, publishing notices on our website and informing professional bodies.

EXPECTATIONS OF A HEALTH PROFESSIONAL**1a: Professional autonomy and accountability****Registrants must:**

- 1a.1 be able to practise within the legal and ethical boundaries of their profession
- 1a.2 be able to practise in a non-discriminatory manner
- 1a.3 be able to maintain confidentiality and obtain informed consent
- 1a.4 be able to exercise a professional duty of care
- 1a.5 know the limits of their practice and when to seek advice
- 1a.6 recognise the need for effective self-management of workload and be able to practise accordingly
- 1a.7 understand the obligation to maintain fitness to practise
- 1a.8 understand the need for career-long self-directed learning

1b: Professional relationships**Registrants must:**

- 1.b.1 know the professional and personal scope of their practice and be able to make referrals
- 1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers
- 1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team
- 1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers
- 1.b.5 understand the need for effective communication throughout the care of the patient, client or user

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrants must:**

- 2a.1 be able to gather appropriate information
- 2a.2 be able to use appropriate assessment techniques
- 2a.3 be able to undertake or arrange clinical investigations as appropriate
- 2a.4 be able to analyse and evaluate the information collected

2b: Formulation and delivery of plans and strategies for meeting health and social care needs**Registrants must:**

- 2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions
- 2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements
- 2b.3 be able to formulate specific and appropriate management plans including the setting of timescales
- 2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully
- 2b.5 be able to maintain records appropriately

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrants must:**

- 2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly
- 2c.2 be able to audit, reflect on and review practice

KNOWLEDGE**3a:****Registrants must:**

- 3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice
- 3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual
- 3a.3 understand the need for, and be able to establish and maintain, a safe practice environment

EXPECTATIONS OF A HEALTH PROFESSIONAL**1a: Professional autonomy and accountability****Registrants must:****1a.1 be able to practise within the legal and ethical boundaries of their profession**

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

1a.2 be able to practise in a non-discriminatory manner**1a.3 be able to maintain confidentiality and obtain informed consent****1a.4 be able to exercise a professional duty of care****1a.5 know the limits of their practice and when to seek advice**

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly**1a.7 understand the obligation to maintain fitness to practise**

understand the importance of caring for themselves, including maintaining their health

1a.8 understand the need for career-long self-directed learning**1b: Professional relationships****Registrants must:****1.b.1 know the professional and personal scope of their practice and be able to make referrals****1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers**

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team**1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers**

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrants must:****2a.1 be able to gather appropriate information****2a.2 be able to use appropriate assessment techniques**

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

2a.3 be able to undertake or arrange clinical investigations as appropriate**2a.4 be able to analyse and evaluate the information collected****2b: Formulation and delivery of plans and strategies for meeting health and social care needs****Registrants must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrants must:****2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****Registrants must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual**3a.3 understand the need for, and be able to establish and maintain, a safe practice environment**

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

EXPECTATIONS OF A HEALTH PROFESSIONAL**1a: Professional autonomy and accountability****Registrant arts therapists must:****1a.1 be able to practise within the legal and ethical boundaries of their profession**

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

understand the role of the art, music or drama therapist in different settings

1a.2 be able to practise in a non-discriminatory manner**1a.3 be able to maintain confidentiality and obtain informed consent**

be aware that the concepts of confidentiality and informed consent extend to illustrative records such as video and audio recordings, paintings, digital images and other art work

1a.4 be able to exercise a professional duty of care**1a.5 know the limits of their practice and when to seek advice**

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly

understand the value of therapy in developing insight and self-awareness through their own personal experience

1a.7 understand the obligation to maintain fitness to practise

understand the importance of caring for themselves, including maintaining their health

recognise the need to reflect on their practice through regular clinical supervision with professional colleagues in order to maintain their fitness for practice. Clinical supervision is the critical discussion of a therapist's practice that, among other things, includes a check that the therapist continues to be objective in relation to their clients. Registrants must also recognise the need for the amount of clinical supervision to reflect the circumstances of their practice and their experience

recognise that the obligation to maintain fitness for practice includes engagement in their own arts-based process

1a.8 understand the need for career-long self-directed learning**1b: Professional relationships****Registrant arts therapists must:****1.b.1 know the professional and personal scope of their practice and be able to make referrals****1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers**

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

recognise the role of arts therapists and the contribution they can make to health and social care

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team**1.b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skillfully**

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

be able to explain the nature, purpose and techniques of therapy to clients and carers

understand the need to establish and sustain a therapeutic relationship within a creative and containing environment

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant arts therapists must:****2a.1 be able to gather appropriate information**

understand the need to take account of psychological, social, cultural, economic and other factors when collecting case histories and other appropriate information

2a.2 be able to use appropriate assessment techniques

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

2a.3 be able to undertake or arrange clinical investigations as appropriate

be able to observe and record clients' responses and assess the implication for diagnosis and intervention

be able to undertake or arrange investigations, for example setting up an assessment period, in order to ascertain the appropriateness of an intervention

2a.4 be able to analyse and evaluate the information collected**2b: Formulation and delivery of plans and strategies for meeting health and social care needs****Registrant arts therapists must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales**2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully**

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

be able to work with clients both to define a clear end for the therapy, and to evaluate the therapy's strengths, benefits and limitations

be able to use a range of art and art-making techniques competently and be able to help a client to work with these (art therapist only)

be able to use a range of dramatic concepts, techniques and procedures (including games, activities, styles and structures) competently (dramatherapist only)

be able to use a range of music and music-making techniques competently and be able to help a client to work with these (music therapist only)

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****Registered arts therapists must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

understand the psychological and cultural background to health, and be aware of influences on the client-therapist relationship

understand core processes in therapeutic practice, such as the therapeutic frame, transference and counter-transference and concepts from other therapeutic models, and be able to engage these to achieve productive therapeutic outcomes

understand the therapeutic relationship, including its limitations

be able to employ a coherent approach to the therapeutic process

understand how uses of the arts in arts therapy differs from uses of the arts for other purposes

know theories of group work and the management of group process

know theories relevant to work with an individual

know about normal human development; normal and abnormal psychology; normal and abnormal human communication and language development; mental illness, psychiatric assessment and treatment; congenital and acquired disability; disorders of social functioning; the principal psychotherapeutic interventions and their theoretical bases; the nature and application of other major interventions

recognise methods of distinguishing between human health and sickness, including diagnosis, symptoms and treatment, particularly of mental health disorders and learning disabilities and be able to critique these systems of knowledge from different socio-cultural perspectives

understand that while art therapy has a number of frames of reference, they must adopt a coherent approach to their therapy, including the relationship between theory and practice and the relevant aspects of connected disciplines including visual arts, aesthetics, anthropology, psychology, psychiatry, sociology, psychotherapy and medicine (art therapist only)

understand core processes and forms of creativity, movement, play and dramatic representation pertinent to practice with a range of client groups (dramatherapist only)

understand both the symbolic value and intent inherent in drama as an art form, and with more explicit forms of enactment and re-enactment of imagined or lived experience (dramatherapist only)

know a range of theatrical representation techniques and be able to engage clients in a variety of performance-derived roles (dramatherapist only)

recognise that dramatherapy is a unique form of psychotherapy in which creativity, play, movement, voice, storytelling, dramatisation and the performance arts have a central position within the therapeutic relationship (dramatherapist only)

recognise that different approaches to the discipline have developed from different histories in Eastern and Western Europe and the Americas (dramatherapist only)

recognise that the discipline has deep foundations within the many cultural traditions that use ritual, play, drama and performance for the enhancement of health (dramatherapist only)

know the key principles of influential theatre practitioners and their relevance to the therapeutic setting (dramatherapist only)

be able to improvise music in a variety of styles and idioms (music therapist only)

be able to use musical improvisation to interact and communicate with the patient/client (music therapist only)

know a broad range of musical styles and be aware of their cultural contexts (music therapist only)

be able to play at least one musical instrument to a high level (music therapist only)

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual**3a.3 understand the need for, and be able to establish and maintain, a safe practice environment**

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

EXPECTATIONS OF A HEALTH PROFESSIONAL

1a: Professional autonomy and accountability

Registrant biomedical scientists must:

1a.1 be able to practise within the legal and ethical boundaries of their profession

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

be aware of the British, European and International Standards that govern and affect pathology laboratory practice

1a.2 be able to practise in a non-discriminatory manner

1a.3 be able to maintain confidentiality and obtain informed consent

1a.4 be able to exercise a professional duty of care

1a.5 know the limits of their practice and when to seek advice

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly

1a.7 understand the obligation to maintain fitness to practise

understand the importance of caring for themselves, including maintaining their health

1a.8 understand the need for career-long self-directed learning

1b: Professional relationships

Registrant biomedical scientists must:

1.b.1 know the professional and personal scope of their practice and be able to make referrals

1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

understand the team and discipline approach to the provision of pathology services

be aware of the general working of a hospital

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team

1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

be able to inform colleagues and relevant members of the clinical team of outcomes of biomedical procedures to unambiguous standards

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant biomedical scientists must:****2a.1 be able to gather appropriate information**

be able to select suitable specimens and procedures relevant to patients' clinical needs, including collection and preparation of specimens as and when appropriate

2a.2 be able to use appropriate assessment techniques

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

be able to demonstrate practical skills in the essentials of measurement, data generation, and analysis

be aware of the need to assess and evaluate new diagnostics prior to routine use

2a.3 be able to undertake or arrange clinical investigations as appropriate**2a.4 be able to analyse and evaluate the information collected**

be able to investigate and monitor disease processes and normal states

be able to use tables and graphs in order to analyse experimental data

be able to use standard operating procedures for analyses including point of care in vitro diagnostic devices

be able to use statistical packages and present data as graphs and tables

2b: Formulation and delivery of plans and strategies for meeting health and social care needs**Registrant biomedical scientists must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

be able to design experiments, report, interpret and present data using scientific convention, including application of SI units and other units used in biomedical practice

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

be able to identify the cause of procedural anomalies and implement remedies

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

ensure patients, clients and users are positioned (and if necessary immobilised) for safe and effective interventions

be able to perform and supervise scientific and technical procedures to reproducible standards

be able to operate and utilise specialist equipment according to discipline

be able to validate scientific and technical data and observations according to pre-determined quality standards

be able to demonstrate proficiency in liquid handling methodologies, including preparation of standard solutions and buffers

be able to demonstrate practical skills in instrumentation and techniques in: microscopy; spectroscopy; centrifugation; electrophoresis; chromatography; electroanalytical techniques; automated analysis; immunological techniques; enzyme assays and molecular biology techniques; sterilisation techniques and microbial culture; identification and quantitation of microorganisms; microtomy

be able to demonstrate practical skills in the processing and analysis of specimens including specimen identification, the effect of storage on specimens and the safe retrieval of specimens

be able to demonstrate practical skills in the investigation of disease processes

be able to work in conformance with standard operating procedures and conditions

be able to work with accuracy and precision

be able to prepare reagents accurately and consistently

be able to perform calibration and quality control checks

be able to check that equipment is functioning within its specifications and to respond appropriately to abnormalities

understand the implications of non-analytical errors

be aware of near-patient testing and non-invasive techniques

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records
recognise the risks and possible serious consequences of errors in both requests for, and results of, laboratory investigations

recognise the value of test results for clinical audit and as a reference source

be able to use systems for the accurate and correct identification of patients and laboratory specimens

understand the need to adhere to protocols of specimen identification, including bar coding and electronic tag systems

be able to use computer systems for test requesting and reporting

understand the importance of backup storage of electronic data

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrant biomedical scientists must:****c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

be able to select and apply quality and process control measures that have a statistical or measurable output

be able to identify and respond appropriately to abnormal outcomes from quality indicators

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****Registrant biomedical scientists must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

know the structure, function and metabolism of molecules of biological importance

understand the structure, function and control of normal and altered genetic material and associated investigative techniques

understand the immune response in health and disease

understand the basic structure, classification, biochemistry and control of pathogenic agents

know the role of the laboratory in the diagnosis and monitoring of specific disease conditions

understand the role of cellular pathology in the diagnosis and treatment of disease

be able to evaluate analyses using qualitative and quantitative methods to aid the diagnosis, screening and monitoring of health and disorders

understand the investigation of different elements that constitute blood in normal and diseased states including the identification of blood group antigens and antibodies

understand the techniques and associated instrumentation used in the practice of biomedical science

understand the role of clinical biochemistry and medical microbiology in the diagnosis and treatment of disease

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual**3a.3 understand the need for, and be able to establish and maintain, a safe practice environment**

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

understand sources of hazard in the workplace, including specimens, raw materials, clinical waste and equipment

be aware of immunisation requirements and the role of occupational health

know the correct principles and applications of disinfectants, methods for sterilisation and decontamination and dealing with waste and spillages correctly

know the use and application of engineering controls e.g. mechanical ventilation systems such as fume cupboards or microbiological safety cabinets

understand the application of principles of good laboratory practice relevant to health and safety

EXPECTATIONS OF A HEALTH PROFESSIONAL**1a: Professional autonomy and accountability****Registrant chiropodists and podiatrists must:****1a.1 be able to practise within the legal and ethical boundaries of their profession**

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

1a.2 be able to practise in a non-discriminatory manner**1a.3 be able to maintain confidentiality and obtain informed consent****1a.4 be able to exercise a professional duty of care****1a.5 know the limits of their practice and when to seek advice**

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly**1a.7 understand the obligation to maintain fitness to practise**

understand the importance of caring for themselves, including maintaining their health

1a.8 understand the need for career-long self-directed learning**1b: Professional relationships****Registrant chiropodists and podiatrists must:****1.b.1 know the professional and personal scope of their practice and be able to make referrals****1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers**

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team**1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers**

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

understand the need to empower patients to manage their foot health and related issues and recognise the need to provide advice to the patient on self-treatment where appropriate

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant chiropodists and podiatrists must:****2a.1 be able to gather appropriate information****2a.2 be able to use appropriate assessment techniques**

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

2a.3 be able to undertake or arrange clinical investigations as appropriate

be able to conduct neurological, vascular, biomechanical, dermatological and podiatric assessments in the context of chiropody and podiatry

2a.4 be able to analyse and evaluate the information collected

be able to interpret physiological, medical and biomechanical data in the context of chiropody and podiatry

2b: Formulation and delivery of plans and strategies for meeting health and social care needs**Registrant chiropodists and podiatrists must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

know and be able to interpret the signs and symptoms of systemic disorders as they manifest in the lower limb and foot with particular reference to:

- diabetes mellitus
- rheumatoid arthritis and other arthropathies
- cardiovascular disorders
- dermatological disorders
- infections
- neurological disorders
- renal disorders
- developmental disorders
- malignancy

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

ensure patients, clients and users are positioned (and if necessary immobilised) for safe and effective interventions

be able to use a systematic approach to formulate and test a preferred diagnosis, including being able to:

- carry out mechanical debridement of nails and intact and ulcerated skin
 - prescribe and manufacture of foot orthoses
 - make and use chair-side foot orthoses
 - administer relevant prescription-only medicines, interpret any relevant pharmacological history and recognise potential consequences for patient treatment. This standard applies only to registrants who wish to be certified as competent under the Medicines Act 1968 by the HPC
 - apply local anaesthesia techniques. This standard applies only to registrants who wish to be certified as competent under the Medicines Act 1968 by the HPC
 - carry out surgical procedures for skin and nail conditions
 - use appropriate physical and chemical therapies
- be able to use basic life support skills and to deal safely with clinical emergencies

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrant chiropodists and podiatrists must:****2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****Registrant chiropodists and podiatrists must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

understand, in the context of chiropody and podiatry:

· *anatomy and human locomotion*

· *histology*

· *physiology*

· *immunology*

· *podiatric orthopaedics and biomechanics*

· *systemic and podiatric pathology*

· *podiatric therapeutic sciences*

· *behavioural sciences*

· *foot health promotion and education*

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual**3a.3 understand the need for, and be able to establish and maintain, a safe practice environment**

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

know the correct principles and applications of disinfectants, methods for sterilisation and decontamination and dealing with waste and spillages correctly

be aware of immunisation requirements and the role of occupational health

EXPECTATIONS OF A HEALTH PROFESSIONAL

Aa: Professional autonomy and accountability

Registrant clinical scientists must:

- 1a.1 be able to practise within the legal and ethical boundaries of their profession**
 understand what is required of them by the Health Professions Council
 understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process
- 1a.2 be able to practise in a non-discriminatory manner**
- 1a.3 be able to maintain confidentiality and obtain informed consent**
- 1a.4 be able to exercise a professional duty of care**
- 1a.5 know the limits of their practice and when to seek advice**
 be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
 be able to initiate resolution of problems and be able to exercise personal initiative
- 1a.6 recognise the need for effective self-management of workload and be able to practise accordingly**
- 1a.7 understand the obligation to maintain fitness to practise**
 understand the importance of caring for themselves, including maintaining their health
- 1a.8 understand the need for career-long self-directed learning**

1b: Professional relationships

Registrant clinical scientists must:

- 1.b.1 know the professional and personal scope of their practice and be able to make referrals**
- 1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers**
 understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
 understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
 be able to respond to enquiries regarding the service they provide when dealing with clinical colleagues
- 1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team**
- 1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers**
 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
 understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability
 be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others
 understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
 understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible
 recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- 1.b.5 understand the need for effective communication throughout the care of the patient, client or user**
 recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users
 be able to communicate the outcome of problem solving and research and development activities
 be able to summarise and present complex scientific ideas in an appropriate form

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant clinical scientists must:****2a.1 be able to gather appropriate information**

be able to identify the clinical decision which the test or intervention will inform

2a.2 be able to use appropriate assessment techniques

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

2a.3 be able to undertake or arrange clinical investigations as appropriate**2a.4 be able to analyse and evaluate the information collected****2b: Formulation and delivery of plans and strategies for meeting health and social care needs****Registrant clinical scientists must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

be able to interpret data and provide diagnostic and therapeutic opinions, including any further action which the individual directly responsible for the care of the patient should take

be able to search and to appraise scientific literature and other sources of information critically

be able to develop the aims and objectives associated with a project

be able to develop an experimental protocol to meet the aims and objectives in a way that provides objective and reliable data (free from bias)

be able to perform the required experimental work and be able to produce and present the results (including statistical analysis)

be able to interpret results in the light of existing knowledge and the hypothesis developed, and be able to formulate further research questions

be able to present data and a critical appraisal of it to peers in an appropriate form

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

be able to develop an investigation strategy which takes account of all the relevant clinical and other information available

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

ensure patients, clients and users are positioned (and if necessary immobilised) for safe and effective interventions

be able to perform a range of techniques employed in the modality

understand the need to conform to standard operating procedures and conditions

understand the need to work with accuracy and precision

be able to solve problems that may arise during the routine application of techniques (troubleshooting)

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrant clinical scientists must:****2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

be able to make judgements on the effectiveness of procedures

be able to use quality control and quality assurance techniques, including restorative action

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

recognise the need to maintain an awareness of emerging technologies and new developments

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****registrant clinical scientists must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

know the basic science underpinning the modality in which the registrant practices, understand relevant basic clinical medicine, and be aware of the fundamental principles of clinical practice

understand the wider clinical situation relevant to the patients presenting to the specialty

3a.2 know how professional principles are expressed and translated into action through a number of different diagnostic, monitoring, treatment and management approaches and how to select or modify approaches to meet the needs of an individual

understand the clinical applications of the specialty and the consequences of decisions made upon actions and advice

understand the evidence base that underpins the use of the procedures employed by the service

understand the principles associated with a range of techniques employed in the modality

know the standards of practice expected from techniques

3a.3 understand the need for, and be able to establish and maintain, a safe practice environment

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

understand sources of hazard in the workplace, including specimens, raw materials, clinical waste and equipment

be aware of immunisation requirements and the role of occupational health

know the correct principles and applications of disinfectants, methods for sterilisation and decontamination and dealing with waste and spillages correctly

EXPECTATIONS OF A HEALTH PROFESSIONAL**1a: Professional autonomy and accountability****Registrant dietitians must:****1a.1 be able to practise within the legal and ethical boundaries of their profession**

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient including their role in the diagnostic and therapeutic process

understand the ethical and legal implications of withholding or withdrawing feeding

1a.2 be able to practise in a non-discriminatory manner**1a.3 be able to maintain confidentiality and obtain informed consent****1a.4 be able to exercise a professional duty of care****1a.5 know the limits of their practice and when to seek advice**

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly**1a.7 understand the obligation to maintain fitness to practise**

understand the importance of maintaining health and care for themselves

1a.8 understand the need for career-long self-directed learning**1b: Professional relationships****Registrant dietitians must:****1b.1 know the professional and personal scope of their practice and be able to make referrals****1b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers**

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

1b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team**1b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers**

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE

2a: Identification and assessment of health and social care needs

Registrant dietitians must:

2a.1 be able to gather appropriate information

2a.2 be able to use appropriate assessment techniques

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

be able to choose, undertake and record the most appropriate method of dietary and nutritional assessment, using appropriate techniques and equipment

2a.3 be able to undertake or arrange clinical investigations as appropriate

2a.4 be able to analyse and evaluate the information collected

be able to use nutritional analysis programmes to analyse food intake, records and recipes

2b: Formulation and delivery of plans and strategies for meeting health and social care needs

Registrant dietitians must:

2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

be able to use statistical, epidemiological and research skills to gather and interpret evidence in order to make reasoned conclusions and judgements with respect to dietetic practice

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

be able to choose the most appropriate strategy to influence nutritional behaviour and choice

be able to undertake and explain dietetic treatment, having regard to current knowledge and evidence-based practice

be able to advise on safe procedures for food preparation, menu planning, manufacture and handling and be able to interpret food labels which may have nutritional or clinical implications

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

understand the need to be sensitive to social, economic and cultural factors that affect diet, lifestyle and health

understand the significance and potential impact of non-dietary factors when helping individuals to make informed choices about their dietary treatment and health care.

be able to assist individuals and groups to undertake and to become committed to self-care activities including diet, exercise and other lifestyle adjustments.

understand the need to demonstrate sensitivity to the factors which shape individual food choice and lifestyle which may impact on the individual's health and affect the interaction between client and dietitian

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions

Registrant dietitians must:

2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

be able to evaluate nutritional and dietetic information critically, and to engage in the process of reflection in order to inform dietetic practice

be able to adapt dietetic practice as a result of unexpected outcomes or further information gained during the dietetic interview

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****registrant dietitians must:**

- 3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**
 understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction
 be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
 recognise the role of other professions in health and social care
 understand the theoretical basis of, and the variety of approaches to, assessment and intervention
 understand, in the context of dietetics, biochemistry, clinical medicine, diet therapy, food hygiene, food science, genetics, immunology, microbiology, nutrition, pathophysiology, pharmacology and physiology
 be aware of catering and administration
 understand sociology, social policy, psychology, public health and educational methods relevant to the dietetic management of individual clients or groups
 understand the methods commonly used in nutrition research and be able to evaluate research papers critically
- 3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual**
- 3a.3 understand the need for, and be able to establish and maintain, a safe practice environment**
 be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these
 be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation
 be able to select appropriate personal protective equipment and use it correctly
 be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

EXPECTATIONS OF A HEALTH PROFESSIONAL

1a: Professional autonomy and accountability

Registrant occupational therapists must:

1a.1 be able to practise within the legal and ethical boundaries of their profession

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

1a.2 be able to practise in a non-discriminatory manner

1a.3 be able to maintain confidentiality and obtain informed consent

1a.4 be able to exercise a professional duty of care

1a.5 know the limits of their practice and when to seek advice

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly

1a.7 understand the obligation to maintain fitness to practise

understand the importance of caring for themselves, including maintaining their health

1a.8 understand the need for career-long self-directed learning

1b: Professional relationships

Registrant occupational therapists must:

1.b.1 know the professional and personal scope of their practice and be able to make referrals

1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team

1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

understand group dynamics and roles, and be able to facilitate group work, in order to maximise support, learning and change within groups

understand the need to capitalise, where appropriate, on the dynamics within groups in order to harness motivation and active involvement of participants

understand the value, when working with and for disabled people, of empowering them with the aim of enhancing access and opportunities for all

understand the need to adopt a client-centred approach and establish rapport in order to motivate and involve the client in meaningful occupation

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant occupational therapists must:****2a.1 be able to gather appropriate information****2a.2 be able to use appropriate assessment techniques**

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

be able to use observation to gather information about the functional abilities of clients

be able to listen to a client's story in order to plan for the future

be able, through interview and individual discussion, to understand the values, beliefs and interests of clients and their families and carers

be able to use standardised and non-standardised assessments to gather information in relation to dysfunction and environmental barriers

be able to select relevant assessment tools to identify occupational and functional needs in the areas of self-care, productivity and leisure

understand the need to consider the assessment of both health and social care needs of clients and carers

understand the need to make provision for identification and assessment of occupational, physical, psychological, cultural and environmental needs/problems

2a.3 be able to undertake or arrange clinical investigations as appropriate**2a.4 be able to analyse and evaluate the information collected**

be able to use skills of evaluation and analysis in relation to therapeutic media and to conduct occupational and activity analysis

be able to use graded occupations as a framework for evaluation and analysis

2b: Formulation and delivery of plans and strategies for meeting health and social care needs**Registrant occupational therapists must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

be able to use the established theories, models, frameworks and concepts of occupational therapy

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

understand the need to agree the goals and priorities of intervention and the methods to be adopted in relation to self-care, productivity and leisure, and to base such decisions on assessment results in partnership with the client

be able to select individual occupational therapy interventions as appropriate, taking into account the specific therapeutic needs of clients and carers

be able to select, develop or modify therapeutic media that enable clients to build on their abilities and to limit dysfunction.

Be aware of the full range of occupations used in intervention, including creative and practical activities and environmental adaptations, and that the occupations used should reflect individuals' particular needs. Recognise self-care, productivity and leisure as outcomes.

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

understand the specific local context of practice, including the socio-cultural diversity of the community

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrant occupational therapists must:****2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****Registered occupational therapists must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

understand activity and occupation as it relates to health and well-being

understand the theoretical concepts underpinning occupational therapy, specifically the occupational nature of human beings and how they function in everyday activities

be aware of the origins and development of occupational therapy, including the evolution of the profession towards the current emphasis on autonomy and empowerment of individuals, groups and communities

understand the use of the current philosophical framework for occupational therapy that focuses on client-centredness and the social model of disability

be able to analyse human occupation from an holistic perspective and the demands made on individuals in order to engage in occupations

understand the impact of occupational dysfunction and deprivation on individuals, families, groups and communities and recognise the importance of restoring opportunities

be able to use/utilise the foundation sciences fundamental to everyday practice and be able to interpret them in relation to human functioning and dysfunction

recognise the socio-cultural environmental issues that influence the context within which people live and work

recognise the impact of inequality, poverty, exclusion, identity, social difference and diversity on occupational performance

recognise the value of the diversity and complexity of human behaviour through exploring different physical, psychological, environmental, social, emotional and spiritual perspectives

be aware of social, housing and environmental policies and services and their impact on human needs within a diverse society

understand the impact of legislation on the delivery of care

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual**3a.3 understand the need for, and be able to establish and maintain, a safe practice environment**

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

know and be able to apply appropriate moving and handling techniques

EXPECTATIONS OF A HEALTH PROFESSIONAL**1a: Professional autonomy and accountability****Registrant orthoptists must:****1a.1 be able to practise within the legal and ethical boundaries of their profession**

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

1a.2 be able to practise in a non-discriminatory manner**1a.3 be able to maintain confidentiality and obtain informed consent****1a.4 be able to exercise a professional duty of care****1a.5 know the limits of their practice and when to seek advice**

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly**1a.7 understand the obligation to maintain fitness to practise**

understand the importance of caring for themselves, including maintaining their health

1a.8 understand the need for career-long self-directed learning**1b: Professional relationships****Registrant orthoptists must:****1.b.1 know the professional and personal scope of their practice and be able to make referrals**

be able to diagnose a range of ocular defects and instigate referrals where appropriate

1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

recognise the need to participate effectively in the planning, implementation and evaluation of multi-professional approaches to health care delivery by liaising with ophthalmologists, optometrists, and other health care professionals

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team**1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers**

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

recognise the need to modify interpersonal skills for the assessment and management of children

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant orthoptists must:****2a.1 be able to gather appropriate information****2a.2 be able to use appropriate assessment techniques**

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

be able to use investigative techniques to identify ocular defects within a specific population to form a diagnosis and devise an appropriate course of action

be able to conduct thorough investigation of ocular motility

be able to diagnose conditions and select appropriate management

understand the principles and techniques used to perform an objective and subjective refraction

understand the principles and techniques used to examine anterior and posterior segment of the eye

understand the principles and techniques used to assess visual function

2a.3 be able to undertake or arrange clinical investigations as appropriate**2a.4 be able to analyse and evaluate the information collected**

be able to identify pathological changes and related clinical features of conditions commonly encountered by orthoptists

2b: Formulation and delivery of plans and strategies for meeting health and social care needs**Registrant orthoptists must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

be aware of the orthoptist's role in the promotion of visual health by others, such as the training of health visitors in the practice of 'visual screening'

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

be able to identify and assess physical, psychological and cultural needs, such as considering the educational as well as visual needs of a school-aged child undergoing occlusion therapy

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

ensure patients, clients and users are positioned (and if necessary immobilised) for safe and effective interventions

be able to use diagnostic and therapeutic procedures to address anomalies of binocular vision, visual function and ocular motility defects

be able to effect a change in visual stimuli resulting in a clinically defined outcome, which can be recorded and monitored in a manner appropriate to safe orthoptic practice

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrant orthoptists must:****2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

understand research undertaken in the field of ocular motility, visual function and binocular disorders and how it could affect practice

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****egistrant orthoptists must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

understand ocular alignment and binocular single vision

know the principles of unocular and binocular perception

understand the attaining and maintaining of binocular functions

understand the development of the sensory functions of ocular alignment, binocular single vision and unocular and binocular perception

know the role of refractive error and its effect on ocular alignment and visual development

understand binocular vision and its disruption

understand ocular motility systems and their control

know the adaptive mechanisms that occur in order to compensate for strabismus or abnormalities of binocular vision

understand human anatomy and physiology, emphasising the dynamic relationships of human structure and function and focusing on the central nervous systems, brain and ocular structures

understand human growth and development across the lifespan, as it relates to the practice of orthoptics

understand other medical conditions and their association with the eye, including paediatric, endocrine, autoimmune, oncological and neurological disease

understand ophthalmic disease and neuro-ophthalmology

know the factors which influence individual variations in human ability and development

know the detailed anatomy and physiology which enables the development of visual sense, visual performance and visual perception

understand neuroanatomy and the subsequent effects of disruption of neural pathways

understand the development of anatomical substrates and their relevance to the development of binocular single vision and visual function

know how psychology and sociology can inform an understanding of health, illness and health care in the context of orthoptics and know how to take this into account in orthoptic practice

be aware of human behaviour and recognise the need for sensitivity to the psychosocial aspects of strabismus

know the principles governing binocular vision, its investigation and the significance of its presence or absence, and be able to apply them to clinical practice

know the principles governing ocular motility and its relevance to patient management, and be able to apply them to clinical practice

know the principles governing visual function and the development of vision, and be able to apply them to clinical practice

recognise the functional and perceptual difficulties that may arise as a result of defective visual function

be able to plan, operate and evaluate appropriate vision screening programmes

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual

know the role and appropriate selection of pharmacological agents and how they may be utilised in orthoptic practice

understand orthoptic and ophthalmological equipment used during the investigative process

know the tests required to aid in differential diagnosis

know the effects of orthoptic and ophthalmological intervention on visual development

know the means by which refraction and optics can influence vision and binocular vision

know the principles and application of measurement techniques used to assess binocular vision and other ocular conditions

3a.3 understand the need for, and be able to establish and maintain, a safe practice environment

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

EXPECTATIONS OF A HEALTH PROFESSIONAL**1a: Professional autonomy and accountability****Registrant paramedics must:****1a.1 be able to practise within the legal and ethical boundaries of their profession**

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

be able to practise in accordance with current legislation governing the use of prescription-only medicines by paramedics

1a.2 be able to practise in a non-discriminatory manner**1a.3 be able to maintain confidentiality and obtain informed consent****1a.4 be able to exercise a professional duty of care****1a.5 know the limits of their practice and when to seek advice**

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

be able to use a range of integrated skills and self-awareness to manage clinical challenges effectively in unfamiliar circumstances or situations

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly**1a.7 understand the obligation to maintain fitness to practise**

understand the importance of caring for themselves, including maintaining their health

be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment

1a.8 understand the need for career-long self-directed learning**1b: Professional relationships****Registrant paramedics must:****1.b.1 know the professional and personal scope of their practice and be able to make referrals**

understand the range and limitations of operational relationships between paramedics and other health care professionals

1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

recognise the principles and practices of other health care professionals and health care systems and how they interact with the role of a paramedic

1.b.3 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully**1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers**

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant paramedics must:****2a.1 be able to gather appropriate information****2a.2 be able to use appropriate assessment techniques**

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

be able to conduct a thorough and detailed physical examination of the patient using observations, palpation, auscultation and other assessment skills to inform clinical reasoning and to guide the formulation of a diagnosis across all age ranges, including calling for specialist help where available

2a.3 be able to undertake or arrange clinical investigations as appropriate**2a.4 be able to analyse and evaluate the information collected****2b: Formulation and delivery of plans and strategies for meeting health and social care needs****Registrant paramedics must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

ensure patients, clients and users are positioned (and if necessary immobilised) for safe and effective interventions

know the indications and contra-indications of using specific paramedic techniques, including their modifications

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrant paramedics must:****2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****Registrant paramedics must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

know human anatomy and physiology, sufficient to understand the nature and effects of injury or illness, and to conduct assessment and observation in order to establish patient management strategies

understand the following aspects of biological science:

- human anatomy and physiology, especially the dynamic relationships of human structure and function and the musculoskeletal, cardiovascular, cardio-respiratory, digestive and nervous systems

- how the application of paramedic practice may cause physiological and behavioural change

- human growth and development across the lifespan

- the factors influencing individual variations in human function

understand the following aspects of physical science:

- principles and theories of physics, biomechanics, electronics and ergonomics that can be applied to paramedic practice

- the means by which the physical sciences can inform the understanding and analysis of information used to determine a diagnosis

- the principles and application of measurement techniques based on biomechanics or electrophysiology

understand the following aspects of behavioural science:

- psychological and social factors that influence an individual in health and illness

- how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice

understand the following aspects of clinical science:

- pathological changes and related clinical features of conditions commonly encountered by paramedics

- the changes that result from paramedic practice, including physiological, pharmacological, behavioural and functional

- the theoretical basis of assessment and treatment and the scientific evaluation of effectiveness

- principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice

- the theories supporting problem solving and clinical reasoning

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual

know the theory and principles of paramedic practice

be able to use the following airway management techniques, as well as knowledge of when and how each airway adjunct can be utilised to best effect:

- endotracheal tube placement

- laryngeal mask airway

- needle thoracocentesis

- needle cricothyroidotomy

- oropharyngeal and nasopharyngeal airways

- hand powered and battery powered suction devices

be able to apply the following cardio-pulmonary resuscitation techniques:

- basic Life Support for new-born, infant, child and adult patients

- advanced Life Support for new-born, infant, child and adult patients

- the use of both Automated External Defibrillators and Manual Defibrillators

be able to apply the following fluid resuscitation and replacement techniques:

- IV access

- external jugular vein cannulation

- Intra Osseous access

- fluid therapy

know how and when to administer drugs as appropriate, including knowing the relevant indications, contraindications, therapeutic effects, side effects and dosages, and the relevant basic pharmacology, including the pharmacodynamics and pharmacokinetics

know how and when to use the full range of immobilisation and support equipment in line with current care guidelines, across all age ranges

know how and when to use the full range of ambulance equipment found on a typical emergency ambulance in line with current care guidelines, across all age ranges

know how to deal with situations involving multiple casualties, including road traffic accidents and fires involving trapped or injured persons, and know the principles of major incident management

be able to measure blood pressure using manual and electronic methods

be able to undertake auscultation to assess respiratory, cardiac and digestive functions

be able to give intra-muscular and sub-cutaneous injections

be able to use blood glucose monitoring to analyse glucose levels

3a.3 understand the need for, and be able to establish and maintain, a safe practice environment

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

know and be able to apply appropriate moving and handling techniques

EXPECTATIONS OF A HEALTH PROFESSIONAL**1a: Professional autonomy and accountability****Registrant physiotherapists must:****1a.1 be able to practise within the legal and ethical boundaries of their profession**

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

1a.2 be able to practise in a non-discriminatory manner**1a.3 be able to maintain confidentiality and obtain informed consent****1a.4 be able to exercise a professional duty of care****1a.5 know the limits of their practice and when to seek advice**

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly**1a.7 understand the obligation to maintain fitness to practise**

understand the importance of caring for themselves, including maintaining their health

1a.8 understand the need for career-long self-directed learning**1b: Professional relationships****Registrant physiotherapists must:****1.b.1 know the professional and personal scope of their practice and be able to make referrals****1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers**

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team**1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers**

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant physiotherapists must:****2a.1 be able to gather appropriate information****2a.2 be able to use appropriate assessment techniques**

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

2a.3 be able to undertake or arrange clinical investigations as appropriate**2a.4 be able to analyse and evaluate the information collected****2b: Formulation and delivery of plans and strategies for meeting health and social care needs****Registrant physiotherapists must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

recognise the need to discuss, and be able to explain the rationale for, the use of physiotherapy interventions

be able to form a diagnosis on the basis of physiotherapy assessment

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

be able to set goals and construct specific individual and group physiotherapy programmes

be able to select, plan, implement and manage physiotherapy treatment aimed at the facilitation and restoration of movement and function

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

ensure patients, clients and users are positioned (and if necessary immobilised) for safe and effective interventions

be able to deliver and evaluate physiotherapy programmes

be able to select and apply safe and effective therapeutic exercise, manual therapy and electrotherapies in order to alleviate patient symptoms and restore optimum function

be able to use mobilisation, respiratory physiotherapy, neuro-therapeutic handling and massage techniques

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrant physiotherapists must:****2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****registrant physiotherapists must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

understand the following aspects of biological science:

normal human anatomy and physiology, especially the dynamic relationships of human structure and function and the neuro-muscular, musculo-skeletal, cardio-vascular and respiratory systems

patterns of human growth and development across the lifespan

factors influencing individual variations in human ability and health status

how the application of physiotherapy can cause physiological and structural change

understand the following aspects of physical science:

the principles and theories from physics, biomechanics, applied exercise science and ergonomics that can be applied to physiotherapy

the means by which the physical sciences can inform the understanding and analysis of movement and function

the principles and application of measurement techniques based on biomechanics or electrophysiology

the application of anthropometric and ergonomic principles

understand the following aspects of clinical science:

pathological changes and related clinical features commonly encountered in physiotherapy practice

physiological, structural, behavioural and functional changes that can result from physiotherapy intervention and disease progression

the specific contribution that physiotherapy can potentially make to enhancing individuals' functional ability, together with the evidence base for this

understand the different concepts and approaches that inform the development of physiotherapy interventions

understand the following aspects of behavioural science:

how psychological, social and cultural factors influence individuals in health and illness, including how they respond to physiotherapy treatment

how psychology, sociology and cultural diversity impact on health, illness and healthcare, and how this should inform physiotherapy practice

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual**3a.3 understand the need for, and be able to establish and maintain, a safe practice environment**

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

EXPECTATIONS OF A HEALTH PROFESSIONAL

1a: Professional autonomy and accountability

Registrant prosthetists and orthotists must:

1a.1 be able to practise within the legal and ethical boundaries of their profession

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

be aware of quality guidelines that apply to the specification of componentry

1a.2 be able to practise in a non-discriminatory manner

1a.3 be able to maintain confidentiality and obtain informed consent

1a.4 be able to exercise a professional duty of care

1a.5 know the limits of their practice and when to seek advice

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly

1a.7 understand the obligation to maintain fitness to practise

understand the importance of caring for themselves, including maintaining their health

1a.8 understand the need for career-long self-directed learning

1b: Professional relationships

Registrant prosthetists and orthotists must:

1.b.1 know the professional and personal scope of their practice and be able to make referrals

1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

recognise the need for effective communication with technical staff to ensure the appropriateness and quality of prostheses and orthoses

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team

1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE

2a: Identification and assessment of health and social care needs

Registrant prosthetists and orthotists must:

2a.1 be able to gather appropriate information

2a.2 be able to use appropriate assessment techniques

- be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
- be able to use contemporary technologies that aid in patient assessment, such as computerised gait analysis equipment
- be able to complete an accurate clinical assessment and be able to analyse normal and abnormal gait, locomotor function and movement using both qualitative and quantitative means
- be aware of patient weight and potential level of activity, and the uses that prostheses or orthoses will be subject to, as part of health and safety assessments
- be able to measure and cast for prostheses and orthoses and, where necessary, rectify them
- be able to prescribe orthoses or prostheses including, where necessary, the specification for manufacture, and recognise the need to carry out risk analyses when prescribing a non-approved combination of components from differing manufacturers

2a.3 be able to undertake or arrange clinical investigations as appropriate

2a.4 be able to analyse and evaluate the information collected

- be able to analyse normal and abnormal gait, locomotor function and movement using both qualitative and quantitative means

2b: Formulation and delivery of plans and strategies for meeting health and social care needs

Registrant prosthetists and orthotists must:

2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions

- recognise the value of research to the systematic evaluation of practice
- be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures
- be aware of methods commonly used in health care research
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice
- understand the psychology of loss and disability as it affects and influences prosthetic and orthotic management, and be able to apply such understanding to clinical decision-making

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

- be able to change their practice as needed to take account of new developments
- demonstrate a level of skill in the use of information technology appropriate to their profession
- be able to assess factors important to the relevant material specification of prostheses and orthoses and apply these when designing a device
- recognise the social factors affecting the rehabilitation of patients

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

- understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

- understand the need to maintain the safety of both patients, clients and users, and those involved in their care
- ensure patients, clients and users are positioned (and if necessary immobilised) for safe and effective interventions
- understand the need to maintain all equipment to a high standard
- be able to use equipment and machinery to undertake data collection and manufacture where and when required in a safe and competent manner
- be able to provide, where appropriate, a suitable cast to accompany the written information

2b.5 be able to maintain records appropriately

- be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines
- understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions

Registrant prosthetists and orthotists must:

2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly

- be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care
- be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately
- understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users
- be able to evaluate the supply, fit and delivery of any device on an ongoing basis as part of the review mechanism, including the body-device interface, functional alignment, mechanical integrity, functional suitability, cosmesis, patient needs, clinical effectiveness, and patient's expectations

2c.2 be able to audit, reflect on and review practice

- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on clinical practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS

3a:

Registrant prosthetists and orthotists must:

- 3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**
 understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction
 be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
 recognise the role of other professions in health and social care
 understand the theoretical basis of, and the variety of approaches to, assessment and intervention
 know human structure and function, especially the human musculoskeletal system
 know the aetiology and pathophysiology of human disease and general genetic principles relevant to prosthetic or orthotic practice, and recognise when disorders are not amenable to prosthetic or orthotic treatment
 understand the relevant materials, including their properties and their appropriate application to prosthetic or orthotic hardware and clinical practice
 understand biomechanical principles and the appropriate application of forces to the human body following prescription and supply of a prosthesis or orthosis in a manner which makes the application of such forces safe and effective in an episode of treatment
 demonstrate a sound knowledge and understanding of the theoretical basis of prosthetic and orthotic science
- 3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual**
- 3a.3 understand the need for, and be able to establish and maintain, a safe practice environment**
 be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these
 be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation
 be able to select appropriate personal protective equipment and use it correctly
 be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

EXPECTATIONS OF A HEALTH PROFESSIONAL**1a: Professional autonomy and accountability****Registrant radiographers must:****1a.1 be able to practise within the legal and ethical boundaries of their profession**

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

be able to practise in accordance with current legislation governing the use of ionising radiation for medical and other purposes

1a.2 be able to practise in a non-discriminatory manner**1a.3 be able to maintain confidentiality and obtain informed consent****1a.4 be able to exercise a professional duty of care****1a.5 know the limits of their practice and when to seek advice**

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly**1a.7 understand the obligation to maintain fitness to practise**

understand the importance of caring for themselves, including maintaining their health

1a.8 understand the need for career-long self-directed learning**1b: Professional relationships****Registrant radiographers must:****1.b.1 know the professional and personal scope of their practice and be able to make referrals****1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers**

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

be able to interpret and act upon information from other health care professionals, in order to maximise health gain whilst minimising radiation dose to the patient

be aware of the general working of health care services

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team**1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers**

be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

be able to advise other health care professionals about the relevance and application of radiotherapy or imaging modalities to the patient's needs

understand the behaviour of people undergoing radiotherapy within the oncology setting, as well as that of their families and carers (therapeutic radiographers only)

understand the psychology of illness, anxiety and uncertainty and the likely behaviour of patients undergoing diagnostic radiographic procedures, as well as that of their families and carers (diagnostic radiographers only)

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

be aware of the need to empower patients to participate in the decision-making processes related to their radiotherapy or diagnostic imaging examination

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant radiographers must:****2a.1 be able to gather appropriate information**

be able to use physical, graphical, verbal and electronic methods to collect information from a range of sources including patient history, radiographic images and biochemical reports

2a.2 be able to use appropriate assessment techniques

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

be able to assess, monitor and care for the patient before, during and after irradiation

2a.3 be able to undertake or arrange clinical investigations as appropriate**2a.4 be able to analyse and evaluate the information collected**

be able to interrogate and process data and information gathered accurately in order to conduct the imaging procedure or radiotherapy most appropriate to the patient's needs

2b: Formulation and delivery of plans and strategies for meeting health and social care needs**Registrant radiographers must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be aware of methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

understand the problems encountered at the patient-/radiation technology interface and be able to find appropriate solutions to such problems

be able to select and explain the rationale for examination and treatment techniques and immobilisation procedures

appropriate to the patient's physical and disease management requirements

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

be able to apply the risk-benefit philosophy to radiation exposure to protect both individual patients and the population gene pool

be able to calculate radiation doses and exposures

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

ensure patients, clients and users are positioned (and if necessary immobilised) for safe and effective interventions

be able to manage complex and unpredictable situations including the ability to adapt planned diagnostic imaging examinations, interventions or treatments and to manage adverse and critical care incidents, to prioritise workload and use of resources

be able to use independent methods to establish and confirm patient identity prior to treatment or imaging

recognise the need for spatial awareness, visual precision and manual dexterity in the precise and safe manipulation of treatment units or imaging equipment and related accessory equipment

be able to operate radiotherapy or diagnostic imaging equipment safely and accurately

be able to check that equipment is functioning accurately and within the specifications, and to take appropriate action in the case of faulty functioning and operation

be able to scrutinise and interpret the radiation prescription in such a way that radiotherapy is delivered accurately and reproducibly (therapeutic radiographers only)

be able to undertake complex radiation dose delivery calculations involving a range of radiation types and energies (therapeutic radiographers only)

be able to generate a treatment plan and verify treatment parameters ensuring optimal radiotherapy prescription delivery (therapeutic radiographers only)

be able to perform the full range of radiotherapy processes and techniques accurately and safely (therapeutic radiographers only)

be able to localise the target volume precisely in relation to external surface markings and anatomical reference markings (therapeutic radiographers only)

be able to perform the full range of plain film and standard contrast agent examinations, including those undertaken on patients suffering from acute trauma, and where the patient's medical, physical or mental health needs require examinations to be carried out in non-standard imaging environments (diagnostic radiographers only)

be able to manage and assist with fluoroscopic and complex contrast agent procedures (diagnostic radiographers only)

be able to undertake computed tomographic (CT) examinations of the head and neck, assist with CT examinations of the chest and abdomen in acute trauma cases, and contribute effectively to other computed tomographic studies (diagnostic radiographers only)

be able to manipulate exposure and image recording parameters to optimal effect (diagnostic radiographers only)

be able to use to best effect the processing and related technology supporting film-based and computer-based imaging systems (diagnostic radiographers only)

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

be able to apply the correct systems for identifying patients' records, images, treatment plans and other documents associated with radiotherapy or diagnostic imaging examinations

recognise the risks and possible serious consequences of errors in record keeping

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrant radiographers must:****c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS**3a:****Registrant radiographers must:****3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

know the physical principles of radiation generation, interaction, modification and protection underpinning the use of radiation for diagnosis or treatment

understand the risk benefit philosophy and principles involved in the practice of diagnostic or therapeutic radiography

understand the radiobiological principles on which the practice of radiography is based

understand concurrent and common pathologies and mechanisms of disease

understand the capability, applications and range of technological equipment used in diagnostic imaging or radiotherapy

understand radiation dosimetry and the principles of dose calculation

know the pharmacology of drugs used in diagnostic imaging, or oncology as it relates to radiotherapy practice

understand the methods of administration of drugs

understand the philosophy underpinning the development of the profession of radiography

understand the role of the radiographer in the promotion of health and health education in relation to healthy living and health screening for disease detection

be aware of the current developments and trends in the science and practice of radiography

understand the quality assurance processes in place within diagnostic imaging or radiotherapy

understand the legislative, policy, ethical and research frameworks that underpin, inform and influence practice

know the concepts and principles involved in the practice of diagnostic imaging or radiotherapy and how these inform and direct clinical judgement and decision-making

be able to formulate and provide information to patients and their carers about the treatment or imaging process and procedures, with regular reappraisal of their information needs, as appropriate

be able to remove and re-apply dressings and supports appropriately and in a safe, effective and considerate manner

distinguish between normal and abnormal appearances evident on images

know the biochemical science of radiation pathophysiology (therapeutic radiographers only)

know the structure and function of the human body in health and disease, especially regional and cross sectional anatomy of the head and trunk, histology, haematology, and the lymphatic and immune systems (therapeutic radiographers only)

know the diagnostic procedures, investigations and physiological symptoms which result in patients being referred for radiotherapy (therapeutic radiographers only)

understand oncology, the pathophysiology of solid and systemic malignancies, epidemiology, aetiology and the management and impact of cancer (therapeutic radiographers only)

know the signs and symptoms of disease and trauma that result in patients being referred for diagnostic imaging procedures (diagnostic radiographers only)

know the structure and function of the human body in health, disease and trauma, especially the musculo-skeletal system, the soft tissue organs, regional and cross-sectional anatomy of the head and trunk, and the cardiovascular, respiratory, genito-urinary, gastro-intestinal and neuro-endocrine systems (diagnostic radiographers only)

know the physical and scientific principles on which image formation using ionising radiation is based (diagnostic radiographers only)

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual**3a.3 understand the need for, and be able to establish and maintain, a safe practice environment**

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control

EXPECTATIONS OF A HEALTH PROFESSIONAL

Aa: Professional autonomy and accountability

Registrant speech and language therapists must:

1a.1 be able to practise within the legal and ethical boundaries of their profession

understand what is required of them by the Health Professions Council

understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process

be aware of current education and health legislation in the UK applicable to the work of speech and language therapists

1a.2 be able to practise in a non-discriminatory manner

1a.3 be able to maintain confidentiality and obtain informed consent

1a.4 be able to exercise a professional duty of care

1a.5 know the limits of their practice and when to seek advice

be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem

be able to initiate resolution of problems and be able to exercise personal initiative

1a.6 recognise the need for effective self-management of workload and be able to practise accordingly

1a.7 understand the obligation to maintain fitness to practise

understand the importance of caring for themselves, including maintaining their health

1a.8 understand the need for career-long self-directed learning

1b: Professional relationships

Registrant speech and language therapists must:

1.b.1 know the professional and personal scope of their practice and be able to make referrals

be able to apply appropriate referral practices within health, social services and educational settings

1.b.2 be able to work, where appropriate, with other professionals, support staff, patients, clients and users, and their relatives and carers

understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

understand the need to engage patients, clients, users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

recognise that the need to work with others includes health, social and educational professionals

recognise the importance of working in partnership with clients and their families

understand health education and how it relates to communication and swallowing

be aware of the structure and function of the education, social and healthcare services in the UK, and current developments

1.b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team

1.b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers

be able to communicate in English to the standard equivalent to level 8 of the International English Language Testing System, with no element below 7.5. *This requirement is stricter for speech and language therapists than for all other professions, as communication in English is a core professional skill: see 2.b.4.*

understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address potential barriers such as age, physical and learning disability

be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others

be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions

understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible

recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1.b.5 understand the need for effective communication throughout the care of the patient, client or user

recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**2a: Identification and assessment of health and social care needs****Registrant speech and language therapists must:****2a.1 be able to gather appropriate information****2a.2 be able to use appropriate assessment techniques**

be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

be able to administer, record, score and interpret a range of published and self-generated assessment tools to describe and analyse clients' abilities and needs using, where appropriate, phonetic transcription, linguistic analyses, instrumental analyses and psycholinguistic assessment

2a.3 be able to undertake or arrange clinical investigations as appropriate**2a.4 be able to analyse and evaluate the information collected****2b: Formulation and delivery of plans and strategies for meeting health and social care needs****Registrant speech and language therapists must:****2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions**

recognise the value of research to the systematic evaluation of practice

be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures

be able to apply methods commonly used in health care research

be able to demonstrate a logical and systematic approach to problem solving

be able to evaluate research and other evidence to inform their own practice

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

be able to change their practice as needed to take account of new developments

demonstrate a level of skill in the use of information technology appropriate to their profession

be able to apply knowledge of communication disorder, linguistics, phonetics, psychology and biomedical sciences to the identification, assessment and differential diagnosis of a range of communication and swallowing disorders

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

be able to recognise the influence of situational contexts on communicative functioning and swallowing status

recognise the possible contribution of social, psychological and medical factors to clients' communication difficulties and swallowing status

be able to evaluate the effects of communication difficulties and swallowing status on the psychosocial well-being of clients and their families and carers

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

understand the need to maintain the safety of both patients, clients and users, and those involved in their care

be able, as a core professional skill for speech and language therapists, to communicate in English to the standard equivalent to level 8 of the International English Language Testing System, with no element below 7.5

2b.5 be able to maintain records appropriately

be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines

understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

2c: Critical evaluation of the impact of, or response to, the registrant's actions**Registrant speech and language therapists must:****2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care

be able to evaluate management plans against treatment milestones using recognised health outcome measures and revise the plans as necessary in conjunction with the patient, client or user

recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users

2c.2 be able to audit, reflect on and review practice

understand the principles of quality control and quality assurance

be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

be able to maintain an effective audit trail and work towards continual improvement

participate in quality assurance programmes, where appropriate

understand the value of reflection on clinical practice and the need to record the outcome of such reflection

recognise the value of case conferences and other methods of review

KNOWLEDGE, UNDERSTANDING AND SKILLS

3a:

registrant speech and language therapists must:

3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice

understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction

be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

recognise the role of other professions in health and social care

understand the theoretical basis of, and the variety of approaches to, assessment and intervention

understand linguistics, including phonetics, psycholinguistics, sociolinguistics and all levels of normal processing

understand biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing

understand psychology, as relevant to normal and impaired communication, psychological and social well-being

understand, in relation to the practice of speech and language therapy, sociology, including its application to educational, health and workplace settings and within multi-cultural societies

understand educational philosophy and practice and the relationship between language and literacy

understand therapeutic contexts, models and processes, relevant to the practice of speech and language therapy

understand developmental and acquired disorders of speech, language, communication and swallowing

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual

be able to use knowledge of speech and language therapy to assess and manage people with the following disorders:

developmental speech and language disorders

acquired speech and language disorders

voice disorders

fluency disorders

swallowing disorders

developmental or acquired cognitive disorders

3a.3 understand the need for, and be able to establish and maintain, a safe practice environment

be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation

be able to select appropriate personal protective equipment and use it correctly

be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control