

End-Point Assessment Plan

Prosthetist & Orthotist

Integrated Degree Apprenticeship

Level 6

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1. Overview

This end-point assessment plan (EPA) is designed to accompany the integrated degree apprenticeship standard for Prosthetist & Orthotist at level 6.

The apprenticeship will be delivered by Higher Education Institution (HEI) apprenticeship providers, listed on the Register of Apprentice Training Providers (RoATP), and assessed by organisations on the Register of End-Point Assessment Organisations (RoEPAO). The integrated degree apprenticeship will combine on-programme academic and work-based learning and assessment together with an independent end-point assessment that tests the achievement of knowledge, skills and behaviours in the standard. The end-point assessment will contribute to 20 level 6 credits to the integrated degree.

This plan details the end-point assessment requirements of the apprenticeship and will be of interest to apprentices, employers, HEI providers and healthcare service users.

2. Apprenticeship structure

The BSc (Hons) integrated degree must comprise 360 credits. 340 credits will be dedicated to on-programme learning and assessment. The final 20 credits of the programme will be attributed to the end-point assessment. The apprentice will typically complete 120 credits in a twelve-month period. In order to gain the final 20 credits, the apprentice must pass both elements of the end-point assessment.

3. Gateway to End-Point Assessment

The apprentice's employer will confirm that the apprentice is eligible to progress to the end-point assessment. In order to progress to end-point assessment, apprentices must meet the gateway criteria in Table 1.

Table 1: Gateway Criteria for Prosthetist & Orthotist

- Achievement of English and maths qualifications at a minimum of level 2
- Achievement of 340 credits of the integrated degree in Prosthetics & Orthotics from the on-programme apprenticeship formally confirmed prior to the gateway progression. (The final 20 credits of the degree will be attributed to end-point assessment)
- Achievement of the knowledge, skills and behaviours in the Prosthetist and Orthotist apprenticeship standard
- **The apprentice's employer will determine when the apprentice progresses to end-point assessment only when they have completed the**

gateway criteria and are considered ready to undertake end-point assessment.

Whilst the decision to put an apprentice forward to end-point assessment lies with the employer, normally this decision will be made using supporting information and feedback on the apprentice's progress from the Higher Education Institution who have delivered the on-programme learning.

3.1. End-Point Assessment (EPA)

The end-point assessment will provide independent synoptic assessment of the knowledge, skills and behaviours of the apprenticeship standard. Achievement of the end-point assessment by the apprentice is required to gain the BSc (Hons) in Prosthetics & Orthotics and will enable the graduate to gain registration with the Health Care Professions Council (HCPC).

As this is an integrated degree apprenticeship, the end-point assessment organisation will be the Higher Education Institute responsible for delivering the Prosthetist and Orthotist apprenticeship programme. The Higher Education Institute must therefore be on the Education and Skills Funding Agency Register of End Point Assessment Organisations (RoEPAO). The Higher Education Institute is the end-point assessment organisation and must uphold all requirements for independent assessment in the end-point assessment as identified in this plan.

4. End-Point Assessment Organisation: Roles and Responsibilities

Table 2: Roles and responsibilities

Role	Responsibilities
Apprentice	<ul style="list-style-type: none"> • Takes responsibility for learning independently and preparing for the EPA • Contributes to the decision on the timing of their EPA
Employer	<ul style="list-style-type: none"> • Determines when the apprentice is competent and ready to attempt the EPA • Enables the end-point assessment organisation independent assessor to observe the apprentice within the workplace
Higher Education Institution (HEI)	<ul style="list-style-type: none"> • Advises the employer when the apprentice has achieved the on-programme requirements and is ready to undertake the EPA • Is registered on the Education and Skills Funding Agency's Register of Apprentice Training Providers and Register of End Point Assessment Organisations

	<ul style="list-style-type: none"> • Provides a suitable representative to act as an observer of due process in relation to the degree credit element of the EPA.
End Point Assessment Organisation	<ul style="list-style-type: none"> • Is registered on the Register of End Point Assessment Organisations • Recruits and trains independent assessor(s) to conduct the EPA • Ensures the development of all required EPA materials • Administers the EPA • Ensures that independent assessor(s) is/are occupationally competent and able to assess the performance of the apprentice using the EPA methods • Undertakes standardisation and moderation activities • Maintains robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • Actively participates in the quality assurance procedures described in this assessment plan • Appoints and trains independent assessors for the EPA in line with standard quality assurance for the End Point Assessment Organisation • Conforms to the requirements of the EQA provider
Independent Assessor	<ul style="list-style-type: none"> • Is occupationally competent in Prosthetics and Orthotics and academically competent in degree level assessment • Observes and assesses the apprentice in the observation of practice • Determines the observation grade • Conducts the professional discussion • Determines the professional discussion grade • Determines the final apprenticeship grade • Must come from a third-party organisation. If this is not possible they can be sourced from within the same HEI but must be occupationally competent and not have been involved in the on-programme delivery.

5. End Point Assessment Methods

The end-point assessment must use the assessment methods detailed below. Assessments may be taken in any order according to local arrangements. The same independent assessor will carry out both assessments. Assessors will only assess one apprentice at a time.

Table 3: Overview and methods

Method	KSB statements to be assessed by this assessment method	Contribution to final grade	Duration	Assessed by	Grading
1 Professional discussion	<ul style="list-style-type: none"> Values & Behaviours Statements Prosthetic & Orthotic Care K8, S9 Person Centred Care K1-5 S1-6 Governance & Safety K1-16 S1-15 	50%	60 minutes	Independent Assessor	Fail Pass Distinction
2 Observation of Practice & follow up question and answer session	<ul style="list-style-type: none"> Prosthetic & Orthotic Care K1-7, K9-11 S1-8, S10-11 	50%	120 minutes	Independent Assessor	Fail Pass

5.1 Professional discussion

The apprentice will take part in a professional discussion of 60 minutes (+10% at the discretion of the assessor to allow the apprentice to complete their last answer. This is a synoptic assessment that demonstrates the apprentice's integration of the knowledge, skills and behaviours across all domains in the Prosthetist & Orthotist standard.

The professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and the assessor. The professional discussion must be designed to assess the apprentice's knowledge, skills and behaviours identified for this method. A structured template designed by the end-point assessment organisation must be used for managing and grading the professional discussion to ensure consistency.

The independent assessor will prepare at least **one discussion point for each domain** in the standard that can be used to provide the apprentice with the opportunity to evidence the required skills, knowledge and behaviours using a range of examples from their own practice. The assessor must not use prompts or questions that would 'lead' the apprentice. Further questions from the question bank can be asked to ascertain the apprentice's competence.

The apprentice should have no prior knowledge of the discussion points they will be asked and should not be briefed prior to taking part in the professional discussion by the independent assessor.

End-Point Assessment Organisations must ensure there are standard templates for the recording of questions and responses and that independent assessors are trained in how to complete the documentation. This is to ensure there is consistency and reliability in the recording process and to facilitate moderation/evaluation activities by internal and external stakeholders.

The location of the professional discussion will be determined by the end-point assessment organisation in consultation with the employer and the apprentice; however, it is recommended it takes place either in the apprentice's workplace or at the End-Point Assessment Organisation's facilities. The professional discussion must take place face to face and not remotely using technology such as Skype, telephone etc.

A breakdown listing the individual knowledge, skills and behaviours that are required to be assessed in this assessment method are in Appendix 1

5.2 Observation in Practice & follow up question and answer session

The live observation of practice is undertaken in the apprentice's workplace and must last for 90 minutes (+10% at the discretion of the assessor to allow the apprentice to complete their last task) followed by a 30-minute question and answer session (+10% at the discretion of the assessor to allow the apprentice to complete their last answer). The observation and question and answer session are considered a single assessment of total duration 120 minutes (+10%).

The apprentice will be observed providing care to an individual or succession of individuals. As the apprentice will be carrying out their everyday work with patients, the number of patients and precise activity cannot be determined in advance. These patients will not be chosen for the end-point assessment but are part of the normal workload of the apprentice.

The assessment must be terminated if at any time during the observation the independent assessor observes unsafe practice. In such circumstances the apprentice will not be permitted to continue, and the assessment attempt must be graded as a fail. The employer will decide when the apprentice is ready to attempt the end-point assessment again. The employer may gather views from the Training Provider and the apprentice to inform their decision. On a subsequent attempt the normal policy for retake/resit will apply.

Should an unexpected event occur, for example a fire alarm, the observation will be paused and re-started to ensure that the apprentice is observed providing care for the full 90 minutes. Whilst the observation must be carried out over the total assessment time period there may be breaks during the observation to allow the apprentice to move from one location to another (e.g. from one clinic room to another).

The independent assessor will undertake the responsibilities outlined in Table 3 and will be responsible for grading the observation & follow up question and answer session. Grading decisions may be subject to moderation by the end-point assessment organisation. Namely the independent assessor will undertake the following:

- Observes and assesses the apprentice in practice
- Conducts the question and answer session
- Determines the observation grade

The observation of practice must provide evidence of the apprentice demonstrating the knowledge, skills and behaviours identified to be assessed in this assessment method. The observation will be followed by a question and answer session to clarify what has been seen during the observation and the choices or actions taken by the apprentice and provide an opportunity to cover things that may not have arisen and explore things in more depth.

The observation of practice will assess the knowledge, skills and behaviours identified in the following domain:

- Prosthetic/Orthotic Care

Following the 90-minute observation of practice, the apprentices will have a 30-minute question and answer session (+/10% at the discretion of the assessor), in which the independent assessor will ask questions from the 'question bank' to assess further the apprentice's knowledge, skills and behaviours identified to be assessed in this assessment method. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they are fit for purpose

The knowledge, skills and behaviours required to be assessed in this method are in Appendix 1.

6 Retakes/Resits

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

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

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

7. Grading

The degree will be classified in line with the awarding Higher Education Institute classifications for BSc (Hons) degrees. The apprenticeship will be graded using Fail, Pass or Distinction.

7.1 Professional discussion

Independent assessor will grade the professional discussion using the following criteria:

Domain from the standard being assessed utilising this method	Fail	Pass The apprentice can explain:	Distinction The apprentice can explain:
Prosthetic/ Orthotic Care Values & Behaviours	The apprentice has failed to meet the pass criteria	<ul style="list-style-type: none"> • how they would deliver an episode of care that involves a patient receiving unapproved combinations of prosthetic/orthotic components (S9 K8) • how they ensure their practice encapsulates the values and behaviours required within the standard by giving at least one example of how they <ol style="list-style-type: none"> 1) Treat people with dignity, empathy and respect 2) Reflect on their practice and how their practice has adapted as a result of reflection (Values 1 & Behaviours 2) 	<ul style="list-style-type: none"> • the rationale behind the decisions made for an episode of care that involves a patient receiving unapproved combinations of prosthetic/orthotic components and why a patient's needs are best met through these decisions (S9 K8)
Person Centred Care	The apprentice has failed to meet the pass criteria	<ul style="list-style-type: none"> • why it is important to work in partnership with patients and other professionals and why its important to treat all with respect and how they ensure patient dignity is maintained (S1 S2 K1 K3) • how they take account of patient needs and how this informs their clinical decision making (S4 S5 K5) • what the appropriate communications skills are that support prosthetic/orthotic 	<ul style="list-style-type: none"> • how partnership working has stimulated reflection within their practice and how their practice has changed as a consequence by enhancing approaches to patient respect and dignity (S1 S2 K1 K3) • when it is the patient's best interests to refer on to other professional disciplines and how doing

		<p>practice and how these should be applied in practice & inform professional judgement in developing treatment plans (S3 S6 K2 K4)</p>	<p>so will improve the patient outcome (S4 S5 K5)</p> <ul style="list-style-type: none"> • how they have used different modes and levels of communication to tailor the language and level of detail most appropriate to different occasions when developing treatment plans that meet patient needs. (S3 S6 K2 K4)
Governance and Safety	The apprentice has failed to meet the pass criteria	<ul style="list-style-type: none"> • how they work safely in a prosthetic/orthotic environment (S2 S10 S11 S13 S14 S15 K2 K6 K11 K12) • how risk assessments should take place in practice and why it's important in the protection of individuals (including themselves) (S6 K13) • how they safeguard confidential information and maintain patient records (S7 S8 K8 K9) • what their role is in safeguarding patients and how they would report concerns (S5 K5) • what informed consent is, why it is important and how it is obtained (S4 K4) • how they work collaboratively to provide an effective service to patients and how they have worked with other professionals/agencies in practice (S1 S3 S9 K1 K3 K7 K15) • how learning, research and reflection informs and enhances practice. (S12 K10 K14 K16) 	<ul style="list-style-type: none"> • When they have encountered unsafe practice in prosthetic/orthotic care and what they have then done to establish a safe environment for themselves and others (S2 S10 S11 S13 S14 S15 K2 K6 K11 K12) • A range of approaches to risk assessment strategies and how they have employed these (S6 K13) • An example of poor record keeping they have encountered and what remedial action they have taken (S7 S8 K8 K9) • How implementing the recommendations of serious case reviews has helped drive service improvement (S5 K5) • What challenges there are in obtaining informed consent and how they would act in this situation (S4 K4) • how they have led in practice and give an example of the opportunities and challenges of collaboration to bring about service development (S1 S3 S9 K1 K3 K7 K15) • how participation in research and audit has gone on to improve their

			practice. (S12 K10 K14 K16)
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7.2 Observation of Practice

The independent assessor will grade the observation of practice using the following criteria:

Domain from the standard being assessed utilising this method	Fail	Pass The apprentice can:	Distinction The apprentice can:
Prosthetic/ Orthotic Care	The apprentice has failed to meet the pass criteria	<p>Demonstrate correct analysis and evaluation of a range of information for a patient; and show how to involve them as appropriate to develop and implement a treatment plan for their needs (S1 S2 S4 S5 S6 S11 K3 K4)</p> <ul style="list-style-type: none"> • Demonstrate correctly how to assess gait, locomotor function & movement of a patient (S3 K2) • Demonstrate correctly how to draw up an accurate prescription to inform the manufacture of an effective prosthetic/orthotic device (S7 S8 K10) • Demonstrate their skills in modifying/repairing an existing prosthetic/orthotic device (S10 K6) • Correctly explain the structure and function of the human body relevant to prosthetic/orthotic care & compare normal and altered function for a range of disorders that require prosthetic/orthotic treatment (K1 K7) • Explain the theoretical basis of prosthetic and orthotic science and demonstrate the application 	<ul style="list-style-type: none"> • No grade above pass for this assessment method

		<p>of that knowledge to improve patient outcomes (K5)</p> <ul style="list-style-type: none"> Explain how prosthetic/orthotic equipment works relevant to the clinical area the apprentice works in and how to recognise equipment that is not working and therefore is not meeting patient needs. (K9 K11) 	
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7.3 Overall Grading

The successful apprentice receives an overall grade of Pass or Distinction and this is determined by the independent assessor. The apprentice must pass both elements of the assessment for a final grade to be given.

Grading decisions may be subject to moderation by the end-point assessment organisation.

Table 1: Apprenticeship classification

Professional Discussion	Observation of Practice	EPA grade
Fail	Fail	Fail
Pass	Fail	Fail
Distinction	Fail	Fail
Fail	Pass	Fail
Pass	Pass	Pass
Distinction	Pass	Distinction

8. End Point Assessment Organisation – Internal Quality Assurance

End Point Assessment Organisations must ensure robust internal quality assurance processes in line with the requirements of this assessment plan.

Table 4: IQA

Internal Quality Assurance – Responsibilities of the End Point Assessment Organisation
<p>The EPAO must:</p> <ul style="list-style-type: none"> accredit the EPA to the value of 20 level 6 academic credits publish EPA guidance to apprentices, employers and training providers in relation to the requirements of the professional discussion and observation of practice as set out in this plan ensure that there is consistency and comparability in terms of the breadth and depth of each assessment, to ensure assessments are reliable, robust and valid

- develop a 'bank of questions' of sufficient size to prevent predictability and review them regularly (at least annually) to ensure they, and the questions they contain, are fit for purpose for the professional discussion and the question and answer session following the observation
- It is recommended that the question bank is developed in consultation with employers for the professional discussion and the question and answer session following the observation
- appoint assessors to conduct the end point assessment that are occupationally competent which means that they hold current registration with the Health and Care Professions Council as a Prosthetist & Orthotist and have, or are working towards, a recognised teaching and assessment of practice qualification
- provide training for independent assessors in the requirements for the operation, marking and grading of the assessment methods
- provide training for independent assessors to enable them to undertake fair and impartial assessment, making judgements about the application of knowledge, skills and behaviours to the workplace setting
- ensure internal moderators and external examiners are trained in EPA assessment and assurance processes and undertake regular continuing professional development
- develop compensatory assessment for learners with special requirements to allow reasonable adjustments to be made to assess the knowledge, skills and behaviours of the apprentice through alternative assessment techniques. They must be designed to ensure judgements are not compromised
- provide guidance in relation to the EPA e.g. making reasonable adjustment, eligibility to enter EPA and conflict of interest
- develop and manage a complaints and appeals procedure
- hold bi annual standardisation meetings which independent assessors must attend to ensure consistent application of the guidance
- prepare an annual evaluation report for the HEI and employers, acting on recommendations for improvement
- provide a sample of work for independent external review in line with Higher Education Institute regulations, receive and act upon reports
- monitor apprentice evaluations of end point assessment process, apprentice progression and achievement in end point assessment
- prepare an annual report, acting on recommendations for improvement
- identify areas of improvement and report on innovative or best practice as requested by the External Quality Assurance provider
- check grading decisions and moderate where necessary.

9. External Quality Assurance

The Institute for Apprenticeships is exploring whether QAA can undertake external quality assurance for this standard, and arrangements will be confirmed by August 2018.

10. Regulation

Prosthetists & Orthotists are regulated by the Health and Care Professions Council (HCPC) and the title is protected under law. Apprentices on completion of their programme will be eligible to apply for registration as a Prosthetist & Orthotist with the HCPC.

11. Implementation

11.1 Affordability

Indications show the likely costs to deliver the end-point assessment will not exceed 20% of the overall on-programme costs.

The approach presented offers an affordable solution to assessment for this apprenticeship. The approach is robust and will ensure the end-point assessment will meet the needs of all employers including those from public and private sectors.

It is believed that the approach is manageable and feasible as the necessary expertise already exists within the sector. Utilising existing expertise will ensure a sufficiency of qualified assessors with a good geographical spread.

Cost analysis verified that this approach was the most cost-effective method of all. It is anticipated that there will be 10 starts in the first year on this apprenticeship and 30 per year once established.

Appendix 1: Professional discussion & Observation of practice Knowledge Skills and Behaviours Mapping

Through the professional discussion the apprentice must provide evidence of meeting all the requirements in **red**. The Higher Education Institute in its capacity as End-Point Assessment Organisation is responsible for designing the structured template that will enable the apprentice to showcase this knowledge, skills and behaviour outcomes. Through the observation of practice, the apprentice must provide evidence of meeting all the requirements in **blue**.

The Higher Education Institute in its capacity as End-Point Assessment Organisation is responsible for designing a structured observation process that will allow the assessor to record that the apprentice has showcased this knowledge, skills and behaviours.

Values	Behaviours
Professionalism, skilled, caring, compassionate, conscientious, honest & trustworthy.	You will treat people with dignity, respecting patient's diversity, beliefs, culture, needs, values, privacy & preferences. You will show respect & empathy for those with whom you work with, have the courage to challenge areas of concern & work to evidence based best practice/consensus. You will also be adaptable, reflective, reliable & consistent, show discretion, resilience, self-awareness & demonstrate leadership. You will be focussed on problem solving & demonstrate tenacity.

Domain	You will be able to (skills):	You will know and understand (knowledge):
Prosthetic/ Orthotic Care	<ol style="list-style-type: none"> 1. Work with patients to analyse their needs & involve them in the design & choice of their device as appropriate 2. Analyse & critically evaluate the information collected 3. Analyse & compare normal & abnormal gait, locomotor function & movement using both qualitative & quantitative means 4. Select & use appropriate investigation & assessment techniques, completing an accurate clinical assessment 5. Develop & implement a treatment plan, adjusting & changing as required to meet the patient's needs (including necessary practical skills) 	<ol style="list-style-type: none"> 1. The structure & function of the human body, together with knowledge of health, disease, disorder & dysfunction including: human structure & function of the musculoskeletal system; the aetiology & pathophysiology of human disease & general genetic principles; & a range of disorders that are amenable to prosthetic or orthotic treatment & their limitations 2. Gait, locomotor & movement functions & ways to check them 3. How to undertake & record a thorough, sensitive & detailed assessment 4. How to formulate & evaluate a treatment plan for a patient including setting appropriate review goals & timelines; the range of prosthetic & orthotic devices available; how to position or immobilise patients correctly for safe & effective interventions including fitting a prosthesis or orthotic device 5. The theoretical basis of prosthetic & orthotic science & design; a range of techniques for capturing body shape

Domain	You will be able to (skills):	You will know and understand (knowledge):
	<ol style="list-style-type: none"> 6. Assess factors important to the relevant design, using appropriate techniques to capture body shape 7. Develop the model required to manufacture the device & modify/adjust the model where necessary 8. Prescribe orthotic or prosthetic intervention including, where necessary, the specification for manufacture 9. Undertake analyses where required for unapproved combinations or applications of components 10. Recognise when devices require rectification/repair & take appropriate action 11. Demonstrate a logical & systematic approach to problem solving using research reasoning to determine appropriate actions 	<ol style="list-style-type: none"> 6. The structure & properties of materials & their appropriate application to prosthetic or orthotic hardware & clinical practice; a range of modelling techniques; how to measure & adjust a model 7. Biomechanical principles & the appropriate application of forces to the human body following prescription & supply of a device in a manner which makes the application of such forces safe & effective in an episode of treatment 8. How to undertake analyses when required for unapproved combinations or applications of components 9. How equipment works & how to maintain it to a high standard at all times, when & where to report faults; quality control & how it applies in prosthetic/orthotic design & delivery 10. The range of orthotic & prosthetic products available allowing the most appropriate product to be provided/manufactured to meet the specific needs of the patient 11. How to identify changes in the fit of prostheses/orthoses over time (due to changes in the patient &/or materials) & how best to return the device to optimum effectiveness or where appropriate to renew & replace
Person Centred Care	<ol style="list-style-type: none"> 1. Work in partnership with patients to assess their needs & exercise professional judgement, utilising the best research evidence available, clinical experience & patient aspiration 2. Work in partnership with patients to identify goals & agree appropriate treatment plans & that work is based on mutual respect & trust- always maintaining high standards of care 3. Apply a range of communication interventions & interpersonal skills to support patients receiving prosthetic/orthotic care 4. Recognise & take account of the wide range of needs a patient has including physical, psychological, social & cultural needs (recognising when to refer to other professionals) 	<ol style="list-style-type: none"> 1. Equality, diversity & inclusion legislation; how to treat people with dignity & respect; how to assess the nature & complexity of a patient's needs including how to empathise with patients; understanding how disability affects & influences prosthetic & orthotic management; the requirement to adapt practice to meet the needs of patients dealing with emotional needs due to a range of circumstances & experiences 2. Ways to use your judgement to develop treatment plans that reflect a patient's needs & preferences 3. How to recognise how communication affects assessment & engagement of a patient & to be able to apply a range of communication techniques; taking into account a patient's emotional state, age, capacity, understanding, learning & physical ability, culture, ethnicity & religious beliefs 4. Ways to assist the communication requirements of patients; including recognising the need to use interpersonal skills to encourage the active participation of patients; how to recognise the limits of prosthetic/orthotic practice in the context of patient care; including when not to proceed with a treatment intervention in the best interests of a patient

Domain	You will be able to (skills):	You will know and understand (knowledge):
	<ol style="list-style-type: none"> 5. Demonstrate clinical reasoning & the processes that underpin decision-making & problem solving 6. Recognise the value of case conferences & other methods of review 	<ol style="list-style-type: none"> 5. The stages and processes of clinical reasoning and understand how they underpin effective decision making
Governance and Safety	<ol style="list-style-type: none"> 1. Receive, act on & make referrals (to others) as appropriate 2. Practice safely, according to available evidence & within competency level, maintaining fitness to practice 3. Work collaboratively in partnership with other professionals, patients & carers focussed on achieving agreed goals 4. Obtain informed consent for prosthetic/orthotic care 5. Safeguard patients, including vulnerable adults & children 6. Conduct risk assessment of the environment, patient & the device prescribed & supplied 7. Safeguard confidential information relating to patients at all times 8. Maintain records that are fit for purpose & process them accordingly 9. Manage & lead colleagues & staff as appropriate 10. Comply with local & national standards regarding reporting of medical device failures & incidents 11. Practice within the scope of HCPC Standards of proficiency 12. Evaluate research & other evidence to inform practice 13. Work safely, including being able to select appropriate hazard control & risk management, reduction or elimination techniques in a safe manner in accordance with health & safety legislation 	<ol style="list-style-type: none"> 1. How to work collaboratively with those who provide services to patients; recognising the limits of prosthetic/orthotic practice & when to seek advice &/or refer to another professional 2. What is meant by fitness to practice; how to work within legislation, standards, protocols & codes of conduct (e.g. Medicines & Healthcare products Regulatory Agency HCPC); the limits of your own competence & role 3. How to be able to apply professional knowledge, skills & experience as part of a multi-professional team to ensure a patient's needs are met 4. What is meant by informed consent & how to secure it across the age range & in line with cognitive ability; the importance of providing patients with information that allows them to make informed decisions & safely manage their condition & supplied devices 5. What is meant by duty of care; medical ethics; safeguarding of adults & children & how it applies to your role 6. Health & safety legislation, policies & procedures; ways to assess risks that ensures safety & security of the prescribed device; how to balance the needs of the patient & personal risk taking; a range of evidence-based models of risk assessment related to prosthetics/orthotics & your own role 7. Concepts & theories of leadership & management and how they apply the clinical environment 8. How to maintain confidentiality & apply the principles of information & clinical governance 9. The importance of managing records & data in accordance with legislation, protocols & best practice 10. The need to participate in training, supervision & mentoring 11. Quality guidelines & device design principles that apply to patient devices; incident reporting & escalation 12. The national standards & legal framework within your scope of practice; including maintaining a high standard of personal professional conduct; the need to keep skills & knowledge up to date & the importance of career-long learning

Domain	You will be able to (skills):	You will know and understand (knowledge):
	<ul style="list-style-type: none"> 14. Select appropriate personal protective equipment & use it correctly 15. Establish safe environments for practice, which minimise risks to service users, those treating them & others, including the use of hazard control & particularly infection control 	<ul style="list-style-type: none"> 13. Ways to reduce occupational stress & the importance of maintaining your own health & well-being 14. The value of critical reflection on practice & the need to record the outcome of such reflection 15. The structure & function of health & social care services in the UK 16. A range of research methodologies