Standards of proficiency for biomedical scientists

This document sets out the changes to the standards of proficiency for biomedical scientists.

The column on the left shows new standards in effect from 1 September 2023 and compares to current standards on the right. The current standards are not presented in their numerical order and instead organised to allow direct comparison with the relevant new standard. Numbering refers to the new standards only.

Deletions are indicated in the text by strikethrough whilst additions are shown in bold. Generic standards are indicated by shaded cells. These are standards which apply across all 15 professions. White cells are profession-specific standards. These are unique to each profession, although in many cases these are still consistent across multiple professions.

The current standards of proficiency for biomedical scientists are available to download and view for comparison at: https://www.hcpc-uk.org/standards/standards-of-proficiency/biomedical-scientists/
At the point of registration, biomedical scientists must be able to:

<table>
<thead>
<tr>
<th>No.</th>
<th>New standard</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>be able to practise safely and effectively within their scope of practice</td>
<td>be able to practise safely and effectively within their scope of practice</td>
</tr>
<tr>
<td>1.1</td>
<td>know <strong>identify</strong> the limits of their practice and when to seek advice or refer to another professional or service</td>
<td>know the limits of their practice and when to seek advice or refer to another professional</td>
</tr>
<tr>
<td>1.2</td>
<td>recognise the need to manage their own workload and resources safely and effectively, <strong>including managing the emotional burden that comes with working in a pressured environment</strong></td>
<td>recognise the need to manage their own workload and resources effectively and be able to practise accordingly</td>
</tr>
<tr>
<td>1.3</td>
<td>understand both the need to keep their skills and knowledge up to date and understand the importance of <strong>continuing professional development throughout their career</strong></td>
<td>understand both the need to keep skills and knowledge up to date and the importance of career-long learning</td>
</tr>
<tr>
<td>2</td>
<td>be able to practise within the legal and ethical boundaries of their profession</td>
<td>be able to practise within the legal and ethical boundaries of their profession</td>
</tr>
<tr>
<td>2.1</td>
<td>maintain high standards of personal and professional conduct</td>
<td>understand the need to act in the best interests of service users at all times</td>
</tr>
<tr>
<td>2.2</td>
<td>promote and protect the service user's interests at all times</td>
<td>understand the need to act in the best interests of service users at all times</td>
</tr>
<tr>
<td>2.3</td>
<td>understand the importance of safeguarding <strong>by actively looking for signs of abuse, demonstrating understanding of relevant safeguarding processes, and engaging in these and the need to engage in appropriate safeguarding processes where necessary</strong></td>
<td>understand the need to act in the best interests of service users at all times</td>
</tr>
<tr>
<td>2.4</td>
<td>understand what is required of them by the Health and Care Professions Council, including but not limited to the Standards of conduct, performance and ethics</td>
<td>understand what is required of them by the Health and Care Professions Council</td>
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<tr>
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<tr>
<td>2.5</td>
<td>understand the need to respect and uphold the rights, dignity, values, and autonomy of service users, including their role in the assessment, diagnostic, treatment and/or therapeutic process and in maintaining health and wellbeing</td>
<td>understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing</td>
</tr>
<tr>
<td>2.6</td>
<td>recognise that relationships with service users, carers and others should be based on mutual respect and trust, and be able to maintain high standards of care in all circumstances even in situations of personal incompatibility</td>
<td>recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility</td>
</tr>
<tr>
<td>2.7</td>
<td>understand the importance of and be able to obtain valid informed consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented</td>
<td>understand the importance of and be able to obtain informed consent</td>
</tr>
<tr>
<td>2.8</td>
<td>understand the importance of capacity in the context of delivering care and treatment</td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>understand the scope of be able to exercise a professional duty of care, and exercise that duty</td>
<td>be able to exercise a professional duty of care</td>
</tr>
<tr>
<td>2.10</td>
<td>understand and apply about current legislation, policies and guidance relevant applicable to the work of their profession and scope of practice</td>
<td>know about current legislation applicable to the work of their profession</td>
</tr>
<tr>
<td>2.11</td>
<td>recognise the power imbalance which comes with being a health care professional, and ensure they do not abuse this for personal gain</td>
<td></td>
</tr>
<tr>
<td>2.12</td>
<td>Be aware demonstrate awareness of the British, European and International Standards that govern and affect pathology laboratory practice</td>
<td>be aware of the British, European and International Standards that govern and affect pathology laboratory practice</td>
</tr>
<tr>
<td></td>
<td>look after their health and wellbeing, seeking appropriate support where necessary</td>
<td>be able to maintain fitness to practise</td>
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</tr>
<tr>
<td>3.1</td>
<td>identify anxiety and stress in themselves and recognise the potential impact on their practice</td>
<td>understand the need to maintain high standards of personal and professional conduct</td>
</tr>
<tr>
<td>3.2</td>
<td>understand the importance of their own mental and physical health and <strong>wellbeing strategies in maintaining fitness to practise</strong></td>
<td>understand the importance of maintaining their own health</td>
</tr>
<tr>
<td>3.3</td>
<td>understand how to take appropriate action if their health may affect their ability to practise safely and effectively, including seeking help and support when necessary</td>
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</tr>
<tr>
<td>3.4</td>
<td>develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment</td>
<td>understand the role that coping strategies can play in maintaining fitness to practise and the importance of seeking help and support when necessary</td>
</tr>
<tr>
<td>4</td>
<td>be able to practise as an autonomous professional, exercising their own professional judgement</td>
<td>be able to practise as an autonomous professional, exercising their own professional judgement</td>
</tr>
<tr>
<td>4.1</td>
<td>recognise that they are personally responsible for and must be able to justify their decisions <strong>and actions</strong></td>
<td>recognise that they are personally responsible for and must be able to justify their decisions</td>
</tr>
<tr>
<td>4.2</td>
<td><strong>be able to use their skills, knowledge and experience, and the information available to them, to make informed decisions and/or take initiate solutions take action</strong> where necessary</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td><strong>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</strong></td>
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<tr>
<td>4.4</td>
<td><strong>be able to make and receive appropriate referrals, where necessary</strong></td>
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<tr>
<td>4.5</td>
<td><strong>be able to initiate resolution of problems and be able to exercise personal initiative</strong></td>
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<tr>
<td>4.6</td>
<td><strong>be able to demonstrate a logical and systematic approach to problem solving</strong></td>
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<tr>
<td>4.7</td>
<td><strong>be able to use research, reasoning and problem solving skills to determine appropriate actions</strong></td>
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</tr>
<tr>
<td>4.8</td>
<td><strong>understand the importance of active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner</td>
<td>be aware of the impact of culture, equality and diversity on practice</td>
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<tr>
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<tr>
<td>5.1</td>
<td>Understand the need to adapt practice to respond appropriately to the needs of all different groups and individuals in practice, recognising this can be affected by difference of any kind including, but not limited to, protected characteristics(^1), intersectional experiences and cultural differences</td>
<td>Understand the requirement to adapt practice to meet the needs of different groups and individuals</td>
</tr>
<tr>
<td>5.2</td>
<td>Understand equality legislation and apply it to their practice</td>
<td></td>
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<tr>
<td>5.3</td>
<td>Be aware of the recognise the potential impact of their own values and beliefs and personal biases (which may be unconscious) on practice and take personal action to ensure all service users and carers are treated appropriately with respect and dignity</td>
<td></td>
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<tr>
<td>5.4</td>
<td>Understand the duty to make reasonable adjustments in practice and be able to make and support reasonable adjustments in theirs and others’ practice</td>
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<tr>
<td>5.5</td>
<td>Recognise the characteristics and consequences of barriers to inclusion, including for socially isolated groups</td>
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<tr>
<td>5.6</td>
<td>Actively challenge these barriers, supporting the implementation of change wherever possible</td>
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<tr>
<td>5.7</td>
<td>Recognise that regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards, across all areas of practice</td>
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</tr>
</tbody>
</table>

\(^1\) The Equality Act 2010 defines the protected characteristics as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Equivalent equality legislation in Northern Ireland protects age, disability, gender, race, religion or belief and sexual orientation.
<table>
<thead>
<tr>
<th>6.</th>
<th>understand the importance of and be able to maintain confidentiality</th>
<th>understand the importance of and be able to maintain confidentiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>be aware of the limits of the concept of adherence to the professional duty of confidentiality and understand when disclosure may be required.</td>
<td>be aware of the limits of the concept of confidentiality</td>
</tr>
<tr>
<td>6.2</td>
<td>understand the principles of information and data governance and be aware of the safe and effective use of health, social care and other relevant information</td>
<td>understand the principles of information governance and be aware of the safe and effective use of health and social care information</td>
</tr>
<tr>
<td>6.3</td>
<td>be able to recognise and respond appropriately in a timely manner to situations where it is necessary to share information to safeguard service users, carers and/or the wider public</td>
<td>be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public</td>
</tr>
<tr>
<td>6.4</td>
<td>understand the need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support (such as interpreters or translators)</td>
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<tr>
<td>6.5</td>
<td>recognise that the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms</td>
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<tr>
<td>7</td>
<td>be able to communicate effectively</td>
<td>be able to communicate effectively</td>
</tr>
<tr>
<td>7.1</td>
<td>be able to use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others</td>
<td>be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, colleagues and others</td>
</tr>
</tbody>
</table>
| 7.2 | be able to communicate in English to the required standard for their profession (equivalent to level 7 of the International English Language Testing System, with no element below 6.5) | 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
| 7.3 | **understand the characteristics and consequences of verbal and non-verbal communication and recognise how these can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences** | understand how communication skills affect assessment of, and engagement with, service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability |
| 7.4 | be able to work with service users and/or their carers to facilitate the service user’s preferred role in decision-making, and provide service users and carers with the information they may need where appropriate | be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others |
| 7.5 | modify their own means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible | be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others |
| 7.6 | understand the need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter | understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible |
| 7.7 | be able to use information, communication and digital technologies appropriate to their practice | be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs |
| 7.8 | understand the need to provide service users or people acting on their behalf with the information necessary in accessible formats to enable them to make informed decisions | understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions |
| 7.9 | be able to communicate the outcome of biomedical procedures | be able to communicate the outcome of biomedical procedures |

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2. The International English Language Testing System (IELTS) tests competence in the English language. Applicants who have qualified outside of the UK, whose first language is not English and who are not nationals of a country within the European Economic Area (EEA) or Switzerland, must provide evidence that they have reached the necessary standard. Please visit our website for more information.
<p>| 8.1 | be able to work appropriately with others, in partnership with service users, their relatives and carers, colleagues other professionals, support staff and others | be able to work appropriately with others, in partnership with service users, other professionals, support staff and others |
| 8.2 | recognise the principles and practices of other health and care professionals and systems and how they interact with their profession |
| 8.3 | understand the need to build and sustain professional relationships as both an independent autonomous practitioner and collaboratively as a member of a team |
| 8.4 | be able to contribute effectively to work undertaken as part of a multi-disciplinary team |
| 8.5 | identify anxiety and stress in service users, carers and colleagues, adapting their practice and providing support where appropriate |
| 8.6 | understand the qualities, behaviours and benefits of leadership and be able to apply them in the context of your practice |
| 8.7 | recognise that leadership is a skill all professionals can demonstrate |
| 8.8 | identify their own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion |
| 8.9 | demonstrate leadership behaviours appropriate to their practice |
| 8.10 | act as a role model for others |</p>
<table>
<thead>
<tr>
<th>8.11</th>
<th><strong>promote and engage in the learning of others</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.12</td>
<td>understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions <strong>and assessment outcomes</strong> to meet their needs and goals</td>
</tr>
<tr>
<td>8.13</td>
<td><strong>demonstrate awareness</strong> of the impact of pathology services on the service user care pathway</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th><strong>be able to maintain records appropriately</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>be able to keep <strong>full, clear and</strong> accurate, comprehensive records in accordance with applicable legislation, protocols and guidelines</td>
</tr>
<tr>
<td>9.2</td>
<td>recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines</td>
</tr>
<tr>
<td>9.3</td>
<td><strong>use digital record keeping tools, where required</strong></td>
</tr>
<tr>
<td>9.4</td>
<td>recognise, communicate and understand the risks and possible serious consequences of errors and omissions in both requests for, and results of, laboratory investigations</td>
</tr>
<tr>
<td>9.5</td>
<td>use systems for the accurate and correct identification of service users and laboratory specimens</td>
</tr>
<tr>
<td>9.6</td>
<td>understand the need to adhere to protocols of specimen identification, including bar coding and electronic tag systems</td>
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<tr>
<td></td>
<td>Understand the importance of backup storage of electronic data</td>
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<tr>
<td>10</td>
<td><strong>Be able to reflect on and review practice</strong></td>
</tr>
<tr>
<td>10.1</td>
<td>Understand the value of <strong>reflection, reflective practice</strong> and the need to record the outcome of such reflection to <strong>support continuous improvement</strong></td>
</tr>
<tr>
<td>10.2</td>
<td>Recognise the value of <strong>multidisciplinary reviews, case conferences and other methods of review</strong></td>
</tr>
<tr>
<td>11</td>
<td><strong>Be able to assure the quality of their practice</strong></td>
</tr>
<tr>
<td>11.1</td>
<td>Be able to engage in evidence-based practice</td>
</tr>
<tr>
<td>11.2</td>
<td>Be able to gather and use feedback and information, including qualitative and quantitative data, to evaluate the responses of service users to their care</td>
</tr>
<tr>
<td>11.3</td>
<td>Be able to monitor and systematically evaluate the quality of practice, and maintain an effective audit trail <strong>quality management and quality assurance process</strong> working to work towards continual improvement</td>
</tr>
<tr>
<td>11.4</td>
<td>Be able to participate in audit procedures and quality management, including quality control, quality assurance, <strong>clinical governance</strong> and the use of appropriate outcome measures</td>
</tr>
<tr>
<td>11.5</td>
<td>be able to evaluate care plans or intervention plans using recognised and appropriate outcome measures, in conjunction with the service user where possible, and revise the plans as necessary in conjunction with the service user</td>
</tr>
<tr>
<td>11.6</td>
<td>recognise the value of gathering and using contributing to the generation of data for quality assurance and improvement programmes</td>
</tr>
<tr>
<td>11.7</td>
<td>select and apply quality and process control measures</td>
</tr>
<tr>
<td>11.8</td>
<td>identify and respond appropriately to abnormal outcomes from quality indicators</td>
</tr>
</tbody>
</table>

| 12 | understand and apply the key concepts of the knowledge base relevant to their profession | understand the key concepts of the knowledge base relevant to their profession |
| 12.1 | understand the structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession | understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession |
| 12.2 | be aware of demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process | be aware of the principles and applications of scientific enquiry, including the evaluation of interventions and the research process |
| 12.3 | recognise the role(s) of other professions in health and social care and understand how they may relate to the role of biomedical scientist | recognise the role of other professions in health and social care |
| 12.4 | understand the structure and function of health and social care systems and services in the UK | understand the structure and function of health and social care services in the UK |
| 12.5 | understand the theoretical basis of, and the variety of approaches to, assessment and intervention | understand the theoretical basis of, and the variety of approaches to, assessment and intervention |
| 12.6 | be able to demonstrate knowledge of the underpinning scientific principles of investigations provided by clinical laboratory services | be able to demonstrate knowledge of the underpinning scientific principles of investigations provided by clinical laboratory services |
| 12.7 | understand the role of the following specialisms in the diagnosis, treatment and management of disease: cellular science, blood science, infection science, molecular and genetic science and reproductive science | understand the role of the following specialisms in the diagnosis, treatment and management of disease: cellular science, blood science, infection science, molecular and genetic science and reproductive science |
| 12.8 | be able to evaluate analyses using qualitative and quantitative methods to aid the diagnosis, screening and monitoring of health and disorders | be able to evaluate analyses using qualitative and quantitative methods to aid the diagnosis, screening and monitoring of health and disorders |
| 12.9 | understand the techniques and associated instrumentation used in the practice of biomedical science | understand the techniques and associated instrumentation used in the practice of biomedical science |
| 12.10 | understand the biological hazards groups and associated containment levels | understand the biological hazards groups and associated containment levels |

<p>| 13 | be able to draw on appropriate knowledge and skills to inform practice | be able to draw on appropriate knowledge and skills to inform practice |
| 13.1 | be able to change their practice as needed to take account of new developments, technologies and changing contexts | be able to change their practice as needed to take account of new developments or changing contexts |
| 13.2 | be able to gather appropriate information | be able to gather appropriate information |
| 13.3 | be able to analyse and critically evaluate the information collected | be able to analyse and critically evaluate the information collected |
| 13.4 | be able to select and use appropriate assessment techniques and equipment | be able to select and use appropriate assessment techniques |
| 13.5 | be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment | be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment |
| 13.6 | be able to undertake or arrange investigations as appropriate | be able to undertake or arrange investigations as appropriate |
| 13.7 | be able to conduct appropriate diagnostic assessment or monitoring procedures, treatment, therapy or other actions safely and effectively | be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy, or other actions safely and effectively |
| 13.8 | <strong>Recognise</strong> be aware of a range of research methodologies <strong>relevant to their role</strong> | be aware of a range of research methodologies |
| 13.9 | recognise the value of research to the critical evaluation of practice | recognise the value of research to the critical evaluation of practice |
| 13.10 | be able to critically evaluate research and other evidence to inform their own practice | |
| 13.11 | engage service users in research as appropriate | |
| 13.12 | perform and supervise procedures in clinical laboratory investigations to reproducible standards | be able to perform and supervise procedures in clinical laboratory investigations to reproducible standards |
| 13.13 | operate and utilise specialist equipment according to their discipline | be able to operate and utilise specialist equipment according to their discipline |</p>
<table>
<thead>
<tr>
<th></th>
<th>validate scientific and technical data and observations according to pre-determined quality standards</th>
<th>be able to validate scientific and technical data and observations according to pre-determined quality standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>demonstrate proficiency in practical skills in cellular science, blood science, infection science, molecular and genetic science and reproductive science, where appropriate to the discipline</td>
<td>be able to demonstrate proficiency in practical skills in cellular science, blood science, infection science, molecular and genetic science and reproductive science, where appropriate to the discipline</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>demonstrate practical skills in the investigation of disease processes</td>
<td>be able to demonstrate practical skills in the investigation of disease processes</td>
</tr>
<tr>
<td></td>
<td>work in conformance with standard operating procedures and conditions</td>
<td>be able to work in conformance with standard operating procedures and conditions</td>
</tr>
<tr>
<td></td>
<td>work with accuracy and precision</td>
<td>be able to work with accuracy and precision</td>
</tr>
<tr>
<td></td>
<td>perform calibration and quality control checks</td>
<td>be able to perform calibration and quality control checks</td>
</tr>
<tr>
<td></td>
<td>demonstrate operational management of laboratory equipment to check that equipment is functioning within its specifications and to respond appropriately to abnormalities</td>
<td>be able to demonstrate operational management of laboratory equipment to check that equipment is functioning within its specifications and to respond appropriately to abnormalities</td>
</tr>
<tr>
<td></td>
<td>understand the implications of non-analytical errors</td>
<td>understand the implications of non-analytical errors</td>
</tr>
<tr>
<td>13.23</td>
<td>know the extent of the role and responsibility of the laboratory with respect to the quality management of hospital, primary care and community based laboratory services for near-service user testing and non-invasive techniques</td>
<td>know the extent of the role and responsibility of the laboratory with respect to the quality management of hospital, primary care and community based laboratory services for near patient testing and non-invasive techniques</td>
</tr>
<tr>
<td>13.24</td>
<td>formulate specific and appropriate management plans including the setting of timescales</td>
<td>be able to formulate specific and appropriate management plans including the setting of timescales</td>
</tr>
<tr>
<td>13.25</td>
<td>select suitable specimens and procedures relevant to service users’ clinical needs, including collection and preparation of specimens as and when appropriate</td>
<td>be able to select suitable specimens and procedures relevant to patients’ clinical needs, including collection and preparation of specimens as and when appropriate</td>
</tr>
<tr>
<td>13.26</td>
<td>demonstrate awareness of the need to assess and evaluate new procedures prior to routine use</td>
<td>be aware of the need to assess and evaluate new procedures prior to routine use</td>
</tr>
<tr>
<td>13.27</td>
<td>investigate and monitor disease processes and normal states</td>
<td>be able to investigate and monitor disease processes and normal states</td>
</tr>
<tr>
<td>13.28</td>
<td>use standard operating procedures for analyses including point of care in vitro diagnostic devices</td>
<td>be able to use standard operating procedures for analyses including point of care in vitro diagnostic devices</td>
</tr>
<tr>
<td>13.29</td>
<td>use statistical packages and present data in an appropriate format</td>
<td>be able to use statistical packages and present data in an appropriate format</td>
</tr>
<tr>
<td>13.30</td>
<td>design experiments, report, interpret and present data using scientific convention, including application of SI units and other units used in biomedical science</td>
<td>be able to design experiments, report, interpret and present data using scientific convention, including application of SI units and other units used in biomedical science</td>
</tr>
<tr>
<td>13.31</td>
<td><strong>safely interpret and authorise service user results</strong></td>
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<tr>
<td>14</td>
<td><strong>Understand the need to establish and maintain a safe practice environment</strong></td>
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</tr>
<tr>
<td>14.1</td>
<td>understand the need to maintain the safety of <em>themself and others, including</em> both service users, carers and colleagues and those involved in their care</td>
<td>understand the need to maintain the safety of both service users and those involved in their care</td>
</tr>
<tr>
<td>14.2</td>
<td>be aware of applicable <em>demonstrate awareness of relevant</em> 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 and comply with all local operational procedures and policies</td>
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</tr>
<tr>
<td>14.3</td>
<td>be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation</td>
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</tr>
<tr>
<td>14.4</td>
<td>be able to select appropriate personal protective equipment and use it correctly</td>
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</tr>
<tr>
<td>14.5</td>
<td>be able to establish safe environments for practice, which appropriately manages risk to service users, those treating them and others, including the use of hazard control and particularly infection control</td>
<td>be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control</td>
</tr>
<tr>
<td>14.6</td>
<td>understand the need to maintain the safety of <em>themself and others, including</em> both service users, carers and colleagues and those involved in their care</td>
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</tr>
<tr>
<td>14.7</td>
<td>understand the application of principles of good laboratory practice</td>
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</tr>
</tbody>
</table>

<p>| 15 | <strong>Promote and prevent ill health</strong> |</p>
<table>
<thead>
<tr>
<th></th>
<th>\underline{15.1} Understand the role of their profession in health promotion, health education and preventing ill-health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>\underline{15.2} Understand how social, economic and environmental factors (wider determinants of health) can influence a person’s health and well-being</td>
</tr>
<tr>
<td></td>
<td>\underline{15.3} Empower and enable individuals (including service users and colleagues) to play a part in managing their own health</td>
</tr>
<tr>
<td></td>
<td>\underline{15.4} Engage in occupational health, including being aware of immunisation requirements</td>
</tr>
</tbody>
</table>