

## Standards of proficiency for speech and language therapists

This document sets out the changes to the standards of proficiency for speech and language therapists.

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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 speech and language therapists are available to download and view for comparison at: <https://www.hcpc-uk.org/standards/standards-of-proficiency/speech-and-language-therapists/>

**REVISED June 2023**

**At the point of registration, speech and language therapists must be able to:**

<b>No.</b>	<b>New standard</b>	<b>Standard</b>
1	<del>be able to practise safely and effectively within their scope of practice</del>	<b>be able to practise safely and effectively within their scope of practice</b>
1.1	<del>know</del> <b>identify</b> the limits of their practice and when to seek advice or refer to another professional or service	know the limits of their practice and when to seek advice or refer to another professional
1.2	recognise the need to manage their own workload and resources safely and effectively, <b>including managing the emotional burden that comes with working in a pressured environment</b>	recognise the need to manage their own workload and resources effectively and be able to practise accordingly
1.3	<del>understand both the need to keep their skills and knowledge up to date and understand the importance of</del> <b>continuing professional development throughout their career</b>	understand both the need to keep skills and knowledge up to date and the importance of career-long learning
2	<del>be able to practise within the legal and ethical boundaries of their profession</del>	<b>be able to practise within the legal and ethical boundaries of their profession</b>
2.1	<b>maintain high standards of personal and professional conduct</b>	
2.2	promote and protect the service user's interests at all times	understand the need to act in the best interests of service users at all times
2.3	understand the importance of safeguarding <b>by actively looking for signs of abuse, demonstrating understanding of relevant safeguarding processes, and engaging in these</b> <del>and the need to engage in appropriate safeguarding processes where necessary</del>	

2.4	understand what is required of them by the Health and Care Professions Council, <b>including but not limited to the Standards of conduct, performance and ethics</b>	understand what is required of them by the Health and Care Professions Council
2.5	<del>understand the need to</del> respect and uphold the rights, dignity, values, and autonomy of service users, including their role in the <b>assessment, diagnostic, treatment and / or</b> therapeutic process <del>and in maintaining health and wellbeing</del>	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
2.6	recognise that relationships with service users, <b>carers and others</b> should be based on mutual respect and trust, <del>and be able to</del> maintaining high standards of care <b>in all circumstances</b> <del>even in situations of personal incompatibility</del>	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
2.7	understand the importance of and be able to obtain <b>valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented</b>	understand the importance of and be able to obtain informed consent
2.8	<b>understand the importance of capacity in the context of delivering care and treatment</b>	
2.9	<b>understand the scope of</b> <del>be able to exercise a professional duty of care, and exercise that duty</del>	be able to exercise a professional duty of care
2.10	understand <b>and apply</b> <del>about current legislation, policies and guidance relevant applicable to the work of their profession and scope of practice</del>	know about current legislation applicable to the work of their profession
2.11	<b>recognise the power imbalance which comes with being a health care professional, and ensure they do not abuse this for personal gain</b>	

2.12	understand the ethical and legal implications of withholding and withdrawing feeding and nutrition <b>and the impact of social, psychological and medical factors to service users' communication difficulties and / or swallowing status</b>	understand the ethical and legal implications of withholding and withdrawing feeding and nutrition
2.13	<b>understand the centrality of home language(s) to a service user's identity, family life and community (culture and/or religion), by working to maintain, develop or enhance a client's home language</b>	
<b>3</b>	<b>look after their health and wellbeing, seeking appropriate support where necessary <del>be able to maintain fitness to practise</del></b>	<b>be able to maintain fitness to practise</b>
3.1	<b>identify anxiety and stress in themselves and recognise the potential impact on their practice</b> <del>understand the need to maintain high standards of personal and professional conduct</del>	understand the need to maintain high standards of personal and professional conduct
3.2	understand the importance of their own mental and physical health and <b>wellbeing strategies in maintaining fitness to practise</b> <del>be able to take appropriate action if their health may affect their ability to practise safely and effectively</del>	understand the importance of maintaining their own health
3.3	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	

3.4	<b>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</b> understand the role that coping strategies can play in maintaining fitness to practise and the importance of seeking help and support when necessary	
4	<del>be able to practise as an autonomous professional, exercising their own professional judgement</del>	<b>be able to practise as an autonomous professional, exercising their own professional judgement</b>
4.1	recognise that they are personally responsible for and must be able to justify their decisions <b>and actions</b>	recognise that they are personally responsible for and must be able to justify their decisions
4.2	<del>be able to use their skills, knowledge and experience, and the information available to them, to make informed decisions</del> <b>and / or take initiate solutions take action</b> where necessary	
4.3	<del>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</del>	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
4.4	<del>be able to make and receive appropriate referrals,</del> <b>where necessary</b>	be able to make and receive appropriate referrals
4.5	<del>be able to initiate resolution of problems and be able to exercise personal initiative</del>	be able to initiate resolution of problems and be able to exercise personal initiative
4.6	<del>be able to demonstrate a logical and systematic approach to problem solving</del>	be able to demonstrate a logical and systematic approach to problem solving

4.7	<del>be able to</del> use research, reasoning and problem solving skills <del>to</del> <b>when</b> determining appropriate actions	be able to use research, reasoning and problem solving skills to determine appropriate actions
4.8	understand the <del>importance</del> <b>need for</b> of active participation in training, supervision and mentoring <b>in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice</b>	understand the importance of participation in training, supervision and mentoring
<b>5</b>	<b>recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner</b>	<b>be aware of the impact of culture, equality and diversity on practice</b>
5.1	<del>understand the need to adapt practice to respond appropriately to the needs of all different groups and individuals in</del> <b>practice, recognising this can be affected by difference of any kind including, but not limited to, protected characteristics<sup>1</sup>, intersectional experiences and cultural differences</b>	understand the requirement to adapt practice to meet the needs of different groups and individuals
5.2	understand equality legislation and apply it to their practice	
5.3	<del>be aware of the</del> <b>recognise the potential</b> impact of their own values and beliefs <b>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</b>	

<sup>1</sup> 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.

5.4	<b>understand the duty to make reasonable adjustments in practice and be able to make and support reasonable adjustments in theirs and others' practice</b>	
5.5	<b>recognise the characteristics and consequences of barriers to inclusion, including for socially isolated groups</b>	
5.6	<b>actively challenge these barriers, supporting the implementation of change wherever possible</b>	
5.7	<b>recognise that regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards, across all areas of practice</b>	
<b>6.</b>	<b>understand the importance of and <del>be able to</del> maintain confidentiality</b>	<b>understand the importance of and be able to maintain confidentiality</b>
6.1	<del>be aware of the limits of the concept of</del> <b>adhere to the professional duty of confidentiality and understand when disclosure may be required</b>	be aware of the limits of the concept of confidentiality
6.2	understand the principles of information <b>and data</b> governance and be aware of the safe and effective use of health, social care and other relevant information	understand the principles of information governance and be aware of the safe and effective use of health and social care information
6.3	<del>be able to</del> recognise and respond appropriately <b>in a timely manner</b> to situations where it is necessary to share information to safeguard service users, <b>carers and /</b> or the wider public	be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public

6.4	<b>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)</b>	
6.5	<b>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</b>	
<b>7.</b>	<b>communicate effectively</b>	<b>be able to communicate effectively</b>
7.1	<del>be able to</del> use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others	be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, their relatives, carers, colleagues and others
7.2	<del>be able to</del> communicate in English to the <b>required standard for their profession</b> (equivalent to level 8 of the International English Language Testing System, with no element below 7.5 <sup>2</sup> )  This requirement is stricter for speech and language therapists than for all other HCPC registered professions, as communication in English is a core professional skill (see standard <b>13.17</b> ).	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 <sup>1</sup>  This requirement is stricter for speech and language therapists than for all other HCPC registered professions, as communication in English is a core professional skill (see standard 14.20)

<sup>2</sup> 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 applying through the Swiss Mutual Recognition Route (SMR) must provide evidence that they have reached the necessary standard. More information available here: [Statement on English language proficiency requirements for internationally trained health and care professionals | \(hcpc-uk.org\)](https://www.hcpc-uk.org/requirements-for-internationally-trained-health-and-care-professionals/).



7.3	<b>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<sup>3</sup>, intersectional experiences and cultural differences</b>	
7.4	<del>be able to</del> work with service users <b>and</b> / 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	
7.5	<del>be able to</del> modify their <b>own</b> means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible	
7.6	<b>understand the need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter</b>	
7.7	<del>be able to</del> use information, and communication <b>and digital</b> technologies appropriate to their practice	
7.8	<b>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</b>	

<sup>3</sup> 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.

7.9	<b>recognise the possible contribution of social, psychological and medical factors to service users' communication difficulties and / or swallowing status</b>	
<b>8</b>	<b><del>be able to work appropriately with others</del></b>	<b>be able to work appropriately with others</b>
8.1	<del>be able to work where appropriate in partnership with service users, their relatives and carers, colleagues other professionals, support staff and others</del>	be able to work, where appropriate, in partnership with service users, other professionals, support staff and others
8.2	<b>recognise the principles and practices of other health and care professionals and systems and how they interact with their profession</b>	
8.3	understand the need to build and sustain professional relationships as both an independent <del>autonomous</del> practitioner and collaboratively as a member of a team	understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
8.4	<del>be able to contribute effectively to work undertaken as part of a multi-disciplinary team</del>	be able to contribute effectively to work undertaken as part of a multi-disciplinary team
8.5	<b>identify anxiety and stress in service users, carers and colleagues, adapting their practice and providing support where appropriate</b>	
8.6	understand the qualities, behaviours and benefits of leadership <del>and be able to apply them in the context of your practice</del>	

8.7	<b>recognise that leadership is a skill all professionals can demonstrate</b>	
8.8	<b>identify their own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion</b>	
8.9	<b>demonstrate leadership behaviours appropriate to their practice</b>	
8.10	<b>act as a role model for others</b>	
8.11	<b>promote and engage in the learning of others</b>	
8.12	<del>understand the need to work in partnership with service users and carers in planning and evaluating</del> <b>diagnostics assessments</b> , treatments and interventions to meet their needs and goal	be able to contribute effectively to work undertaken as part of a multi-disciplinary team
8.13	understand the role of the speech and language therapist in taking the lead responsibility on speech and language communication and swallowing within a multi-professional forum	understand the role of the speech and language therapist in taking the lead responsibility on speech and language communication and swallowing within a multi-professional forum
8.14	recognise that the need to work with others includes health, social care and educational professionals	recognise that the need to work with others includes health, social care and educational professionals
8.15	recognise the importance of working in partnership with service users and their families	recognise the importance of working in partnership with service users and their families
<b>9</b>	<b><del>be able to maintain records appropriately</del></b>	<b>be able to maintain records appropriately</b>

9.1	<del>be able to keep</del> <b>full, clear and</b> accurate, <del>comprehensive and comprehensible</del> records in accordance with <del>applicable</del> legislation, protocols and guidelines	be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines
9.2	<del>recognise the need to</del> manage records and all other information in accordance with applicable legislation, protocols and guidelines	recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines
9.3	<b>use digital record keeping tools, where required</b>	
<b>10</b>	<del>be able to reflect on and review practice</del>	<b>be able to reflect on and review practice</b>
10.1	understand the value of <del>reflection</del> reflective on practice and the need to record the outcome of such reflection <b>to support continuous improvement</b>	understand the value of reflection on practice and the need to record the outcome of such reflection
10.2	recognise the value of <b>multi-disciplinary reviews</b> , case conferences and other methods of review	recognise the value of case conferences and other methods of review
<b>11</b>	<del>be able to assure the quality of their practice</del>	<b>be able to assure the quality of their practice</b>
11.1	<del>be able to</del> engage in evidence-based practice	be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
11.2	<del>be able to</del> gather and use feedback and information, including qualitative and quantitative data, to evaluate the responses of service users to their care	be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care

11.3	<del>be able to</del> monitor and systematically evaluate the quality of practice, and maintain an effective <del>audit trail</del> <b>quality management and quality assurance process</b> working to work towards continual improvement	be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
11.4	<del>be able to</del> participate in <del>audit procedures and</del> quality management, including quality control, quality assurance, <b>clinical governance</b> and the use of appropriate outcome measures	be able to maintain an effective audit trail and work towards continual improvement
11.5	<del>be able to</del> evaluate <b>care plans or</b> intervention plans using recognised <b>and appropriate</b> outcome measures, <b>in conjunction with the service user where possible</b> , and revise the plans as necessary <del>in conjunction with the service user</del>	be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
11.6	recognise the value of <b>gathering and using</b> <del>contributing to the generation of</del> data for quality assurance and improvement programmes	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
12	<b>understand and apply the key concepts of the knowledge base relevant to their profession</b>	<b>understand the key concepts of the knowledge base relevant to their profession</b>
12.1	understand the structure and function of the human body, together with knowledge of <b>physical and mental</b> health, disease, disorder and dysfunction relevant to their profession	understand the structure and function of the human body, together with knowledge of health, disease, impairment and dysfunction relevant to their profession
12.2	<b>demonstrate awareness</b> be aware 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 treatment efficacy and the research process

12.3	recognise the role(s) of other professions in education, health and social care and understand how they may relate to the role of speech and language therapist	recognise the role of other professions in education, health and social care
12.4	understand the structure and function of education, health and social care services <b>and systems</b> in the UK	understand the structure and function of education, health and social care services in the UK
12.5	understand the theoretical basis of, and the variety of approaches to, assessment and intervention <b>taking account of the need to modify approaches in line with cultural, religious and linguistic needs</b>	understand the theoretical basis of, and the variety of approaches to, assessment and intervention
12.6	understand educational theory and practice and the relationship between language and literacy in relation to speech and language therapy, <b>including sound awareness and school readiness skills</b>	understand educational theory and practice and the relationship between language and literacy in relation to speech and language therapy
12.7	understand linguistics and phonetics, psycholinguistics, sociolinguistics and all levels of typical processing <b>and the differences for individuals whose home language is not English</b>	understand linguistics and phonetics, psycholinguistics, sociolinguistics and all levels of typical processing
12.8	understand biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing	understand biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing
12.9	understand psychology as relevant to lifespan development and change, <del>normal</del> <b>typical</b> and impaired communication, and psychological and social wellbeing	understand psychology as relevant to lifespan development and change, normal and impaired communication, and psychological and social wellbeing

12.10	understand sociology in relation to the practice of speech and language therapy, including its application to educational, health and workplace settings and within multi-cultural societies	understand sociology in relation to the practice of speech and language therapy, including its application to educational, health and workplace settings and within multi-cultural societies
12.11	understand therapeutic contexts, models and processes, relevant to the practice of speech and language therapy	understand therapeutic contexts, models and processes, relevant to the practice of speech and language therapy
12.12	understand developmental and acquired <del>impairments</del> <b>disorders</b> of speech, language, communication and swallowing	understand developmental and acquired impairments of speech, language, communication and swallowing
12.13	<b>understand the diversity of client's cultural background, including awareness of cultural groups, protected characteristics, and social class</b>	
<b>13</b>	<del>be able to draw on appropriate knowledge and skills to inform practice</del>	<b>be able to draw on appropriate knowledge and skills to inform practice</b>
13.1	<del>be able to</del> 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	<del>be able to</del> gather appropriate information	be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and effectively
13.3	<del>be able to</del> analyse and critically evaluate the information collected	be able to analyse and critically evaluate the information collected
13.4	<del>be able to</del> select and use appropriate assessment techniques <b>and equipment</b>	be able to select and use appropriate assessment techniques

13.5	<del>be able to</del> 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	<del>be able to</del> undertake or arrange investigations as appropriate	be able to undertake or arrange investigations as appropriate
13.7	<del>be able to</del> conduct appropriate diagnostic <b>assessment</b> 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	<del>be aware of</del> <b>recognise</b> a range of research methodologies <b>relevant to their role</b>	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	<del>be able to</del> <b>critically</b> evaluate research and other evidence to inform their own practice	be able to evaluate research and other evidence to inform their own practice
13.11	<b>engage service users in research as appropriate</b>	
13.12	<del>be able to</del> formulate specific and appropriate management plans including the setting of timescales	be able to formulate specific and appropriate management plans including the setting of timescales
13.13	<del>be able to</del> administer, record, score and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs using, where appropriate, phonetic transcription, linguistic analysis, instrumental analysis and psycholinguistic assessment	be able to administer, record, score and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs using, where appropriate, phonetic transcription, linguistic analysis, instrumental analysis and psycholinguistic assessment



13.14	<del>be able to</del> apply knowledge of communication impairment, linguistics, phonetics, psychology and biomedical sciences to the identification, assessment and differential diagnosis of a range of communication and swallowing impairments	be able to apply knowledge of communication impairment, linguistics, phonetics, psychology and biomedical sciences to the identification, assessment and differential diagnosis of a range of communication and swallowing impairments
13.15	understand health education and how it relates to communication and swallowing	understand health education and how it relates to communication and swallowing
13.16	<del>be able to</del> recognise the influence of situational contexts on communicative functioning and swallowing status	be able to recognise the influence of situational contexts on communicative functioning and swallowing status
13.17	<del>be able to</del> evaluate the effects of communication difficulties and swallowing status on the psychosocial wellbeing of service users, their families and carers	be able to apply knowledge of communication impairment, linguistics, phonetics, psychology and biomedical sciences to the identification, assessment and differential diagnosis of a range of communication and swallowing impairments
13.18	as a core professional skill for speech and language therapists, <del>be able to</del> communicate in English to the standard equivalent to level 8 of the International English Language Testing System, with no element below 7.5  <b>This requirement is stricter for speech and language therapists than for all other HCPC registered professions, as communication in English is a core professional skill.</b>	as a core professional skill for speech and language therapists, 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

13.19	<p><del>be able to</del> use knowledge of speech and language therapy to assess and work with people with the following impairments:</p> <ul style="list-style-type: none"> <li>– acquired speech and language impairments</li> <li>– developmental or acquired cognitive impairments</li> <li>– developmental speech and language <del>impairments</del> <b>disorders</b></li> <li>– <del>fluency impairments</del> <b>dysfluency</b></li> <li>– <del>swallowing impairments</del> <b>dysphagia</b></li> <li>– voice <del>impairments</del> <b>disorders or voice modification needs</b></li> </ul>	<p>be able to use knowledge of speech and language therapy to assess and work with people with the following impairments:</p> <ul style="list-style-type: none"> <li>– acquired speech and language impairments</li> <li>– developmental or acquired cognitive impairments</li> <li>– developmental speech and language impairments</li> <li>– fluency impairments</li> <li>– swallowing impairments</li> <li>– voice impairments</li> </ul>
13.20	<p><b>assess and plan interventions in the service user’s home language with the assistance of professional interpreters, and with reference to professional clinical guidelines and evidence-based practice</b></p>	
14	<p><del>understand the need to establish and maintain a safe practice environment</del></p>	<p><b>understand the need to establish and maintain a safe practice environment</b></p>
14.1	<p>understand the need to maintain the safety of <del>both</del> <b>themselves and others, including</b> service users, <del>carers and those involved in their care</del> <b>colleagues</b></p>	<p>understand the need to maintain the safety of both service users and those involved in their care</p>
14.2	<p><del>be aware</del> <b>demonstrate awareness</b> of applicable <del>relevant</del> health and safety legislation and <del>any relevant</del> safety policies and <b>comply with all local operational</b> procedures in force at the workplace, such as incident reporting, and <del>be able to act in accordance with these</del> and policies</p>	<p>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</p>

14.3	<del>be able to</del> 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	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
14.4	<del>be able to</del> select appropriate personal protective equipment and use it correctly	be able to select appropriate personal protective equipment and use it correctly
14.5	<del>be able to</del> establish safe environments for practice, which appropriately manages risk <del>to service users, those treating them and others, including the use of hazard control and particularly infection control</del>	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
<b>15</b>	<b>promote health and prevent ill health</b>	
15.1	<b>understand the role of their profession in health promotion, health education and preventing ill health</b>	
15.2	<b>understand how social, economic and environmental factors (wider determinants of health) can influence a person's health and well-being</b>	
15.3	<b>empower and enable individuals (including service users and colleagues) to play a part in managing their own health</b>	
15.4	<b>engage in occupational health, including being aware of immunisation requirements</b>	