

HCPC Standards of Proficiency 2014 – Mapping Document to Previous SoPs

| 2014 Standards of Proficiency Registrant biomedical scientists must: | Previous SoP | Notes |
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| 1 be able to practise safely and effectively within their scope of practice | | |
| 1.1 know the limits of their practice and when to seek advice or refer to another professional | 1a.6 | |
| 1.2 recognise the need to manage their own workload and resources effectively and be able to practise accordingly | 1a.7 | |
| 2 be able to practise within the legal and ethical boundaries of their profession | | |
| 2.1 understand the need to act in the best interests of service users at all times | 1a.1 | |
| 2.2 understand what is required of them by the Health and Care Professions Council | 1a.1 | |
| 2.3 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 | 1a.1 | Removal of “and so far as possible” |
| 2.4 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 | 1b.3 | |
| 2.5 know about current legislation applicable to the work of their profession | 1a.1 | Overarching - covers all legal aspects? “UK” has been dropped – perhaps looking towards more international standards. |
| 2.6 be aware of the British, European and International Standards that govern and affect pathology laboratory practice | 1a.1 | MHRA / ISO / CE – also CQC etc. |
| 2.7 understand the importance of and be able to obtain informed consent | 1a.4 | Confidentiality moved to new standard |
| 2.8 be able to exercise a professional duty of care | 1a.5 | |

| 3 be able to maintain fitness to practise | | |
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| 3.1 understand the need to maintain high standards of personal and professional conduct | 1a.8 | |
| 3.2 understand the importance of maintaining their own health | 1a.8 | |
| 3.3 understand both the need to keep skills and knowledge up to date and the importance of career-long learning | 1a.8 | Reworded |
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| 4 be able to practise as an autonomous professional, exercising their own professional judgement | | |
| 4.1 be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem | 1a.6 | |
| 4.2 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 | 2c.1 | |
| 4.3 be able to initiate resolution of problems and be able to exercise personal initiative | 1a.6 | |
| 4.4 recognise that they are personally responsible for and must be able to justify their decisions | 1a.6 | |
| 4.5 be able to make and receive appropriate referrals | 1b.1 | Addition of "and receive referrals" |
| 4.6 understand the importance of participation in training, supervision and mentoring | New standard | |
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| 5 be aware of the impact of culture, equality and diversity on practice | | |
| 5.1 understand the requirement to adapt practice to meet the needs of different groups and individuals | 2b.3 | |
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| 6 be able to practise in a non-discriminatory manner | | |
| 6 be able to practise in a non-discriminatory manner | 1a.2 | |
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| 7 understand the importance of and be able to maintain confidentiality | | |
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| 7.1 be aware of the limits of the concept of confidentiality | New standard | Expansion of 1a.3 |
| 7.2 understand the principles of information governance and be aware of the safe and effective use of health and social care information | New standard | Expansion of 2b.5 |
| 7.3 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public | New standard | Expansion of 1a.3 |
| 8 be able to communicate effectively | | |
| 8.1 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 | 1b.3 | |
| 8.2 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 | 1b.3 | Reworded |
| 8.3 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 | 1b.3 | |
| 8.4 be able to communicate the outcomes of biomedical procedures | 1b.3 | |
| 8.5 be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others | 1b.3 | |
| 8.6 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 | 1b.3 | |
| 8.7 understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions | 1b.3 | |
| 8.8 understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible | 1b.3 | |
| 8.9 recognise the need to use interpersonal skills to encourage the active participation of service users | 1b.4 | |

| 9 be able to work appropriately with others | | |
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| 9.1 be able to work, where appropriate, in partnership with service users, other professionals, support staff and others | 1b.1 | |
| 9.2 understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team | 1b.1 | |
| 9.3 understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals | 1b.1 | |
| 9.4 be able to contribute effectively to work undertaken as part of a multi-disciplinary team | 1b.2 | |
| 9.5 be aware of the impact of pathology services on the patient care pathway | Reworded 1b.1 | More focussed upon impact on patient pathways |
| 10 be able to maintain records appropriately | | |
| 10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines | 2b.5 | “Understand the need to use only accepted terminology in clinical records” has been omitted but 10.1 has the addition of the word “comprehensible” |
| 10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines | New standard | Management of records |
| 10.3 be able to recognise, communicate and understand the risks and possible serious consequences of errors and omissions in both requests for, and results of, laboratory investigations | 2b.5 | Expanded wording |
| 10.4 be able to use systems for the accurate and correct identification of patients and laboratory specimens | 2b.5 | “Be able to use computer systems for the use of test requesting and reporting” has been omitted – perhaps because 10.4-10.6 covers this? |
| 10.5 understand the need to adhere to protocols of specimen identification, including bar coding and electronic tag systems | 2b.5 | |
| 10.6 understand the importance of backup storage of electronic data | 2b.5 | |

| 11 be able to reflect on and review practice | | |
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| 11.1 understand the value of reflection on practice and the need to record the outcome of such reflection | 2c.2 | |
| 11.2 recognise the value of case conferences and other methods of review | 2c.2 | |
| 12 be able to assure the quality of their practice | | |
| 12.1 be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures | 2b.1 | |
| 12.2 be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care | 2c.1 | |
| 12.3 be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures | 2c.2 | |
| 12.4 be able to maintain an effective audit trail and work towards continual improvement | 2c.2 | |
| 12.5 be aware of, and be able to participate in, quality assurance programmes, where appropriate | 2c.2 | |
| 12.6 be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user | 2c.1 | |
| 12.7 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 | 2c.1 | |
| 12.8 be able to select and apply quality and process control measures | 2c.1 | |
| 12.9 be able to identify and respond appropriately to abnormal outcomes from quality indicators | 2c.1 | |

| 13 understand the key concepts of the knowledge base relevant to their profession | | |
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| 13.1 understand the structure and function of the human body together with knowledge of health, disease, disorder and dysfunction relevant to their profession | 3a.1 | |
| 13.2 be aware of the principles and applications of scientific enquiry including the evaluation of treatment efficacy and the research process | 3a.1 | |
| 13.3 recognise the role of other professions in health and social care | 3a.1 | |
| 13.4 understand the structure and function of health and social care services in the UK | New standard | Expanding professional relationships |
| 13.5 understand the concept of leadership and its application to practice | New standard | |
| 13.6 understand the theoretical basis of, and the variety of approaches to, assessment and intervention | 3a.1 | |
| 13.7 be able to demonstrate knowledge of the underpinning scientific principles of investigations provided by clinical laboratory services | 3a.1 | Reworded |
| 13.8 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 | 3a.1 | Expanded to include reproductive science (and more emphasis on genetic science) |
| 13.9 be able to evaluate analyses using qualitative and quantitative methods to aid the diagnosis, screening and monitoring of health and disorders | 3a.1 | |
| 13.10 understand the techniques and associated instrumentation used in the practice of biomedical science | 3a.1 | |
| 13.11 understand the biological hazards groups and associated containment levels | 3a.3 | Reworded |
| 14 be able to draw on appropriate knowledge and skills to inform practice | | |
| 14.1 be able to change their practice as needed to take account of new developments or changing contexts | 2b.2 | Additional wording |
| 14.2 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and effectively | 2b.4 | |
| 14.3 be able to perform and supervise procedures in clinical laboratory investigations to reproducible standards | 2b.4 | |

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| 14.4 be able to operate and utilise specialist equipment according to their discipline | 2b.4 | Reworded |
| 14.5 be able to validate scientific and technical data and observations according to pre-determined quality standards | 2b.4 | |
| 14.6 be able to demonstrate proficiency in liquid handling methodologies, including preparation of standard solutions and buffers | 2b.4 | |
| 14.7 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 | 2b.4 | Reworded |
| 14.8 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 | 2b.4 | |
| 14.9 be able to demonstrate practical skills in the investigation of disease processes | 2b.4 | |
| 14.10 be able to work in conformance with standard operating procedures and conditions | 2b.4 | |
| 14.11 be able to work with accuracy and precision | 2b.4 | |
| 14.12 be able to prepare reagents accurately and consistently | 2b.4 | |
| 14.13 be able to perform calibration and quality control checks | 2b.4 | |
| 14.14 be able to demonstrate operational management of laboratory equipment to check that equipment is functioning within its specifications and to respond appropriately to abnormalities | 2b.4 | Wording expanded |
| 14.15 understand the implications of non-analytical errors | 2b.4 | |
| 14.16 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 | 2b.4 | Wording expanded |
| 14.17 be able to formulate specific and appropriate management plans including the setting of timescales | 2b.3 | |
| 14.18 be able to gather appropriate information | 2a.1 | |
| 14.19 be able to select suitable specimens and procedures relevant to patients' clinical needs, including collection and preparation of specimens as and when appropriate | 2a.1 | |
| 14.20 be able to select and use appropriate assessment techniques | 2a.2 | |

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| 14.21 be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment | 2a.2 | |
| 14.22 be aware of the need to assess and evaluate new procedures prior to routine use | 2a.2 | Reworded |
| 14.23 be able to undertake or arrange investigations as appropriate | 2a.3 | |
| 14.24 be able to analyse and critically evaluate the information collected | 2a.4 | |
| 14.25 be able to investigate and monitor disease processes and normal states | 2a.4 | |
| 14.26 be able to use standard operating procedures for analyses including point of care in vitro diagnostic devices | 2a.4 | |
| 14.27 be able to use statistical packages and present data in an appropriate format | 2a.4 | Reworded |
| 14.28 be able to demonstrate a logical and systematic approach to problem solving | 2b.1 | |
| 14.29 be able to use research, reasoning and problem solving skills to determine appropriate actions | 2b.1 | |
| 14.30 recognise the value of research to the critical evaluation of practice | 2b.1 | Reworded to “critical evaluation” |
| 14.31 be aware of a range of research methodologies | 2b.1 | |
| 14.32 be able to evaluate research and other evidence to inform their own practice | 2b.1 | |
| 14.33 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 | 2b.1 | |
| 14.34 be able to use information and communication technologies appropriate to their practice | 2b.2 | |
| 15 understand the need to establish and maintain a safe practice environment | | |
| 15.1 understand the need to maintain the safety of both service users and those involved in their care | 3a.3 | Overarching standard – reworded |
| 15.2 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 | 3a.3 | |
| 15.3 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 | 3a.3 | |
| 15.4 be able to select appropriate personal protective equipment and use it correctly | 3a.3 | |

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| 15.5 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 | 3a.3 | |
| 15.6 understand the application of principles of good laboratory practice | 3a.3 | |

The following have been taken out or replaced by alternative wording:

1b.1 “Be aware of the general working of a hospital”.

2a.4 “Be able to use tables and graphs in order to analyse experimental data”.

3a.2