

End-point assessment plan for Clinical Photographer apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0858	7	n/a

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Clinical Photographer apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Clinical Photographer apprentices, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 6 months, after the EPA gateway.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Knowledge test

- Fail
- Pass

Assessment method 2: Project: report and presentation with questioning

- Fail
- Pass

Assessment method 3: Professional discussion underpinned by a portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 24 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Working towards English and mathematics level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics Level 2 <p>Apprentices must submit:</p> <ul style="list-style-type: none"> • a portfolio of evidence to underpin the professional discussion • a project subject, title and scope for sign off by the EPAO
End-point assessment (which will typically take 6 months)	<p>Assessment method 1: Knowledge test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass <p>Assessment method 2: Project: report and presentation with questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass <p>Assessment method 3: Professional discussion underpinned by a portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction
Professional recognition	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> • Professional member of the Institute of Medical Illustrators • Registered member of the Academy for Healthcare Science (AHCS)

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically 6 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of end-point assessment methods

The assessment methods can be delivered in any order.

EPA gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- English and mathematics Level 2

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For the knowledge test:

- no specific requirements

For the project: report and presentation with questioning:

- the EPAO should sign off the project's title and scope to confirm its suitability at the gateway

For the professional discussion underpinned by a portfolio, the apprentice will be required to submit:

- a portfolio of evidence

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 20 discrete pieces of evidence
- apprentices must map the evidence against the KSBs assessed by the professional discussion
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.
- it should not include any methods of self-assessment

- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback.

End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

Assessment method 1: Knowledge test (This assessment method has 1 component.)

Overview

The rationale for this assessment method is:

- it allows for breadth and depth of knowledge and their application to clinical photography practice including the standards, methods and terminology
- it allows for standardisation with the use of a large question bank (from the EPAO)
- it allows for flexibility in terms of when, where and how it is taken
- it allows larger volumes of apprentices to be assessed at one time providing cost effective delivery

Test Format

The test can be:

- paper based
- computer based

It will consist of 60 multiple choice questions.

These questions will consist of:

- Four scenarios testing application of knowledge (5 multiple choice questions per scenario, 20 questions in total)
- Non-scenario based multiple-choice questions testing theoretical knowledge (40 questions)

All questions will consist of a stem question, 1 correct answer and 3 incorrect answers.

Test administration

Apprentices must have 90 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the identity of the person taking the test and the suitability of the venue for taking the test.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this, to improve marking reliability.

Any incorrect or missing answers must be assigned 0 marks. Correct answers are assigned 1 mark. No partial marks will be assigned.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop a 'test specification' and '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 test questions must be varied yet assess the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- a test specification
- a question bank
- sample test and mark scheme
- live test and mark scheme
- assessment recording documentation
- analysis reports which show areas of weakness for completed tests and an invigilation policy

Assessment method 2: Project: Report and presentation with questioning (This assessment method has 2 components.)

Assessment method 2 component 1: Project report

Overview

The assessment method is the production of a project report, presentation and questioning. The project is carried out after the apprentice has gone through the gateway and the report must be written after the completion of the project.

A project report involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken after the apprentice has gone through the gateway. Apprentices will prepare and deliver a presentation that, along with the report, appropriately covers the KSBs assigned to this method of assessment. It will be followed by questioning from the independent assessor.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA.

Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO at the gateway. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method). The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately. The EPAO should sign-off the project title and scope at the gateway to confirm its suitability prior to the project commencing.

This assessment method includes two components:

- an outcome component - a report based on a post-gateway project
- a presentation with questioning to ensure the apprentice is assessed against the KSBs assigned to this assessment method.

The combination of the components makes the method more robust and gives the apprentice an opportunity to provide depth.

The evidence from the project report, presentation and responses to questions will be assessed holistically.

The rationale for this assessment method is:

- The occupation involves carrying out service review reports and research as part of the day to day role. The use of a project for assessment is therefore considered to be the best method of assessment and shows the use of KSBs in practice.
- It is a significant and complex piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours.
- The project should have a real business benefit and is a cost-effective assessment method.

Delivery

Apprentices will conduct a project in the form of a report.

The project starts after the apprentice has gone through the gateway process. The apprentice will conduct their project and submit it to the EPAO 14 weeks after the date of sign-off of the project title and scope.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project. The apprentice should complete their project unaided however will receive supervisory support from their employer. When the project report is submitted, the apprentice and their employer must verify that the submitted project report is the apprentice's own work.

The EPAO must provide a generic specification for a range of qualifying projects. Note that the employer is not restricted to this selection; however, the project title and scope must be signed off by the EPAO to ensure sufficient coverage of the assigned KSBs.

The project should be in the form of a paper based or electronic report.

The occupation of Clinical Photographer will often require practitioners to identify service improvements or undertake research into new ways of working. Therefore, the project may be based on any of the following:

- a specific problem
- a recurring issue

- an idea/opportunity

As a minimum all projects must include:

- an introduction including a literature review
- the scope of the project (including key performance indicators)
- methodology
- a project plan
- research and findings
- project outcomes
- recommendations and conclusions

Apprentices may include data analysis, interpretation and presentation should the project type be suitable however this is not compulsory.

The project report has a word limit of 7,000.

A tolerance of plus or minus 10% is allowed at the discretion of the apprentice.

Appendices, references and diagrams will not be included in this total.

The project report must include, in addition to the word count, an annex showing how the project maps to the KSBs that are being assessed by this method.

The evidence must be attributable to the apprentice. It must be accompanied by a statement outlining the apprentice's contribution, signed by the apprentice and their employer.

The apprentice must be allowed 14 weeks to develop, complete and submit the project report and presentation following the EPAO's approval of the project report's title and scope.

The project report plus materials relating to the presentation (see below) must be submitted together.

The independent assessor will review and assess the project report holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

Assessment method 2 component 2: Presentation with questioning

Overview

A presentation with questioning involves an apprentice presenting to an independent assessor, focusing on a particular topic. It will be followed by questioning from the independent assessor.

Apprentices will prepare and deliver a presentation that covers the KSBs assigned to this method of assessment.

The purpose of the questioning is:

- to verify that the project is the apprentice's own work
- to seek clarification on the report or presentation
- to assess the depth and breadth of knowledge, skills and behaviours

Delivery

The presentation will be based on the project report and will cover the following:

- A summary of the project report
- An explanation of how and why the techniques used were selected
- How the outcomes were achieved

The presentation must be submitted with the project report 14 weeks after sign-off of the project's subject, title and scope by the EPAO. The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The apprentice will be given two weeks' notice of the presentation to allow the independent assessor sufficient time to review the project report and presentation and prepare appropriate questions. The independent assessor should have two weeks to review the report prior to the presentation. The apprentice needs to notify the EPAO at the submission of the project report and presentation of any technical requirements for the presentation component.

The presentation and questioning will take 40 minutes, plus 10% (at the discretion of the independent assessor) if required. The presentation will typically last for 20 minutes, and the questioning will typically last for 20 minutes. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

The independent assessor will ask a minimum of 5 questions at the end of the presentation.

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation and report. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs. They may ask follow-up questions where clarification is required.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding

To deliver the presentation, the apprentice will have access to:

- AV presentation equipment.
- Flip chart and writing and drawing materials.
- Computer.
- Any other requirements as notified to the EPAO on submission of the report and presentation.

KSBs met and answers to questions, must be recorded in writing by the independent assessor. The independent assessor will make all grading decisions.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitably controlled environment in any of the following:

- employer's premises;
- a suitable venue selected by the EPAO (for example a training provider);
- video conference.

The venue should be a quiet room, free from distraction and external influence.

Video conferencing can also be used to conduct the presentation with questioning, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Marking

The independent assessor will review and mark the project report holistically together with the presentation and responses to questions as they are both components of the same assessment method. This will be done in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

The independent assessor will make all grading decisions.

Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their questions if employers are consulted.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Supporting material

EPAOs will produce the following materials to support this assessment method:

- outline of the assessment method's requirements
- marking materials
- question bank
- independent assessor training materials
- assessment specifications
- grading guidance
- assessment recording documentation
- examples of projects

Assessment method 3: Professional discussion underpinned by a portfolio (This assessment method has 1 component.)

Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- The professional discussion was selected as a valid way to draw out KSBs, in particular behaviours. It allows for a range of examples to be brought forward during the two-way conversation and ensures that excellence can be achieved and acknowledged.
- It allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods.
- It enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge.
- It allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction marking.

Delivery

The independent assessor will conduct and assess the professional discussion.

Apprentices must be given at least two weeks' notice ahead of the professional discussion. The underpinning portfolio will have been submitted in line with EPAO requirements and at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor can use the contents of the portfolio to identify discussion topics for the professional discussion.

The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as follows:

It will be undertaken by an independent assessor. The independent assessor's role will be to manage, open and close the session, ask questions and make the final assessment decision based on their own assessment and following any EPAO guidance. The professional discussion is underpinned by the portfolio submitted as a gateway requirement. Questioning should be used to assess KSBs mapped to this method and to explore the apprentice's ability to deal with KSBs in a variety of circumstances. Apprentices will be expected to refer to examples in their portfolio to support their answers. Independent assessors will ask a minimum of 6 questions and may ask follow-up questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this

assessment method. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately.

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Independent assessors must be developed and trained in the conduct of professional discussions, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO.

The professional discussion should be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded. Independent assessors must allocate grades using the grading criteria.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)

Video conferencing can be used to conduct the professional discussion but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

Other relevant information

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs. Independent assessors must use the question bank as a source for questions and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for asking suitable questions in line with the EPAO's training and standardisation process.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- outline of the assessment method's requirements
- independent assessor training materials
- assessment recording documentation
- marking materials
- question bank
- grading guidance

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this end-point assessment plan.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Knowledge test

KSBs	Fail	Pass
K2 K3 K4 K6 K7 K9 K14 K15 K20 K24 K26 K27	0-42 marks	43-60 marks

Assessment method 2: Project: report and presentation with Questioning

KSBs	Fail	Pass - apprentices must demonstrate all the pass descriptors in order to pass
K21 K22 K23 K29 S4 S6 S16 S17 S20 S21 S25 B3	Does not meet the pass criteria	<p>Defines/outlines a service management structure and the principles of service improvement, demonstrating in the outcome a continuous improvement of service and/or personal practice. (K21, S20)</p> <p>Identifies and critically evaluates the application of current trends in legislation, the profession and wider healthcare service and reflects/outlines how evidence-based practice is used in this context. (K22, S21, B3)</p> <p>Identifies different research methodologies and explains how research is critically analysed. For their chosen methodology, the project demonstrates how information from different sources is critically evaluated and the resulting decisions are communicated/actioned within the time frame allocated. (K23, S4)</p> <p>Applies the theory of the audit cycle to analyse results of audits and quality control, present findings and recommend actions. (K29, S6)</p> <p>Applies Quality Assurance methods to analyse and interpret results and recommend actions which follow the (health &) safety guidelines set out by the organisation. (S16)</p> <p>Critically analyses research articles and relevant legislation and applies research findings to the project recommendation for practice. (S17)</p> <p>Demonstrates emotional intelligence, critical thinking, independent decision-making skills, problem solving skills and professional judgement. (S25)</p>

Assessment method 3: Professional discussion underpinned by a portfolio

KSBs	Fail	Pass - apprentices must demonstrate all the pass descriptors in order to pass	Distinction - in addition to the pass criteria apprentices must demonstrate all the following distinction descriptors in order to get a distinction
K1 K5 K8 K10 K11 K12 K13 K16 K17 K18 K19 K25 K28 S1 S2 S3 S5 S7 S8 S9 S10 S11 S12 S13 S14 S15 S18 S19 S22 S23 S24 B1 B2 B4 B5	Does not meet the pass criteria	<p>Outlines the local/national legislation relating to their practice and applies the policies, procedures and regulatory codes of conduct of the organisation, while working within the boundaries of practice, and reflecting on physical, psychological and diagnostic interventions. (K1, S14)</p> <p>Establishes an honest and respectful approach to all practice work tasks, including those which require contact or consent, which follows the legal/regulatory guidelines/procedures set out by the organisation. (B4)</p> <p>Explains different patient needs and rights such as dignity, equality, diversity and inclusion and demonstrates respect, maintenance of privacy and dignity at all times. (K5, S10)</p> <p>Evaluates the use of human anatomy and physiology in imaging, explains their use of anatomical landmarks and body positioning in image capture and assesses image standards against national guidelines and local protocols. (K8, S9)</p> <p>Explains how and why they utilise different methods of communication with patients, their families, carers and clinical staff, the effect of their body language and attitude on others</p>	<p>Critically evaluates patient needs and rights in relation to/reflecting on the context. (K5)</p> <p>Critically analyses good and bad practice to provide reasoned/justified constructive feedback. (K17)</p> <p>Critically analyses photographic, video and specialist imaging equipment and techniques, justifying their choices for different clinical situations. (K18, S7)</p> <p>Justifies their response to the critical analysis of a clinical or professional situation. (S5)</p> <p>Critically evaluates a course of action that was used to act upon an abnormal image appearance and explains the possible causes and subsequent actions needed. (K10, S8)</p> <p>Demonstrates effective influence and leadership that has had a positive impact in the workplace. (S15)</p> <p>Critically evaluates different image storing and delivery systems in terms of security, access levels and data protection. (S19)</p> <p>Critically compares the photographic/video evidence produced for safeguarding purposes with that for other clinical situations. (S23)</p>

		<p>and why active listening skills are needed. (K12, S3)</p> <p>Evaluates the legal, ethical and professional principles associated with equality, diversity, inclusion and safeguarding. Describes the use of chaperones when direct physical contact is needed. (K13)</p> <p>Explains the different processes they follow, giving reason, when providing photographic/video evidence for safeguarding purposes for multi-agency and multi-disciplinary work (S23)</p> <p>Describes their role and scope of practice and that of their team members, and how they build and sustain professional relationships. Explains how they build and sustain professional relationship and maintain their independence whilst working as part of the clinical photography team and multi-disciplinary teams. (K16, S2)</p> <p>Identifies good and bad practice, demonstrates the how to deliver constructive feedback (K17)</p> <p>Identifies, selects and uses photographic, video and specialist imaging equipment and techniques, adapting them to the clinical situation and selects and applies post-production imaging software techniques to meet quality standards for clinical photographic and video records and manage workflow. (K18, K19, S7, S18)</p> <p>Analyses and applies different photographic, video and imaging procedures and techniques to a range of clinical conditions and settings. (K25, S22)</p>	
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		<p>Explains how and why they adapt their techniques in order to adhere to clinical trials protocols (K28, S24)</p> <p>Outlines an approach to work to ensure empathy, compassion and underpinning emotional resilience are maintained. (B1)</p> <p>Outlines a flexible approach to work which considers their management of time and resources, prioritises workload and takes into account clinical needs and changes to routine. (S1, B2)</p> <p>Critically analyses clinical or professional situations and responds accordingly, raising concerns as appropriate. (S5)</p> <p>Recognises normal and abnormal image appearances and uses critical judgement when to act upon them. (K10, S8)</p> <p>Explains the role they play in major incident response teams (K11)</p> <p>Explains the maintenance of confidential patient written/electronic records and photographs in compliance with data protection legislation. (S11, S12)</p> <p>Justifies their selection of Personal Protective Equipment (PPE) for staff, patients and members of the public in a specific clinical situation. (S13)</p> <p>Outlines how they supervise, facilitate learning, motivate people and share practice with others, assuming the responsibility to reflect on their own actions and challenge others over theirs. (S15, B5)</p>	
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		Uses and critically analyses image storage and delivery systems, access levels and their contribution to the procurement of a solution to ensure compliance with Data Protection, GDPR and IT Security legislation, policies and procedures. (S19)	
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

To achieve a pass overall, the apprentice must achieve all the pass criteria in all assessment methods.

To achieve a distinction overall, the apprentice must achieve all the pass criteria in the knowledge test and project: report and presentation with questioning and all the distinction criteria in the professional discussion.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1: Knowledge test	Assessment method 2: Project: report and presentation with questioning	Assessment method 3: Professional discussion underpinned by a portfolio	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction

Any grade = fail, pass, or distinction

Re-sits and re-takes

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.

The timescale for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within two months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within four months of the EPA notification. If the apprentice fails the project, they are allowed to amend the project report in line with the independent assessor's feedback. This re-work must be completed within 6 weeks including both the project and presentation.

All assessment methods must be taken within a three-month period of each other, otherwise the entire EPA will need to be re-sat/re-taken, 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.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in development opportunities to meet the knowledge, skills and behaviours as outlined in the occupational standard • undertake 20% off-the-job training as arranged by the employer and EPAO • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the occupational standard to their best ability • determines when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA • should not be involved in the delivery of the EPA
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • appoint administrators/invigilators and markers to administer/invigate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • arrange for certification with the relevant training provider

Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> • are up to date knowledge and expertise of the subject matter • understand the occupational standard and end-point assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself
Marker	<p>As a minimum, markers should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e. HEI) • mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who are recognised by the Institute of Medical Illustrators
- appoint independent assessors who have knowledge of the following occupational areas: be in current practise and be occupationally competent
- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- using an employer's premises
- online assessment
- using video conferencing
- having multiple apprentices take the knowledge test at the same time with the same invigilator

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Professional Member with the Institute of Medical Illustrators and Academy for Healthcare Science (AHCS), Accredited Register for Healthcare Scientists.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Knowledge test

Knowledge
K2 Professional Standards Authority (PSA) and Academy for Healthcare Science (AHCS) standards and adheres to the Institute of Medical Illustrators (IMI) Code of Professional Conduct.
K3 Relevant anatomy, physiology and pathology, anatomical positioning and medical terminology.
K4 Key patient signs and symptoms in order to recognise and document their condition.
K6 Protocols in relation to the appropriate use of Personal Protective Equipment (PPE).
K7 The underpinning knowledge of consent, how to obtain consent and the procedures to follow when consent cannot be obtained.
K9 Safe patient moving and handling techniques.
K14 Patient confidentiality and awareness of responsibility to maintain it in line with ethical and legislative frameworks.
K15 Data Protection Regulations and consequences of good and poor data quality on the patient experience/pathway including the need for accurate record keeping (data capture and data processing).
K20 How images are captured and appropriately shared and stored.
K24 Cyber security relevant to the clinical photography service.
K26 Specific legislation relating to safeguarding policies and practices, (adults and paediatrics).
K27 Multi-disciplinary team structures and multi-agency working e.g. non-accidental injuries (NAI), police, coroner, social workers and solicitors.

Assessment method 2: Project: Report and presentation with questioning

Knowledge
K21 Service management and the principles of service improvement.
K22 Current trends in relevant legislation, the profession and the wider healthcare service and how to use evidence-based practice in daily work.
K23 Different research methodologies and how to critically analyse research.
K29 The theory of the audit cycle, including quality control methods, analysis of results and how to take appropriate action.

Skills
S4 Collate and record information from different sources and critically evaluate that information to make a logical, informed decision, and communicate decisions appropriately and in a timely way.
S6 Analyse results of audits and quality control, present findings and take appropriate action.
S16 Use Quality Assurance methods to analyse and interpret results and act upon them in a safe manner.
S17 Read and critically analyse research articles and relevant legislation and apply research findings to practice.
S20 Contribute to continuous improvement of service and personal practice through reflection and adaptation.
S21 Critically evaluate and employ current trends in the profession and wider healthcare environment.
S25 Demonstrate emotional intelligence, critical thinking, independent decision-making skills, problem solving skills and professional judgement.

Behaviours
B3 Be a reflective practitioner.

Assessment method 3: Professional discussion underpinned by portfolio

Knowledge
K1 Local and national legislation, policies and procedures within their scope of practice, professional and regulatory codes of conduct; the importance of working within boundaries of practice; the range of physical, psychological and diagnostic interventions within their scope of practice.
K5 Different patient needs and rights in relation to dignity, equality, diversity, inclusion and privacy, communication styles and clinical conditions e.g. dementia or learning disabilities.
K8 Human anatomy and physiology to image the area of interest, using anatomical landmarks and the importance of patient positioning to obtain the photograph required.
K10 The process for escalation of unexpected findings identified on images to ensure optimum patient care.
K11 The procedures relating to major incident and their role within the Major Incident Response Team.
K12 Different methods of communication including verbal and non-verbal communication; the effect of own body language and attitude on others and the need for active listening skills.
K13 Legal, ethical and professional principles associated with equality, diversity, inclusion and safeguarding, including the use of chaperones when direct physical contact is needed.

K16 Different roles and scopes of practice for those under own supervision.
K17 Both good and bad practice, with the ability to deliver constructive feedback.
K18 Photographic, video and specialist imaging equipment and techniques.
K19 Post production imaging software techniques.
K25 The application of different photographic, video and imaging procedures and techniques including standard representational photography relevant to a broad range of clinical conditions and settings. This includes clinical work such as ophthalmology, dermatology, dental, surgical and non-clinical such as public relations /corporate.
K28 Photographic and imaging processes, procedure and adherence to protocols in relation to clinical trials.

Skills
S1 Manage time and resources and prioritise workload according to clinical needs.
S2 Build and sustain professional relationships and work independently, as part of the clinical photography team, as part of a multi-disciplinary team, providing supervision as appropriate.
S3 Communicate appropriately with patients, their families, carers and clinical staff at all levels when exercising their duties.
S5 Analyse and critically assess a clinical or professional situation and respond accordingly, raising concerns as appropriate.
S7 Use professional photographic and video techniques and adapting as required to each clinical situation. For example selects and operates a range of equipment, maintains patient dignity and comfort, communicates with patients and colleagues to ensure the safe movement of patients into imaging position.
S8 Recognise normal and abnormal image appearances and use critical judgement when to act upon them.
S9 Assess image standards technically against national guidelines and local protocols, in terms of both image capture and patient positioning.
S10 Respect and maintain patient privacy and dignity at all times in all environments, including emergency situations.
S11 Maintain accurate and confidential patient records, paper and/or electronic as appropriate.
S12 Maintain data protection and patient confidentiality in clinical photography practice and complete relevant documentation.
S13 Use appropriate Personal Protective Equipment (PPE) for staff, patients and members of the public, e.g. correct selection of PPE when on wards, in theatre or any other clinical situation.
S14 Work in accordance with local and national legislation, policies and procedures, the professional and regulatory codes of conduct and within scope of practice.
S15 Supervise, facilitate learning, motivate and share good practice with others.

S18 Select and use post production software techniques in order to deliver high quality clinical photographic and video records and manage workflow. E.g. make adjustments to the exposure or contrast of the image to improve clinical value while maintaining the integrity of the image.
S19 Use image storing and delivery systems to ensure images are appropriately and securely shared and stored e.g. various access levels for image database in accordance with consent levels and data protection. Analyse and critically assess different image storage and delivery systems and contribute to the procurement of a solution, ensuring that it adheres to Data Protection, GDPR, and IT security.
S22 Apply different photographic, video and imaging procedures and techniques relevant to a broad range of clinical conditions and settings, (including standard representational photography, dermoscopy, UV/IR as appropriate).
S23 Provide photographic/video evidence to standards appropriate for safeguarding purposes to support the multi-agency and multi-disciplinary work.
S24 Adapt techniques in order to adhere to clinical trials protocols.

Behaviours
B1 Empathy, compassion and underpinning emotional resilience.
B2 Confident, flexible and adaptable within own scope of practice.
B4 Act with their code of conduct, honesty, integrity and respect in all interactions, including when direct physical contact is needed, obtaining the appropriate consent.
B5 Reflect on own impact on others, take responsibility and be accountable for own actions. Sensitive challenge others and raise issues when appropriate.