

# End-point assessment plan for Prosthetic and Orthotic Technician apprenticeship standard

Apprenticeship standard number	Level of this end point assessment (EPA)	Integrated
ST0632	3	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the prosthetic and orthotic technician apprenticeship standard. It explains how EPA for this apprenticeship must operate.

It provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, 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 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics Level 2<sup>1</sup>
- apprentices must have compiled and submitted a portfolio of evidence to underpin the professional discussion

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts. This EPA should then be completed within an EPA period lasting typically for 3 months.

This EPA consists of 2 discrete assessment methods.

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<sup>1</sup> For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1 - Observation of practice with questions:

- fail
- pass
- distinction

Assessment method 2 - Professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

Performance in these end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

## EPA summary table

<p>On-programme (typically, 18 months)</p>	<ul style="list-style-type: none"> <li>• Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard</li> <li>• Training towards English and mathematics Level 2, if required</li> <li>• Compiling a portfolio of evidence</li> </ul>
<p>End-point assessment gateway</p>	<ul style="list-style-type: none"> <li>• The employer must be content that the apprentice is working at or above the level of occupational standard</li> <li>• Apprentices must have achieved English and mathematics at Level 2</li> <li>• Apprentices must submit a portfolio of evidence to underpin the professional discussion</li> <li>• For the observation of practice with question-and-answer session, there are no specific requirements to submit supporting materials</li> </ul>
<p>End-point assessment (typically 3 months)</p>	<p>Assessment method 1: Observation of practice with questions</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Performance in these assessment methods will determine the EPA and overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

## EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of the occupational standard. 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 other 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 of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics at Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language
- for the professional discussion, the apprentice will be required to submit a portfolio of evidence
- for the observation of practice with question and answer, there are no specific requirements to submit supporting materials

**Portfolio of evidence requirements:**

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship.

It should contain evidence related to the KSBs that will be assessed by this assessment method. The portfolio of evidence will typically contain 12 discrete pieces of evidence. Evidence should be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources may include:

- prostheses or orthotics devices produced by the apprentice and endorsed by their employer
- workplace documentation/records, for example workplace policies/procedures, records
- witness statements
- annotated photographic evidence
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable
- recorded questions/answers/workbooks
- work documentation e.g. docket, specifications
- personal development appraisal (PDA)
- reflections related to practice to meet K18 and K21

This is not a definitive list; other evidence sources can be included.

The portfolio should not include reflective accounts or any methods of self-assessment apart from evidence related to K18 and K21. Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

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

The EPA period starts when the EPAO confirms all gateway requirements have been met. The expectation is they will do this as quickly as possible.

## End-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

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: Observation of practice with questions

#### Overview

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work. Simulation is not permitted.

The independent assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method, allowing the apprentice to demonstrate KSBs in an integrated way

## Delivery

This assessment method has two components:

Component 1: Observation of practice 90 minutes

Component 2: Questioning 30 minutes

The observation of practice and questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The independent assessor must only observe one apprentice at any one time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give an apprentice 2 weeks' notice of the observation.

The observation of practice with questions must take 2 hours. The independent assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day. Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices at all times to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to before the start of the observation with questions. The time taken to give this information is exclusive of the assessment time.

## Observation of practice

The independent assessor should observe the apprentice in their work setting for the observation. The employer must ensure the activities provide the apprentice with the opportunity to demonstrate the KSBs as shown in the mapping section of this EPA.

The following activities are examples of what could be observed during the observation:

- reviewing a prosthetic or orthotic specification to ensure the necessary information is recorded, proceeding with manufacturing the device and devising a plan to proceed with production
- setting up a device to the measurements/angles specified
- applying appendages/strapping to a device
- reviewing a completed device, carrying out the necessary checks to ensure it meets the specification and carrying out adjustments if necessary, to meet the specification
- determining the necessary repairs on a pre-existing device and making appropriate repairs



## Questioning

The independent assessor must ask questions. The purpose of the independent assessor's questions will be to test the apprentice's breadth and depth of underpinning knowledge against the grading descriptors.

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

The independent assessor must ask a minimum of 5 questions and any follow up questions where clarification is required. The questioning should take place after the observation of practice.

Independent assessors must use their EPAO's 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 EPAOs training and standardisation process.

The performance observed and responses to questions will be assessed holistically, against the grading descriptors for this assessment method.

KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

## Assessment location

The observation must take place in the apprentice's normal place of work (for example their employer's premises or a customer's premises). Equipment and resources needed for the observation must be provided by the employer and be in good working condition.

## Question and resource development

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the questions they contain are fit for purpose. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

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

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

- independent assessor training materials
- observation specifications
- grading guidance
- question banks

- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process and timescales for the observation with questions as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

## Assessment method 2: Professional discussion underpinned by a portfolio of evidence

### Overview

This assessment method has 1 component.

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. It will include the questions that will assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The rationale for this assessment method is:

- it allows for assessment of knowledge, skills and behaviours that do not occur on a predictable or regular basis
- it can be conducted remotely, potentially reducing cost
- a professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the health sector
- the purpose of the questioning is to assess the depth of understanding of the KSBs

### Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The independent assessor will conduct and assess the professional discussion underpinned by a portfolio of evidence.

The underpinning portfolio will have been submitted in line with EPAO requirements at the gateway and must evidence all 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 EPAO must give an apprentice 2 weeks' notice of the professional discussion. The independent assessor must have at least 2 weeks to review the portfolio of evidence.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

For the professional discussion, the independent assessor must ask a minimum of 10 questions. Questions should be open and competence based. The independent assessor must use the questions from the EPAO's question bank. Follow-up questions are allowed to seek clarification and to make a judgement against the grading descriptors.

EPAOs must arrange the professional discussion in conjunction with the apprentice's employer.

Apprentices must have access to their portfolio of evidence during the professional discussion.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio of evidence is not directly assessed.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, the grade achieved and answers to questions.

The independent assessor will make all grading decisions.

## Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO. The venue could be the EPAO's or employer's premises. The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

## Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. 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 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 contents, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

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

- a question bank
- outline of the assessment method's requirements
- marking materials
- grading guidance
- independent assessor training materials
- guidance document for employers and apprentices on the process and timescales for the interview as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

## Reasonable adjustments

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

## Overall EPA grading

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

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

Independent assessors must individually grade the observation with questions and professional discussion supported by a portfolio of evidence assessment methods, according to the requirements set out in this EPA plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

To gain an overall EPA pass, apprentices must achieve a pass in all the assessment methods.

To achieve an overall EPA distinction, apprentices must achieve a distinction in both assessment methods.

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- Observation with question- and- session	Assessment method 2 – Professional Discussion	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Distinction	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

## Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is appropriate.

A re-sit does not need further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 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 3 months of the EPA outcome notification.

All failed EPA methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken.

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

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.

## Roles and Responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> </ul>

	<ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO.</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the</li> </ul>



	<p>training provider (i.e. HEI), there must be no conflict of interest</p> <ul style="list-style-type: none"> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have, and apply appropriately, an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA.</li> <li>• confirm the gateway requirements have been met and the EPA is begun as quickly as possible</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence, up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> </ul>

	<ul style="list-style-type: none"> <li>• 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)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPAO. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest.</li> </ul>

## Internal quality assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
  - have recent relevant experience of the occupation/sector to at least occupational level 3 gained in the last 3 years or significant experience of the occupation and healthcare sector.
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

## Value for money

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

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

## Professional recognition

The British Association of Prosthetists and Orthotists (BAPO) for Technician Associate.

## Mapping of knowledge, skills and behaviours (KSBs)

KNOWLEDGE	ASSESSMENT METHODS
<p><b>K1:</b> The basic structure and function of the human body and function of the musculoskeletal system relevant to prosthetics and orthotics and required for the role. There will also be an understanding of the main conditions that lead to the use of prosthetic or orthotic devices such as Diabetes, Multiple Sclerosis and Cerebral Palsy. In particular features of conditions such as neuropathy and phantom limb pain which may directly affect the wearing of devices.</p>	<p>Observation of practice with questions</p>
<p><b>K2:</b> The structure and properties of materials and their appropriate application to prosthetic or orthotic hardware and clinical practice; a range of modelling techniques; how to measure and adjust a model</p>	<p>Observation of practice with questions</p>
<p><b>K3:</b> How manufacturing machinery and equipment works and how to maintain it to a high standard at all times, when and where to report faults; quality control and how it applies in prosthetic or orthotic design and delivery</p>	<p>Observation of practice with questions</p>
<p><b>K4:</b> Record the relevant manufacturing details in line with department/company's policies; your responsibilities and duties; the limits of your competence and authority and why it is important to work in ways agreed by your employer</p>	<p>Observation of practice with questions</p>
<p><b>K5:</b> The patient, measurement, material and component information required to manufacture the device that has been requested</p>	<p>Observation of practice with questions</p>
<p><b>K6:</b> Computer aided design technology relevant to the manufacturing of related devices.</p>	<p>Observation of practice with questions</p>
<p><b>K7:</b> Equality, diversity and inclusion legislation; how to treat people with dignity and respect; understanding how disability affects and influences prosthetic and orthotic management; the requirement to adapt practice to meet the needs of individuals dealing with emotional needs due to a range of circumstances and experiences</p>	<p>Professional discussion</p>
<p><b>K8:</b> Recognise how communication affects engagement of an individual and to be able to apply a range of communication techniques; taking into account an individual's emotional state,</p>	<p>Professional discussion</p>

age, capacity, learning and physical ability, culture, ethnicity and religious beliefs	
<b>K9:</b> Ways to assist the communication requirements of individuals; including recognising the need to use interpersonal skills to encourage the active participation of individuals	Professional discussion
<b>K10:</b> The limits of own prosthetic or orthotic technical practice and when to seek advice	Professional discussion
<b>K11:</b> Informed consent and how to secure it across the age range and in line with cognitive ability; the importance of providing individuals with information that allows them to make informed decisions and safely manage their condition and supplied devices	Professional discussion
<b>K12:</b> How duty of care, medical ethics, safeguarding of adults and children apply to own practice	Professional discussion
<b>K13:</b> Health and safety legislation, policies and procedures; ways to assess risks that ensures safety and security of the prescribed device	Professional discussion
<b>K14:</b> How to maintain confidentiality and apply the principles of information governance	Professional discussion
<b>K15:</b> The importance of managing records and data in accordance with legislation, protocols, local procedures and best practice	Professional discussion
<b>K16:</b> The need to participate in training, supervision and mentoring	Professional discussion
<b>K17:</b> Quality guidelines and device design principles that apply to individual devices; incident reporting and escalation	Professional discussion
<b>K18:</b> The need to keep skills and knowledge up to date and the importance of career-long learning; the value of reflection on practice and the need to record the outcome of such reflections	Professional discussion
<b>K19:</b> Models and theories of support and supervision and how to safely delegate in line with legal and professional guidelines	Professional discussion
<b>K20:</b> The consequences of your actions, attitudes and behaviour	Professional discussion
<b>K21</b> How to assess and reflect upon own capabilities and limitations	Professional discussion

SKILLS	ASSESSMENT METHODS
<b>S1:</b> Manufacture the prescribed device using manual and computer aided technologies and correct materials to agreed timescales	Observation of practice with questions
<b>S2:</b> Ensure the device is fit for use and purpose and complies with the manufacturer/department/company quality assurance and legal requirements	Observation of practice with questions
<b>S3:</b> Test that the device is working correctly and modify if required	Observation of practice with questions
<b>S4:</b> Support patient/carer to maintain the device and check for breakages and faults	Observation of practice with questions
<b>S5:</b> Check that the completed device meets the prescription provided	Observation of practice with questions
<b>S6:</b> Act within the limits of own competence and authority	Professional discussion
<b>S7:</b> Use and maintain manufacturing machinery to carry out duties	Observation of practice with questions
<b>S8:</b> Identify problems with the manufacturing machinery and report any defects	Observation of practice with questions
<b>S9:</b> Provide on-going support to prosthetists/orthotists and in some instances patients\ carers	Professional discussion
<b>S10:</b> Apply a range of communication interventions and interpersonal skills to support individuals receiving prosthetic or orthotic care.	Professional discussion
<b>S11:</b> Utilise IT systems to read and record information, and where appropriate using IT systems as part of the manufacturing process.	Professional discussion
<b>S12:</b> Work safely and within competency level	Professional discussion
<b>S13:</b> Undertake risk assessments using a range of techniques	Professional discussion
<b>S14:</b> Work collaboratively in partnership with other team members, individuals and carers	Professional discussion

<b>S15:</b> Obtain informed consent for prosthetic or orthotic care within your scope of practice	Professional discussion
<b>S16:</b> Safeguard individuals, including vulnerable adults and children	Professional discussion
<b>S17:</b> Safeguard confidential information relating to individuals at all times	Professional discussion
<b>S18:</b> Maintain records that are fit for purpose that comply with employer's protocols and process them accordingly.	Professional discussion
<b>S19:</b> Comply with local and national standards regarding reporting of medical device failures and incidents	Professional discussion
<b>S20:</b> Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person	Professional discussion
<b>S21:</b> Support or supervise colleagues as required, delegate well-defined tasks appropriately	Professional discussion
<b>BEHAVIOURS</b>	<b>ASSESSMENT METHODS</b>
<b>B1:</b> Be respectful of others, their beliefs, culture, needs, values and privacy	Professional discussion
<b>B2:</b> Takes ownership of work	Observation of practice with questions
<b>B3:</b> Puts safety first for themselves and others	Professional discussion

## Grading descriptors

### Assessment method 1: Observation of practice with questions

KSBS GROUPED BY THEME	Pass	Distinction
<b>Prosthetic and Orthotic Care</b> K1 K2 K3 K4 K5 K6 S1 S2 S3 S4 S5 S7 S8 B2	<p>Manufactures a prescribed device taking ownership of their work using the correct machinery, technology and materials and the knowledge and function of the human body and conditions leading to the use of devices (S1, S7, K1, K2, K5, K6, B2)</p> <p>Tests the device is fit for use and meets the prescription and compliance requirements and recommends any modifications if required (S2, S3, S5)</p> <p>Provides advice to patients/carers using suitable formats for example, a leaflet to ensure awareness of routine care and maintenance of the prescribed prosthesis/orthosis (S4)</p> <p>Identifies any problems/defects with the manufacturing machinery used and ensures that it is maintained to a high standard and records and reports these according to department/ employer policies (S8, K3, K4)</p>	<p>Justifies their rationale for their decision making in the demonstration of how a device is manufactured and suggests a range of design options (S1, K2, K5)</p> <p>Justifies what actions should be undertaken to minimise the risk to the patient if a device does not meet their needs (S2, S3, S5, K5)</p>
<p>Fail: A fail grade will be awarded if the apprentice does not satisfy all of the pass criteria.</p>		



## Assessment method 2: Professional discussion

KSBS GROUPED BY THEME	Pass	Distinction
<b>Prosthetic and Orthotic Care</b> S6 K10	Describes how their role supports prosthetic or orthotic care and can give examples of how they have worked within their scope of practice and limits and sought advice (S6, K10)	Analyses the limits of their role and what actions they can take to ensure patient safety is not compromised (S6, K10)
<b>Person Centred Care</b> K7 K8 K9 K17 S9 S10 S11 S19 B1	<p>Explains the importance of adapting practice to meet the physical and emotional needs of patients, and how disability can affect the patient's management of the protheses/ orthoses. Gives examples of adapting communication skills to provide prosthetic or orthotic care whilst adhering to equality, diversity and inclusion legislation (S9, S10, K7, K8, K9, B1)</p> <p>Explains how they accurately record information electronically and how this information is used to meet patients' needs (S11)</p> <p>Explains when to report incidents and the importance of complying with local and national standards regarding reporting of medical device failures and incidents and when to escalate (S19, K17)</p>	<p>Evaluates and reflects on how ongoing support to prosthetists/orthotists and patients\ carers works and what improvements to services could be made(S9)</p> <p>Evaluates device design incidents and the implications of not managing device failure correctly (K17)</p>
<b>Governance and Safety</b> K11 K12	Describes the importance of working safely and applying medical ethics in the workplace and explains how their practice supports duty of care and the safeguarding of	Justifies what they would do if they encountered unsafe practice in the workplace and evaluates the impact on themselves and others (S12 K12)

<p>K13 K14 K15 S12 S13 S14 S15 S16 S17 S18 S20 B3</p>	<p>vulnerable adults and children (S12, S16, K12, B3)</p> <p>Describes how a range of risk assessments should take place to ensure safety and security of the prescribed device that is in accordance with health and safety legislation, polices and procedures (S13, K13)</p> <p>Explains how they safeguard confidential information and maintain patient records in line with legislation, protocols and best practice (S17, S18, K14, K15)</p> <p>Describes the importance of obtaining informed consent across the age range and cognitive ability, in line with own scope of practice and providing information to ensure the patient is able to safely manage their condition and supplied device (S15, K11)</p> <p>Explains the importance of collaboration within the limits of their practice with colleagues, the team and carers and how and when to seek advice (S14, S20)</p>	<p>Evaluates the impact of poor record keeping and what corrective action they would take to improve standards (S17, S18, K14, K15)</p> <p>Evaluates the challenges in obtaining informed consent and what actions to take if they cannot obtain consent (S15, K11)</p> <p>Analyses how collaborative working can help to ensure safe and effective services to patients and what the impact of non-collaboration has on patient outcomes (S14, K8)</p>
<p><b>Personal Development</b>  K16 K18</p>	<p>Explains how they use evidence-based approaches to maintain and develop own practice, reflect and make decisions and understand the consequences of own actions</p>	<p>Evaluates the impact of reflection and the importance of keeping skills and knowledge up to date, on their practice and how making evidence-based</p>

K21	and ensure skills and knowledge are current (K16, K18, K21)	improvements to the service have improved patient outcomes (K18)
<b>Support and Supervision</b>  K19 K20 S21	Explains how they support or supervise colleagues and delegate tasks, and the consequences of own actions on the team/practice (S21 K19 K20)	Evaluate how the supervision of colleagues has improved service delivery (S21 K19)
Fail: A fail grade will be awarded if the apprentice does not satisfy all of the pass criteria.		