

**PORTFOLIO DEVELOPMENT PLAN**

**FOR THE**

**CERTIFICATE OF COMPETENCE**

**BY EQUIVALENCE**

**(BIOMEDICAL SCIENTIST)**

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| --- | --- |
| **Candidate Name** |  |
| **Current Role** |  |
| **Employment Address** |  |
| **Mentor Name and Current Role** |  |

**INTRODUCTION**

This Portfolio Development Plan will form the basis of your portfolio completion. It enables you to identify the HCPC standards of proficiency you can already evidence from your previous experience and current work and any that you might need to seek secondments for. These secondments will be identified by you and your mentor and the secondment laboratories must possess IBMS Pre-Registration Training Approval.

The purpose of this document is two-fold. It introduces you to the HCPC standards of proficiency and the structure of the portfolio, giving you an appreciation of the work involved in producing the portfolio evidence and any areas where may need further training. It also allows the Institute to make an informed judgement on the amount of supplementary experience that will be required for you to meet the standards and whether this is achievable.

Please work closely with your identified mentor to complete this mapping document as it will guide your tasks and help you to create and collate your portfolio evidence.

**Please note:** Each piece of evidence per module should map several HCPC Standards of Proficiency (SoPs). All HCPC standards of proficiency in each module can be effectively evidenced using three to five pieces of evidence.

**Section 1: Professional Conduct**

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| Module 1 | Personal Responsibility and Development |
| Module 2 | Equality Diversity and Inclusion |
| Module 3 | Communication |
| Module 4 | Patient Records and Data Handling |
| Module 5 | Professional Relationships |

**Section 1: Professional Conduct**

**Module 1: Personal Responsibility and Development**

You are required to demonstrate an understanding of the contractual responsibilities and expected behaviour of a biomedical scientist. The HCPC standards of conduct, performance and ethics and the Institute of Biomedical Science Code of Conduct and Guide to Good Professional Practice are reference points, together with other organisational and national/international standards. As a registered biomedical scientist, you must be able to recognise the responsibilities you have for your own professional behaviour and its impact on others, the level of accountability that comes with your responsibility for completing tasks and procedures, for using judgment within broad parameters and being able to reflect on this and other learning opportunities to inform self-development. Central to this is the contribution of healthcare science to patient care, patient safety, service delivery, research and development. All biomedical scientists must understand the direct or indirect impact of their work on patients and patient care.

In the context of service users there are three areas of practice that are considered appropriate when interpreting the standards of proficiency:

1. Patients or carers in clinics, point of care settings and/or wards where there is direct contact with biomedical and clinical scientists;
2. Professional groups that have direct patient healthcare role which relies on pathology services including clinical laboratory investigation, advice, treatment evaluation and research;
3. Service providers that employ biomedical and/or clinical scientists for services that contribute to the patient healthcare pathway.

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 1 Module 1 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

**Section 1 Module 1**

|  |  |
| --- | --- |
| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| * 1. identify the limits of their practice and when to seek advice or refer to another professional or service |  |
| 1.3 keep their skills and knowledge up to date and understand the importance of continuing professional development throughout their career |  |
| 2.1 maintain high standards of personal and professional conduct |  |
| 2.2 promote and protect the service user’s interests at all times |  |
| 2.4 understand what is required of them by the Health and Care Professions Council, including but not limited to the Standards of conduct, performance and ethics |  |
| 2.8 understand the importance of capacity in the context of delivering care and treatment |  |
| 2.9 understand the scope of a professional duty of care, and exercise that duty |  |
| 2.10 understand and apply legislation, policies and guidance relevant to their profession and scope of practice |  |
| 2.12 demonstrate awareness of the British, European and International Standards that govern and affect pathology laboratory practice |  |
| 4.1 recognise that they are personally responsible for and must be able to justify their decisions and actions |  |
| 4.5 exercise personal initiative |  |
| 10.1 understand the value of reflective practice and the need to record the outcome of such reflection to support continuous improvement |  |

**Section 1: Professional Conduct**

**Module 2: Equality Diversity and Inclusion**

You must be able to recognise and respect a culture that promotes equity, equality and diversity of people and their rights and responsibilities. You are expected to be proactive against discrimination and act as a role model. You must be able to handle several competing tensions with an individual themselves or between a group of individuals and demonstrate your commitment to inclusion.

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 1 Module 2 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

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| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| 2.3 understand the importance of safeguarding by actively looking for signs of abuse, demonstrating understanding of relevant safeguarding processes, and engaging in these processes where necessary |  |
| 2.5 respect and uphold the rights, dignity, values, and autonomy of service users, including their role in the assessment, diagnostic, treatment and / or therapeutic process |  |
| 2.6 recognise that relationships with service users, carers and others should be based on mutual respect and trust, maintaining high standards of care in all circumstances |  |
| 2.11 recognise the power imbalance which comes with being a health care professional, and ensure they do not abuse this for personal gain |  |
| 5.1 respond appropriately to the needs of all different groups and individuals in practice, recognising that this can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences |  |
| 5.2 understand equality legislation and apply it to their practice (The Equality Act 2010 defines the protected characteristics as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Equivalent equality legislation in Northern Ireland protects age, disability, gender, race, religion or belief and sexual orientation). |  |
| 5.3 recognise the potential impact of their own values, beliefs and personal biases (which may be unconscious) on practice and take personal action to ensure all service users and carers are treated appropriately with respect and dignity |  |
| 5.4 understand the duty to make reasonable adjustments in practice and be able to make and support reasonable adjustments in theirs and others’ practice |  |
| 5.5 recognise the characteristics and consequences of barriers to inclusion, including for socially isolated groups |  |
| 5.6 actively challenge these barriers, supporting the implementation of change wherever possible |  |
| 5.7 recognise that regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards, across all areas of practice |  |
| 7.4 work with service users and / or their carers to facilitate the service user’s preferred role in decision-making, and provide service users and carers with the information they may need where appropriate |  |
| 8.8 identify their own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion |  |

**Section 1: Professional Conduct**

**Module 3: Communication**

You will be expected to apply a variety of communication methods and approaches, appropriate to others and the situation, to facilitate and promote constructive outcomes. You will be expected to be able to communicate effectively on difficult, complex and sensitive issues and demonstrate the ability to overcome barriers to communication. This must consider factors such as age, capacity, learning ability and physical ability, characteristics and consequences of verbal and non-verbal communication and how this could be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs, assisted communication (use of interpreter).

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 1 Module 3 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

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| --- | --- |
| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| 2.7 understand the importance of and obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented |  |
| 7.1 use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others |  |
| 7.2 communicate in English to the required standard for their profession (equivalent to level 7 of the International English Language Testing System, with no element below 6.5) |  |
| 7.3 understand the characteristics and consequences of verbal and non-verbal communication and recognise how these can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences |  |
| 7.5 modify their own means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible |  |
| 7.6 understand the need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter |  |
| 7.7 use information, communication and digital technologies appropriate to their practice |  |
| 7.8 understand the need to provide service users or people acting on their behalf with the information necessary in accessible formats to enable them to make informed decisions |  |
| 7.9 communicate the outcomes of biomedical procedures |  |

**Section 1: Professional Conduct**

**Module 4: Patient Records and Data Handling**

You must be able to demonstrate your knowledge, skills and competency in following correct procedures for recording, sharing, storing and accessing information in the laboratory with respect to your role as a biomedical scientist.

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 1 Module 4 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

|  |  |
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| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| 6.1 adhere to the professional duty of confidentiality and understand when disclosure may be required |  |
| 6.2 understand the principles of information and data governance and be aware of the safe and effective use of health, social care and other relevant information |  |
| 6.3 recognise and respond in a timely manner to situations where it is necessary to share information to safeguard service users, carers and / or the wider public |  |
| 6.4 understand the need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support (such as interpreters or translators) |  |
| 6.5 recognise that the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms |  |
| 9.1 keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines |  |
| 9.2 manage records and all other information in accordance with applicable legislation, protocols and guidelines |  |
| 9.3 use digital record keeping tools, where required |  |
| 9.4 recognise, communicate and understand the risks and possible serious consequences of errors and omissions in both requests for, and results of, laboratory investigations |  |
| 9.5 use systems for the accurate and correct identification of service users and laboratory specimens |  |
| 9.6 understand the need to adhere to protocols of specimen identification, including bar coding and electronic tag systems |  |
| 9.7 understand the importance of backup storage of electronic data |  |

**Section 1: Professional Conduct**

**Module 5: Professional Relationships**

You must demonstrate that you can sustain a consistent approach to work relationships in the context of the role of a biomedical scientist to achieve the best results for service users. This is achieved by recognising and valuing the contributions of other colleagues, demonstrating the ability to work effectively with others and develop productive working relationships. This includes the building and sustaining professional relationships as an independent practitioner.

In the context of service users there are three areas of practice that are considered appropriate when interpreting the standards of proficiency:

1. Patients or carers in clinics, point of care settings and/or wards where there is direct contact with biomedical and clinical scientists;
2. Professional groups that have direct patient healthcare role which relies on pathology services including clinical laboratory investigation, advice, treatment evaluation and research;
3. Service providers that employ biomedical and/or clinical scientists for services that contribute to the patient healthcare pathway.

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 1 Module 5 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

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| --- | --- |
| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| 4.8 understand the need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice |  |
| 8.1 work in partnership with service users, carers, colleagues and others |  |
| 8.2 recognise the principles and practices of other health and care professionals and systems and how they interact with their profession |  |
| 8.3 understand the need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team |  |
| 8.4 contribute effectively to work undertaken as part of a multi-disciplinary team |  |
| 8.5 identify anxiety and stress in service users, carers and colleagues, adapting their practice and providing support where appropriate |  |
| 8.6 understand the qualities, behaviours and benefits of leadership |  |
| 8.7 recognise that leadership is a skill all professionals can demonstrate |  |
| 8.9 demonstrate leadership behaviours appropriate to their practice |  |
| 8.10 act as a role model for others |  |
| 8.11 promote and engage in the learning of others |  |
| 8.12 understand the need to engage service users and carers in planning and evaluating diagnostics and assessment outcomes to meet their needs and goals |  |
| 8.13 demonstrate awareness of the impact of pathology services on the service user care pathway |  |
| 10.2 recognise the value of multi-disciplinary reviews, case conferences and other methods of review |  |
| 12.3 recognise the role(s) of other professions in health and social care and understand how they may relate to the role of biomedical scientist |  |
| 12.4 understand the structure and function of health and social care systems and services in the UK |  |

**Section 2: Professional Practice**

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| Module 1 | Professional Knowledge |
| Module 2 | Health and Safety and Wellbeing |
| Module 3 | Quality |
| Module 4 | Performing Standard Investigations |
| Module 5 | Research and Development |

**Section 2: Professional Practice**

**Module 1: Professional Knowledge**

This module explores your detailed understanding of the role of clinical specialisms in the diagnosis, treatment and management of disease in cellular science, blood science, infection science, molecular and genetic science or reproductive science. Your evidence must demonstrate how you apply your knowledge of the scientific principles underpinning clinical laboratory investigations to the investigation of human diseases, disorders and dysfunction. You must be able to demonstrate a strong knowledge base appropriate to the wider biomedical science disciplines as well as your own scope of practice.

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 2 Module 1 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

|  |  |
| --- | --- |
| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| 12.1 understand the structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession. |  |
| 12.6 be able to demonstrate knowledge of the underpinning scientific principles of investigations provided by clinical laboratory services. |  |
| 12.7 understand the role of the following specialisms in the diagnosis, treatment and management of disease: cellular science, blood science, infection science, molecular and genetic science and reproductive science. |  |
| 13.27 investigate and monitor disease processes and normal states |  |

**Section 2: Professional Practice**

**Module 2: Health and Safety and Wellbeing**

You must demonstrate how you ensure yourself and others work in accordance with national legislation and organisational policy for health and safety, to identify hazards and mitigate risks. You should show how you establish safe environments for practice and apply principles of good laboratory practice to maintain your own safety and that of others. You should also demonstrate that you recognise the potential impact of your own mental and physical health on your ability to practise safely and effectively, including how to seek help and support when necessary.

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 2 Module 2 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

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| --- | --- |
| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| 3.1 identify anxiety and stress in themselves and recognise the potential impact on their practice |  |
| 3.2 understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practise |  |
| 3.3 understand how to take appropriate action if their health may affect their ability to practise safely and effectively, including seeking help and support when necessary |  |
| 3.4 develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment |  |
| 12.10 understand the biological hazards groups and associated containment levels |  |
| 14.1 understand the need to maintain the safety of themself and others, including service users, carers and colleagues |  |
| 14.2 demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies. |  |
| 14.3 work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation. |  |
| 14.4 select appropriate personal protective equipment and use it correctly. |  |
| 14.5 establish safe environments for practice, which appropriately manages risk |  |
| 14.6 understand the application of principles of good laboratory practice |  |
| 15.1 understand the role of their profession in health promotion, health education and preventing ill health |  |
| 15.2 understand how social, economic and environmental factors (wider determinants of health) can influence a person’s health and well-being |  |
| 15.3 empower and enable individuals (including service users and colleagues) to play a part in managing their own health |  |
| 15.4 engage in occupational health, including being aware of immunisation requirements |  |

**Section 2: Professional Practice**

**Module 3: Quality**

You must demonstrate that you recognise the value of quality control, quality assurance and clinical governance to ensure continual improvement. You must also show how you identify and respond appropriately to abnormal outcomes from quality indicators, and accurately and precisely perform calibration and quality control checks appropriate to your role.

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 2 Module 3 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

|  |  |
| --- | --- |
| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| 11.1 engage in evidence-based practice |  |
| 11.2 gather and use feedback and information, including qualitative and quantitative data, to evaluate the responses of service users to their care |  |
| 11.3 monitor and systematically evaluate the quality of practice, and maintain an effective quality management and quality assurance process working towards continual improvement |  |
| 11.4 participate in quality management, including quality control, quality assurance, clinical governance and the use of appropriate outcome measures |  |
| 11.5 evaluate care plans or intervention plans using recognised and appropriate outcome measures, in conjunction with the service user where possible, and revise the plans as necessary |  |
| 11.6 recognise the value of gathering and using data for quality assurance and improvement programmes |  |
| 11.7 select and apply quality and process control measures |  |
| 11.8 identify and respond appropriately to abnormal outcomes from quality indicators |  |
| 13.19 work with accuracy and precision |  |
| 13.20 perform calibration and quality control checks |  |
| 13.24 formulate specific and appropriate management plans including the setting of timescales |  |

**Section 2: Professional Practice**

**Module 4: Performing Standard Investigations**

You must demonstrate how you apply your knowledge and understanding of standard laboratory investigations to select, review and appraise appropriate techniques. You must show how you prepare, process, analyse and interpret clinical laboratory data and present the data in a suitable format and conform with standard operating procedures when working with specific laboratory equipment and demonstrate relevant practical skills.

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 2 Module 4 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

|  |  |
| --- | --- |
| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| 1.2 recognise the need to manage their own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment. |  |
| 4.2 use their skills, knowledge and experience, and the information available to them, to make informed decisions and / or take action where necessary |  |
| 4.3 make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately |  |
| 4.4 make and receive appropriate referrals, where necessary |  |
| 12.5 understand the theoretical basis of, and the variety of approaches to, assessment and intervention. |  |
| 12.8 be able to evaluate analyses using qualitative and quantitative methods to aid the diagnosis, screening and monitoring of health and disorders |  |
| 12.9 understand the techniques and associated instrumentation used in the practice of biomedical science. |  |
| 13.2 gather appropriate information |  |
| 13.3 analyse and critically evaluate the information collected |  |
| 13.4 select and use appropriate assessment techniques and equipment |  |
| 13.5 undertake and record a thorough, sensitive and detailed assessment |  |
| 13.6 undertake or arrange investigations as appropriate. |  |
| 13.7 conduct appropriate assessment or monitoring procedures, treatment, therapy or other actions safely and effectively. |  |
| 13.12 perform and supervise procedures in clinical laboratory investigations to reproducible standards. |  |
| 13.13 operate and utilise specialist equipment according to their discipline. |  |
| 13.14 validate scientific and technical data and observations according to pre-determined quality standards. |  |
| 13.15 demonstrate proficiency in practical skills in cellular science, blood science, infection science, molecular and genetic science and reproductive science, where appropriate to the discipline. |  |
| 13.16 demonstrate practical skills in the processing and analysis of specimens including specimen identification, the effect of storage on specimens and the safe retrieval of specimens. |  |
| 13.17 demonstrate practical skills in the investigation of disease processes. |  |
| 13.18 work in conformance with standard operating procedures and conditions. |  |
| 13.21 demonstrate operational management of laboratory equipment to check that equipment is functioning within its specifications and to respond appropriately to abnormalities. |  |
| 13.22 understand the implications of non-analytical errors. |  |
| 13.23 know the extent of the role and responsibility of the laboratory with respect to the quality management of hospital, primary care and community based laboratory services for near- service user testing and non-invasive techniques. |  |
| 13.25 select suitable specimens and procedures relevant to service users’ clinical needs, including collection and preparation of specimens as and when appropriate. |  |
| 13.26 demonstrate awareness of the need to assess and evaluate new procedures prior to routine use. |  |
| 13.28 use standard operating procedures for analyses including point of care in vitro diagnostic devices. |  |
| 13.31 safely interpret and authorise service user results. |  |

**Section 2: Professional Practice**

**Module 5: Research and Development**

The aim of this module is to demonstrate your ability to analyse qualitative and quantitative data and demonstrate a logical and systematic approach to problem solving. You must be able to critically evaluate research articles and other evidence to inform your own practice and use current research in your discipline to generate hypotheses, design experiments and analyse novel data to develop your knowledge and expertise.

**Please draft your proposed pieces of evidence against the HCPC Standards of Proficiency for Section 2 Module 5 of the portfolio, using the table below to group the SoPs against your chosen pieces of evidence:**

|  |  |
| --- | --- |
| **HCPC Standards of Proficiency** | **Potential type and source of evidence** |
| 4.6 demonstrate a logical and systematic approach to problem solving. |  |
| 4.7 use research, reasoning and problem solving skills when determining appropriate actions |  |
| 12.2 demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process. |  |
| 13.1 change their practice as needed to take account of new developments, technologies and changing contexts. |  |
| 13.8 recognise a range of research methodologies relevant to their role. |  |
| 13.9 recognise the value of research to the critical evaluation of practice |  |
| 13.10 critically evaluate research and other evidence to inform their own practice. |  |
| 13.11 engage service users in research as appropriate. |  |
| 13.29 use statistical packages and present data in an appropriate format |  |
| 13.30 design experiments, report, interpret and present data using scientific convention, including application of SI units and other units used in biomedical science |  |

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