

Apprenticeships in

Mammography Associate

Pearson Level 4 End-point Assessment



Pearson Apprenticeship End-point Assessment for Mammography Associate Level 4

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About Pearson

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Relationship with previous EPA Assessment Plan versions

This End-point Assessment ST0583 v1.2 and associated materials, replaces the existing Pearson End-point Assessment for Mammography Associate ST0583 v1.1.

Apprentices that started on-programme up to February 2024 will be assessed against the legacy Assessment Plan ST0583 v1.1 2020. Any subsequent new starts will be assessed against the updated Assessment Plan 2024 ST0583 v1.2. Where a new Assessment Plan has been released, centres should ensure that any change does not disadvantage (or advantage) the apprentice.

The table on the next page gives a summary of the changes between the legacy and new standard and Assessment Plan.

Summary of changes to Pearson Apprenticeship End-point Assessment for Mammography Associate Level 4

| Summary of changes made between legacy and new standard and Assessment Plan | Page number |
|---|--------------------|
| Apprentices must now submit a Clinical portfolio of evidence at gateway, to support the Professional Discussion, which includes evidence of completion of 500 bilateral mammograms. | 3 |
| The duration of the Multiple-choice Test (replaces examination paper component) is now 90 minutes, but still consists of 60 questions. | 5 |
| The Multiple-choice Test encompasses existing and new knowledge outcomes. For details, see <i>Assessment Plan</i> (Annexe A). | 24 |
| Apprentices can complete the Multiple-choice Test and Professional Discussion in any order. | N/a |
| The Observation of Clinical Practice and Discussion has been replaced by a Professional Discussion Underpinned by a Clinical Portfolio. | 11 |

This document replaces the Pearson Apprenticeship End-point Assessment for Mammography Associate Level 4 (VQ 000202, QN 603/7270/9) published in January 2022 as an Issue 2.

Contents

| | | |
|----------|--|-----------|
| 1 | The Mammography Associate Apprenticeship | 1 |
| | What are Pearson End-point Assessments? | 1 |
| | Purpose | 1 |
| | Industry support and recognition | 1 |
| 2 | Summary of End-point Assessment | 3 |
| 3 | EPA structure | 5 |
| | Pearson Apprenticeship End-point Assessment for Mammography Associate Level 4 | 5 |
| | EPA Grading | 5 |
| 4 | Assessment | 7 |
| | Assessment Plan | 7 |
| | Language of assessment | 7 |
| | Gateway | 7 |
| 5 | End-point Assessment Methods | 8 |
| | Assessment method 1: Multiple-choice Test | 8 |
| | Assessment method 2: Professional Discussion Underpinned by a Clinical Portfolio | 11 |
| 6 | Delivery of End-point Assessment | 16 |
| | End-point Assessment planning and scheduling | 16 |
| | Reassessment | 16 |
| | Booking reassessment | 16 |
| | Appeals | 16 |
| 7 | Access to assessment | 17 |
| | Access to assessment for apprentices with disabilities or specific needs | 17 |
| | Reasonable adjustments | 17 |

| | | |
|-----------|--|-----------|
| 8 | Malpractice | 18 |
| | Dealing with malpractice in assessment | 18 |
| | Apprentice malpractice | 18 |
| | Tutor/centre malpractice | 19 |
| 9 | Further information | 21 |
| 10 | Glossary | 22 |
| | Annexe A: Assessment Plan | 24 |

1 The Mammography Associate Apprenticeship

What are Pearson End-point Assessments?

End-point assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard learnt throughout the apprenticeship programme.

Purpose

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a Mammography Associate.

Mammography Associates work in the breast-imaging workforce, undertaking routine, two-view mammography (x-ray images of breasts). They work in a multidisciplinary team in a hospital or community setting (for example a mobile breast screening unit, a medical centre), undertaking mammography of individuals as part of a breast-screening programme. They also undertake routine mammography on individuals with symptoms of breast disease.

Industry support and recognition

Pearson has worked in close collaboration with employers and experts from professional bodies and training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

Employers, assessment organisations, professional bodies and further education providers that have worked with us include:

- Healthcare Education England
- The Jarvis Breast Centre
- Manchester University NHS Foundation Trust.

Please note: 'individuals' refers to those requiring care and support, and may include patients, service users or clients.

To see the published Mammography Associate Standard and Assessment Plan, please go to: www.instituteforapprenticeships.org/apprenticeship-standards/

2 Summary of End-point Assessment

| EPA Detail | Pearson Level 4 End-point Assessment for Mammography Associate |
|--------------------------------------|---|
| Qualification number (QN) | 610/5220/6 |
| Regulation start date | 01/02/2025 |
| First Pearson assessment | 01/03/2025 |
| Assessment methods | <ul style="list-style-type: none"> ▪ Assessment method 1: Multiple-choice Test ▪ Assessment method 2: Professional Discussion Underpinned by a Clinical Portfolio. <p><i>Refer to Section 5 for detailed information about each assessment method.</i></p> |
| Grading | Pass/Distinction <i>Refer to Section 3 for detailed information.</i> |
| Duration of apprenticeship programme | The typical duration for this apprenticeship is 12 months but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competences. |
| Gateway requirements | <ul style="list-style-type: none"> ▪ Employer confident that the apprentice is working at or above the occupational standard as a Mammography Associate ▪ Level 2 English and mathematics ▪ A minimum of 500 mammograms unassisted, meeting the NHS Breast Screening Programme standards ▪ Submit a Clinical portfolio of evidence for the Professional Discussion Underpinned by a Clinical Portfolio. |
| Time period for completion of EPA | The EPA will be completed in a three month period, maximum. The three month period begins once the apprentice passes the gateway and includes the time needed for the apprentice to prepare for the EPA. The assessment methods can be delivered in any order. |

| EPA Detail | Pearson Level 4 End-point Assessment for Mammography Associate |
|------------------------------|--|
| Apprenticeship certification | <p>The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the End-point Assessment organisation (EPAO), Pearson will claim certificates on behalf of apprentices.</p> |
| Digital badging | <p>On successful completion of their EPA, apprentices are issued a securely verified Credly digital credential or 'badge.' The digital badge can be easily shared online via social networks allowing them to showcase their talent and grow their presence in a professional community.</p> <p>Further information about Credly digital credentials can be found at www.pearson.com/en-gb.html (Discover Pearson Businesses).</p> |

3 EPA structure

Pearson Apprenticeship End-point Assessment for Mammography Associate Level 4

The EPA for the Mammography Associate apprenticeship consists of the following two assessment methods:

- Multiple-choice Test
- Professional Discussion Underpinned by a Clinical Portfolio.

The table below gives a summary of the structure of the End-point Assessment.

| End-point Assessment Methods | Duration | Weighting % | Assessment Method Grading |
|---|--|-------------|---------------------------|
| Multiple-choice Test | 90 minutes, 60 multiple-choice questions | 50% | Pass/Distinction |
| Professional Discussion Underpinned by a Clinical Portfolio | 90 minutes | 50% | Pass/Distinction |

EPA Grading

The grading for this EPA is Pass/Distinction.

Performance in the EPA determines the overall grade of Fail, Pass or Distinction. The EPAO will combine the individual assessment method grades to determine the overall EPA grade. If the apprentice fails one assessment method or more, they will be awarded an overall Fail.

To achieve an overall Pass, the apprentice must achieve at least a Pass in all the assessment methods. In order to achieve an overall EPA Distinction, apprentices must achieve a Distinction in both of the EPA methods.

The table below shows how the grade from each end-point assessment method is combined to determine the overall end-point assessment grade.

| Multiple-choice Test | Professional Discussion Underpinned by a Clinical Portfolio | End-point Assessment Grade |
|----------------------|---|----------------------------|
| Any grade | Fail | Fail |
| Fail | Any grade | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Pass | Pass |
| Distinction | Distinction | Distinction |

4 Assessment

Assessment Plan

Pearson's approach to assessing this EPA is set by the assessment plan for the Apprenticeship Standard. This document is available in *Annexe A*.

Language of assessment

Apprentices must use English only during the assessment of this EPA.

An apprentice taking the EPA may be assessed in British Sign Language for the purpose of reasonable adjustment.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

Gateway

Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe A*.

Employers must complete a *Gateway Declaration Form and Portfolio Authentication Form* (see *EPA Resource Pack*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

5 End-point Assessment Methods

Assessment method 1: Multiple-choice Test

Structure

The Multiple-choice Test is an onscreen test that will assess apprentices' knowledge and understanding across all areas of the Apprenticeship Standard, in line with the assessment plan requirements.

| Multiple-choice Test | |
|----------------------|---|
| Summary | The test will consist of 60 multiple-choice questions, which have four options, including one correct answer. |
| Duration | 90 minutes |
| Number of questions | 60 |
| Grading | Pass/Distinction The apprentice must achieve a minimum of 30 marks for a Pass and a minimum of 48 marks for a Distinction. |
| Preparation | Tutors and apprentices must use the resources published in the <i>EPA Resource Pack</i> to support their preparation. These resources include the full content that needs to be delivered during on-programme. |
| Delivery and conduct | The Multiple-choice Test is available on demand through Pearson's online systems. Further information can be found at EPA Delivery Index (pearson.com) Tests can only be booked once apprentices have been confirmed as passing through gateway. A checklist to support Training Providers in using Pearson's online systems can be found at End-point Assessment: Rogo – Training Provider Assessment Checklist (pearson.com) |

| Multiple-choice Test | |
|-----------------------------|---|
| Sample Assessment Materials | A Sample Assessment Material (SAM) is provided for the Multiple-choice Test. The SAM provides an example of the actual Multiple-choice Test in terms of the feel and level of demand. The SAM shows the range of possible question types that may appear and gives a good indication of how the Multiple-choice Test is structured. |

Standards assessed

The onscreen test assesses the following outcomes from the Apprenticeship Standard:

| KSB | Apprenticeship Standard Outcomes |
|-----|---|
| K2 | Normal breast anatomy, physiology, and pathology |
| K3 | Types of abnormalities of the breasts that need to be observed and recorded |
| K4 | Principles of informed consent and the actions to take if consent is withdrawn |
| K7 | The role of other imaging and treatment modalities including ultrasound (US), magnetic resonance imaging (MRI), radiotherapy, chemotherapy and immunotherapy |
| K8 | The relationship between anatomy, pathophysiology and the imaging process |
| K9 | The basic design, function and operation of mammography image acquisition and display equipment |
| K10 | Processes for recording, storing and sharing personal information securely, including the safe use of technology complying with organisational and legal requirements |
| K12 | Maintaining health and safety in the workplace |
| K13 | How radiation is produced and its interaction with matter |
| K14 | The radiobiological effects of radiation – short and long-term risks |
| K15 | Radiation protection of self and others |
| K16 | The application of ionising radiation regulations |
| K17 | The meaning of risk in the workplace, ways to raise concerns and own responsibilities in relation to incidents, errors and near misses |
| K18 | Principles of infection control |

| KSB | Apprenticeship Standard Outcomes |
|------------|--|
| K19 | Basic life-support techniques |
| K20 | Principles of safe moving and assisting individuals and moving and handling equipment |
| K23 | When it is necessary to refer to an appropriate member of the multidisciplinary breast care team, including the supervisory radiographer, for concerns and queries outside scope of practice |
| K24 | Standards and criteria for assessing the technical quality of images |
| K25 | Systems for image acquisition, storage and retrieval |
| K26 | Individual and unit performance targets relating to the quality of mammography images |
| K28 | Advise individuals of the results process and give additional information within the scope of your responsibility |
| K30 | Principles of confidentiality, duty of candour and disclosure |
| K31 | Principles of equality, diversity and inclusion |
| K33 | Relevant national standards and local guidelines for quality control and assurance |
| K34 | The responsibility of mammographers to identify individual clinical mammography learning needs to ensure breast screening programme standards are met |
| K37 | Wider determinants of health such as the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices on health and wellbeing |
| K40 | Techniques for managing challenging situations, unsafe work practices, addressing comments, compliments, conflict and complaints |
| K42 | Purpose and value of supervision, appraisals and personal development planning |
| K44 | Importance of continuing personal and professional development |
| K45 | Principles of audit and research applied in mammography services |
| K46 | How audit and research lead to the maintaining standards and improving the quality of mammography services |

Assessment method 2: Professional Discussion Underpinned by a Clinical Portfolio

Structure

The Professional Discussion Underpinned by a Clinical Portfolio assesses apprentices' knowledge, skills and behaviours from the Apprenticeship Standard, in line with the assessment plan requirements. It is assessed by a Pearson Independent End-point Assessor (IEA).

| Professional Discussion | |
|-------------------------|---|
| Summary | The apprentice and End-point Assessor will have a formal two-way conversation, which gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. |
| Duration | 90 minutes |
| Portfolio | <p>Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses in the Professional Discussion. This portfolio is submitted prior to the Professional Discussion.</p> <p>The portfolio of evidence must be compiled during the on-programme period of the apprenticeship and submitted as part of gateway. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 14 discrete pieces of evidence and evidence may be used to demonstrate more than one KSB.</p> |
| Grading | <p>Pass/Distinction</p> <p>To achieve a Pass apprentices must demonstrate all of the Pass descriptors.</p> <p>To achieve a Distinction apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors.</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe A</i>.</p> |
| Preparation | Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation. |

| Professional Discussion | |
|-------------------------|---|
| Delivery and conduct | <p>The Professional Discussion will be conducted face-to-face or remotely.</p> <p>The IEA will ask the apprentice a range of broad questions and apprentices present their work-based evidence in response.</p> <p>This must take place in a quiet environment away from the apprentice's normal working environment.</p> <p>The IEA will take notes and the Professional Discussion will be audio or video recorded.</p> |
| Assessment | The IEA will review the apprentice's responses against the Pass and Distinction grade criteria using the evidence requirements in the <i>EPA Resource Pack</i> as guidance. |

Standards assessed

The Professional Discussion assesses the following themes and outcomes from the Apprenticeship Standard.

| Theme | KSB | Apprenticeship Standard Outcomes |
|----------------------|-----|--|
| Clinical mammography | K1 | Principles of person-centred care |
| | K5 | Effective positioning and immobilisation of individuals |
| | K6 | Adapt techniques to optimise image quality |
| | K11 | Relevant legal, ethical, professional, and local frameworks and protocols in the mammography context |
| | K21 | Operate within your own scope of practice, legislation and policies |
| | K29 | Meet the care needs of individuals and their accompanying companions with sensitivity and respect |
| | S1 | Prepare equipment and environments appropriately for mammography |
| | S2 | Identify individuals attending for mammography appropriately |
| | S3 | Prepare individuals appropriately for mammography |
| | S4 | Employ effective positioning and immobilisation to achieve images of high quality |

| Theme | KSB | Apprenticeship Standard Outcomes |
|---------------------|-----|---|
| | S6 | Maintain required and accurate records of the procedure complying with quality, confidentiality and data protection requirements |
| | S7 | Use information management systems effectively |
| | S15 | Move and handle equipment or other items safely and assist individuals as appropriate |
| | S18 | Refer to an appropriate member of the multidisciplinary breast care team where required for concerns and queries outside scope of practice |
| | S19 | Assess the technical quality of images produced against required standards for breast screening programmes |
| | S21 | Transfer and store images using appropriate systems |
| | S23 | Report and share information related to individuals securely in line with local and national policies, maintaining confidentiality |
| | S24 | Ensure own actions promote equality, diversity and inclusion |
| | S25 | Work individually, collaboratively and in partnership to deliver person-centred care |
| | S26 | Advise individuals of the results process and give any necessary additional information within the scope of your responsibility |
| | B1 | Treat individuals with dignity, respecting their beliefs, culture, values and preferences |
| | B2 | Adopt an empathic approach and demonstrate discretion |
| Mammography science | S8 | Comply with, and practise safely within, relevant legal, ethical, professional, and local frameworks and protocols for the delivery of clinical mammography |
| | S9 | Maintain the radiation safety of all individuals in the working environment in line with current legislation |
| | S10 | Work in accordance with ionising radiation regulations |
| Quality assurance | K32 | The purpose, principles and methods of quality control and quality assurance in mammography |
| | S20 | Adhere to quality standards of performance for breast screening programmes |

| Theme | KSB | Apprenticeship Standard Outcomes |
|-----------------------|-----|---|
| | S27 | Participate in quality control tests of mammography equipment and accurately record results |
| | S28 | Report any failed equipment tests to a senior member of staff |
| | S29 | Participate in image assessment and peer review to adhere to breast screening programme standards |
| Professional practice | K22 | Responsibilities and professional values of a Mammography Associate |
| | K27 | Principles of effective interpersonal and communication skills |
| | K35 | Value of appropriately timed health promotion interventions |
| | K36 | National and local strategies, priorities, and initiatives for promoting and improving public health |
| | K41 | Importance of personal health, resilience, and wellbeing |
| | K43 | Reflective practice and how to use it effectively |
| | S16 | Manage self and own work effectively |
| | S17 | Recognise and respond appropriately to strengths and limitations in own knowledge, skills, and attributes |
| | S22 | Apply effective interpersonal and communication skills to engage with individuals |
| | S30 | Engage in effective health promotion by actively seeking out and acting on opportunities to support individuals to maximise their health and wellbeing within the scope of the role |
| | S31 | Promote preventative health behaviours and support individuals to make informed choices to improve their health and wellbeing within the scope of the role |
| | S34 | Make use of supervision and pastoral care |
| | S35 | Make use of reflective practice to engage in continuing professional development |
| | S36 | Participate in training and development activities and evaluate the impact of learning on own practice |
| | S37 | Seek out and respond to feedback and engage in appraisals |

| Theme | KSB | Apprenticeship Standard Outcomes |
|-------------------|-----|---|
| | S40 | Act as a role model for others within the scope of own role |
| | B3 | Demonstrate courage to challenge areas of concern |
| Team working | K38 | The role and function of the multidisciplinary breast care team |
| | K39 | Principles of effective team working |
| | S32 | Work effectively within the multidisciplinary breast care team |
| | S38 | Identify opportunities to improve the quality of the mammography service provided and contribute to local, regional, and national quality improvement initiatives |
| | S39 | Participate in and support others with quality improvement activities in the workplace |
| | B4 | Be adaptable and responsive to changing service needs |
| Health and safety | S11 | Take appropriate action in response to concerns, risks, incidents or near misses arising in the workplace |
| | S12 | Safeguard individuals in accordance with legal and organisational requirements |
| | S13 | Use techniques for infection control |
| | S14 | Provide basic life-support techniques, when required |
| | S33 | Promote a positive, safe, and effective working environment |

6 Delivery of End-point Assessment

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The End-point Assessment planning meeting can be conducted remotely using appropriate technology.

All assessment methods must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

For additional EPA-specific requirements, refer to the assessment plan in *Annexe A*.

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *End-point Assessment enquiries and appeals policy* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion in Pearson qualifications and related services policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic.
- all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment then this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

Further guidance: [Submitting Reasonable Adjustments Requests](#)

8 Malpractice

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by apprentices, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on apprentices, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by apprentices, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Apprentices must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of apprentices and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Apprentice malpractice

The Head of Centre is required to report incidents of suspected apprentice malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the apprentice, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on apprentices lies with Pearson.

Apprentices must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Apprentices found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Onscreen testing – Rogo

Please note that should a Rogo test recording be flagged for further review, the malpractice team will investigate whether JCO rules have been adhered to. This will extend the agreed timeframe from five working days, until the investigation has been concluded. Further information can be found here [End-point Assessment: Rogo - EPA Knowledge Test Results \(pearson.com\)](#).

Tutor/centre malpractice

The Head of Centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The Head of Centre should inform the Investigations Team by submitting a JCO M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an Improvement Action Plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of apprentices
- placing temporary suspensions on registration of apprentices

- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Centre (on behalf of apprentices and/or members or staff) and from individual members (in respect of a decision taken against them personally).

Further information on appeals can be found in the JCQ Appeals booklet

(<https://www.jcq.org.uk/exams-office/appeals>).

9 Further information

Edexcel, BTEC and Pearson Work-based Learning contact details:

- <https://qualifications.pearson.com/en/contact-us.html>

Books, software and online resources for UK schools and colleges:

- www.pearsonschooolsandfecolleges.co.uk

Document that further supports the information in this Specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

10 Glossary

| Term | Description |
|--|---|
| Apprenticeship Standard | A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All Apprenticeship Standards are published on www.gov.uk . |
| Assessment Plan | This document is also prepared by a Trailblazer group and sets out the requirements that End-point Assessment organisations must follow when assessing the EPA. |
| Cut Score | The standard mark set for a Multiple-choice Test Pass/Merit/Distinction that remains in place for a period of time, usually the life of the EPA. These may be stated on the Assessment Plan or determined internally by Pearson. |
| Competence | The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively. |
| Assessment Methods | The different assessments that form the overarching EPA. Most EPAs will typically have between two and four assessment methods that assess set parts of the overarching standard. |
| End-point Assessment | A synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence. |
| End-point Assessment Organisation (EPAO) | Approved to deliver EPA. Employers select an approved EPAO from the Education & Skills Funding Agency's Register of End-point Assessment organisations (RoEPAO). |
| Gateway | The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their End-point Assessment. There are requirements for mathematics and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the Apprenticeship Standard. |
| Independent End-point Assessor | The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA. |

| Term | Description |
|---|--|
| On-programme | The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. All apprentices must spend at least 20% of their on-programme time completing off-the-job training. |
| Resit | Occurs when an apprentice feels comfortable to attempt their EPA again, with no additional training or learning, e.g. failing an assessment method on one or two criteria, due to test nerves. |
| Retake | Occurs when an apprentice needs a period of additional training or learning to support them to reattempt their EPA, e.g. failing an assessment method on multiple criteria, due to lack of preparation or not being able to articulate their response in line with the criteria. |
| Trailblazer group | A group of employers who have worked together to agree the Apprenticeship Standard and write the associated Assessment Plan. |
| Institute for Apprenticeships and Technical Education (IfATE) | IfATE is a non-departmental public body that oversees the development, approval and publication of Apprenticeship Standards and Assessment Plans. In addition, the institute is responsible for technical education, including T Levels. |

Annexe A: Assessment Plan



MAMMOGRAPHY ASSOCIATE

Key information

Reference: ST0583

Version: 1.2

Level: 4

Minimum duration to gateway:

12 months

Typical EPA period: 3 months

Maximum funding: £10000 Route: Health and science Date updated: 01/02/2024

Approved for delivery: 22 August 2018

Lars code: 340

EQA provider: Ofqual

Example progression routes:

Diagnostic radiographer (integrated degree)

Review: This apprenticeship standard will be reviewed after three years

End-point assessment plan

V1.2

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the mammography associate apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Mammography associate apprentices, their employers and training providers should read this document.

A full-time mammography associate apprentice typically spends 12 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below. Assessment method 1 - multiple-choice test:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a clinical portfolio:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

EPA summary table

| | |
|--|--|
| <p>On-programme - typically 12 months</p> | <p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a clinical portfolio of evidence |
| <p>End-point assessment gateway</p> | <p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the professional discussion underpinned by a clinical portfolio, the apprentice must submit a clinical portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p> |
| <p>End-point assessment - typically 3 months</p> | <p>The grades available for each assessment method are below Multiple-choice test:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by a clinical portfolio:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction |
| <p>Re-sits and re-takes</p> | <ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 2 months • re-take timeframe: typically 3 months |

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
 - submit a clinical portfolio of evidence for the professional discussion underpinned by a clinical portfolio Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 14 discrete pieces of evidence. Evidence must 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 must include:

- evidence of completion of 500 bilateral mammograms
- evidence of completed mandatory training within your NHS Trust. The list below is not exhaustive, and your Trust may require additional training:
 - Moving and Handling including practical training
 - Adult Resuscitation including practical training
 - Fit Testing (for masks) practical training
 - Infection Prevention and Control Level 1 and 2
 - Safeguarding Adults Level 1 and 2
 - Safeguarding Children Level 1 and 2
 - eConsent

- Be Dementia Aware
- Conflict Resolution
- Display Screen Equipment
- Equality, Diversity and Inclusion
- Falls Awareness
- Health, Safety and Welfare
- Healthcare Waste Management
- Fire Safety including practical
- Mental Health Awareness
- Data Security Awareness
- Preventing Radicalisation – Basic Prevent Awareness

Evidence sources may include:

- workplace documentation and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs

video clips (maximum total duration 5 minutes); the apprentice must be in view and identifiable This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or 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 should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of 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.

Multiple-choice test

Overview

In the multiple-choice test, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method.

Rationale

This assessment method is being used because:

- an examination is a well-recognised method of assessing underpinning knowledge and understanding
- it is a method which is widely used in the health sector and forms an appropriate companion to the other assessment method to ensure all KSBs are fully assessed
- it ensures that apprentices are given the best opportunity to demonstrate the full range of KSBs
- it allows for standardisation within the use of a large question bank from the end point assessment organisations (EPAO)
- it allows for flexibility in terms of when, where and how it is taken
- it does not require independent assessor time, reducing cost; the knowledge test can be administered, invigilated and marked by an independent person appointed by the EPAO
- it allows for larger volumes of apprentices to be assessed at one time

Delivery

The multiple-choice test must be structured to give the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method to the highest available grade.

The test can be computer or paper based.

The test will consist of 60 multiple-choice questions.

Multiple-choice questions must have four options, including one correct answer.

The apprentice must be given at least 10 days' notice of the date and time of the test.

Test administration

The apprentice 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 whilst taking the test.

The test must be taken in the presence of an invigilator who is the responsibility of the EPAO. The EPAO must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the apprentice's identity and ensure invigilation of the apprentice for example, with 360-degree cameras and screen sharing facilities.

The EPAO is responsible for the security of the test including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the test.

Marking

The test must be marked by an independent assessor or marker employed by the EPAO. They must follow a marking scheme produced by the EPAO. Marking by computer is allowed where question types support this.

A correct answer gets 1 mark.

Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking of the test.

Assessment location

The apprentice must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The test can take place remotely if the appropriate technology and systems are in place to prevent malpractice.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes. The EPAO must produce the following materials to support the test:

- assessment materials for independent assessors and markers which includes:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - test specification
 - sample test and mark schemes
 - live tests and mark schemes
 - question bank
 - EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a clinical portfolio

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because:

- it gives the apprentice the opportunity to demonstrate their depth of understanding across the KSBs
- it engages the apprentice in detailed and technical discussions

- is reliable and authentic as the apprentice will refer to their clinical practice and portfolio of evidence in the professional discussion
- a professional discussion replicates what happens in clinical practice between colleagues
- this method allows opportunity for clarification of points raised from the portfolio of evidence
- it allows the assessment of KSBs which cannot be assessed via an examination method
- this is a well-recognised assessment method widely used in the health sector

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.

An independent assessor must conduct and assess the professional discussion.

- clinical mammography
- mammography science
- quality assurance
- professional practice
- team working
- health and safety

The EPAO must give an apprentice 10 days' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their clinical portfolio of evidence during the professional discussion.

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

The professional discussion must last for 90 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.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early, unless in an

emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

The independent assessor must ask at least 15 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

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.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a clinical portfolio:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Professional discussion underpinned by a clinical portfolio

Fail - does not meet pass criteria

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|---|---|--|
| <p>Clinical mammography K1 K5 K6 K11 K21 K29 S1 S2 S3 S4 S5 S6 S7 S15 S18 S19 S21 S23 S24 S25 S26 B1 B2</p> | <p>Explain legal, ethical, professional and local frameworks and protocols within the mammography context and how these impact on own scope of practice when delivering person-centred care. (K1, K11, K21, S25)</p> <p>Explain how to operate mammography equipment safely and effectively to position and immobilise individuals, adapting technique, when necessary, to achieve images of high quality, referring to an appropriate member of the team where required. (K5, K6, S4, S5, S15, S18)</p> <p>Explain how they prepare the equipment, environment and individual for mammography examinations including positively identifying individuals whilst ensuring their, and any accompanying companion's dignity, beliefs, culture, values, and preferences are respected. (K29, S1, S2, S3, S24, B1, B2)</p> <p>Explain how they assess the technical quality of images produced against required standards for breast screening programmes and explain actions they take to correct any issues they identify. (S19)</p> | <p>Evaluate record keeping processes and systems providing suggestions for improvement. (S6, S7, S21)</p> <p>Evaluate actions they take to correct any technical quality issues they identify. (S19)</p> |

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|---------------------------------------|---|--|
| | Explain how they securely store images and use information management systems securely to ensure accurate records are maintained while adhering to confidentiality and how they advise individuals of the results process. (S6, S7, S21, S23, S26) | |
| Mammography science S8 S9 S10 | Explain how they work in accordance with ionising radiation regulations and comply with legal, ethical, professional and local frameworks to maintain the safety of all individuals in the working environment. (S8, S9, S10) | None. |
| Quality assurance K32 S20 S27 S28 S29 | <p>Describe the purpose, principles and methods of quality control and quality assurance in mammography and how they participate in quality control, accurately record results and report failures. (K32, S27, S28)</p> <p>Explain own role in adhering to quality standards of performance and participating in image assessment and peer review to adhere to breast screening programme standards. (S20, S29)</p> | Evaluate the importance of individual quality control tests and their impact and relevance to mammography. (S27) |

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|--|--|--|
| Professional practice K22 K27 K35 K36 K41 K43 S16 S17 S22 S30 S31 S34 S35 S36 S37 S40 B3 | <p>Describe the responsibilities and professional values of a mammography associate and how these relate to national and local strategies for improving public health and supporting individuals to make informed choices and maximise their health and well-being. (K22, K36, S30)</p> <p>Explain the importance of using an empathetic approach with discretion and how they apply interpersonal and communications skills to meet the needs of individuals. (K27, S22)</p> <p>Explain the value of timed health promotion interventions and how these can promote preventative health behaviours and help individuals make informed choices to improve their health. (K35, S31)</p> <p>Explain the importance of personal health, resilience, and wellbeing of a mammography associate and how they can act as a role model for others within the scope of own role. (K41, S40)</p> | <p>Evaluate methods of communication used in difficult situations to achieve a positive outcome. (K27, S22)</p> <p>Evaluate the impact of reflection and feedback received on their practice. (K43, S35)</p> |

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|--|---|--|
| | <p>Explain how engagement in appraisals, feedback and reflective practice influences training and development activities, clinical practice, management of own work and courage to challenge areas of concern. (K43, S16, S17, S34, S35, S36, S37, B3)</p> | |
| <p>Team working K38 K39 S32 S38 S39 B4</p> | <p>Describe the role and function of the multidisciplinary team and the effectiveness of team working. (K38, K39, S32)</p> <p>Explain how they participate in activities in response to changing service needs which support quality improvement of mammography services and impact local, regional, and national quality improvement initiatives. (S38, S39, B4)</p> | <p>None.</p> |
| <p>Health and safety S11 S12 S13 S14 S33</p> | <p>Explain the required appropriate action in response to risks and incidents and the importance of promoting a positive, safe, and effective working environment. (S11, S33)</p> | <p>None.</p> |

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|------------|--|--|
| | <p>Explain how they safeguard individuals in accordance with legal and organisational requirements and maintain health and safety in the workplace, including infection control and providing basic life-support where required. (S12, S13, S14)</p> | |

Multiple-choice test

| GRADE | MINIMUM MARKS REQUIRED | MAXIMUM MARKS REQUIRED |
|-------------|---------------------------|---------------------------|
| Fail | 0 | 29 |
| Pass | 30 | 47 |
| Distinction | 48 | 60 |

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the multiple-choice test in line with this EPA plan. The EPAO must combine the individual assessment method grades to determine the overall EPA grade. If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. In order to achieve an overall EPA distinction, apprentices must achieve a distinction in both of the EPA methods. Independent assessors must individually grade the professional discussion supported by a clinical portfolio of evidence 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.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

| MULTIPLE-CHOICE TEST | PROFESSIONAL DISCUSSION UNDERPINNED BY A CLINICAL PORTFOLIO | OVERALL GRADING |
|----------------------|---|-----------------|
| Any grade | Fail | Fail |
| Fail | Any grade | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Pass | Pass |
| Distinction | Distinction | Distinction |

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should 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.

Failed assessment 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 in full.

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

The apprentice will get a maximum EPA grade of if pass they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

| ROLES | RESPONSIBILITIES |
|------------|---|
| Apprentice | As a minimum, the apprentice should: <ul style="list-style-type: none"><li data-bbox="470 1240 1420 1323">• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months<li data-bbox="470 1346 1420 1464">• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider<li data-bbox="470 1487 1212 1525">• understand the purpose and importance of EPA<li data-bbox="470 1547 1332 1626">• prepare for and undertake the EPA including meeting all gateway requirements |

| ROLES | RESPONSIBILITIES |
|----------|--|
| Employer | <p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • 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 • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt |
| EPAO | <p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) |

| ROLES | RESPONSIBILITIES |
|-------|--|
| | <ul style="list-style-type: none"> ▪ understand the apprenticeship including the occupational standard and EPA plan ▪ make all necessary contractual arrangements including agreeing the price of the EPA ▪ develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material |
| | <ul style="list-style-type: none"> ▪ maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> ○ apprentices ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA ▪ have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IOA) activity for external quality assurance (EQA) purposes ▪ appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan ▪ appoint administrators, invigilators and any other roles where required to facilitate the EPA ▪ deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required ▪ conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year ▪ conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors ▪ monitor the performance of all their independent assessors and provide additional training where necessary |

| ROLES | RESPONSIBILITIES |
|----------------------|---|
| | <ul style="list-style-type: none"> ▪ develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders ▪ use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship ▪ arrange for the EPA to take place in a timely manner, in consultation with the employer ▪ provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA ▪ confirm the gateway requirements have been met before they start the EPA for an apprentice ▪ arrange a suitable venue for the EPA ▪ maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials ▪ where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary ▪ confirm the overall grade awarded ▪ maintain and apply a policy for conducting appeals |
| Independent assessor | <p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> ▪ be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment ▪ have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation ▪ have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan ▪ understand the apprenticeship's occupational standard and EPA plan ▪ attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year |

| ROLES | RESPONSIBILITIES |
|-------------------|---|
| | <ul style="list-style-type: none"> ▪ use language in the delivery of the EPA that is appropriate to the level of the apprenticeship ▪ work with other personnel, where used, in the preparation and delivery of assessment methods ▪ conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan ▪ make final grading decisions in line with this EPA plan ▪ record and report assessment outcome decisions ▪ comply with the IQA requirements of the EPAO ▪ comply with external quality assurance (EOA) requirements |
| Training provider | <p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> ▪ conform to the requirements of the apprenticeship provider and assessment register ▪ ensure procedures are in place to mitigate against any conflict of interest ▪ work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard ▪ deliver training to the apprentice as outlined in their apprenticeship agreement ▪ monitor the apprentice's progress during any training provider led on-programme learning ▪ ensure the apprentice is prepared for the EPA ▪ work with the employer to select the EPAO ▪ advise the employer, upon request, on the apprentice's readiness for EPA ▪ ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan ▪ remain independent from the delivery of the EPA |
| Marker | <p>As a minimum, the marker must:</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 ▪ mark test answers in line with the EPAO's mark scheme and procedures |

| ROLES | RESPONSIBILITIES |
|-------------|--|
| Invigilator | <p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • not invigilate an assessment, solely, if they have delivered the assessed content to the apprentice • invigilate and supervise the apprentice during tests and in breaks during assessment methods to prevent malpractice in line with the EPAO's invigilation procedures |

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA. This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA. This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table. They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 5 gained in the last 2 years or significant experience of the occupation or sector
- have professional body membership with:
- Diagnostic radiographer registered with the Health and Care Professions Council (HCPC).

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
- assessing multiple apprentices simultaneously where the assessment method permits this
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

KSB mapping table

| KNOWLEDGE | ASSESSMENT METHODS |
|---|---|
| K1 Principles of person-centred care. | Professional discussion underpinned by a clinical portfolio |
| K2 Normal breast anatomy, physiology, and pathology. | Multiple-choice test |
| K3 Types of abnormalities of the breasts that need to be observed and recorded. | Multiple-choice test |
| K4 Principles of informed consent and the actions to take if consent is withdrawn. | Multiple-choice test |
| K5 Effective positioning and immobilisation of individuals. | Professional discussion underpinned by a clinical portfolio |
| K6 Adapt techniques to optimise image quality. | Professional discussion underpinned by a clinical portfolio |
| K7 The role of other imaging and treatment modalities including ultrasound (US), magnetic resonance imaging (MRI), radiotherapy, chemotherapy and immunotherapy. | Multiple-choice test |
| K8 The relationship between anatomy, pathophysiology and the imaging process. | Multiple-choice test |
| K9 The basic design, function and operation of mammography image acquisition and display equipment. | Multiple-choice test |

| KNOWLEDGE | ASSESSMENT METHODS |
|--|--|
| <p>K10</p> <p>Processes for recording, storing and sharing personal information securely, including the safe use of technology complying with organisational and legal requirements.</p> | <p>Multiple-choice test</p> |
| <p>K11</p> <p>Relevant legal, ethical, professional, and local frameworks and protocols in the mammography context.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>K12</p> <p>Maintaining health and safety in the workplace.</p> | <p>Multiple-choice test</p> |
| <p>K13</p> <p>How radiation is produced and its interaction with matter.</p> | <p>Multiple-choice test</p> |
| <p>K14</p> <p>The radiobiological effects of radiation - short and long-term risks.</p> | <p>Multiple-choice test</p> |
| <p>K15</p> <p>Radiation protection of self and others.</p> | <p>Multiple-choice test</p> |
| <p>K16</p> <p>The application of ionising radiation regulations.</p> | <p>Multiple-choice test</p> |
| <p>K17</p> <p>The meaning of risk in the workplace, ways to raise concerns and own responsibilities in relation to incidents, errors and near misses.</p> | <p>Multiple-choice test</p> |
| <p>K18</p> <p>Principles of infection control.</p> | <p>Multiple-choice test</p> |
| <p>K19</p> <p>Basic life support techniques.</p> | <p>Multiple-choice test</p> |
| <p>K20</p> <p>Principles of safe moving and assisting individuals and moving and handling equipment.</p> | <p>Multiple-choice test</p> |
| <p>K21</p> <p>Operate within your own scope of practice, legislation, and policies.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |

| KNOWLEDGE | ASSESSMENT METHODS |
|---|---|
| K22 Responsibilities and professional values of a mammography associate. | Professional discussion underpinned by a clinical portfolio |
| K23 When it is necessary to refer to an appropriate member of the multi-disciplinary breast care team, including the supervisory radiographer, for concerns and queries outside scope of practice. | Multiple-choice test |
| K24 Standards and criteria for assessing the technical quality of images. | Multiple-choice test |
| K25 Systems for image acquisition, storage, and retrieval. | Multiple-choice test |
| K26 Individual and unit performance targets relating to the quality of mammography images. | Multiple-choice test |
| K27 Principles of effective interpersonal and communication skills. | Professional discussion underpinned by a clinical portfolio |
| K28 Advise individuals of the results process and give additional information within the scope of your responsibility. | Multiple-choice test |
| K29 Meet the care needs of individuals and their accompanying companions with sensitivity and respect. | Professional discussion underpinned by a clinical portfolio |
| K30 Principles of confidentiality, duty of candour and disclosure. | Multiple-choice test |
| K31 Principles of equality, diversity and inclusion. | Multiple-choice test |
| K32 The purpose, principles and methods of quality control and quality assurance in mammography. | Professional discussion underpinned by a clinical portfolio |

| KNOWLEDGE | ASSESSMENT METHODS |
|--|--|
| <p>K33</p> <p>Relevant national standards and local guidelines for quality control and assurance.</p> | <p>Multiple-choice test</p> |
| <p>K34</p> <p>The responsibility of mammographers to identify individual clinical mammography learning needs to ensure breast screening programme standards are met.</p> | <p>Multiple-choice test</p> |
| <p>K35</p> <p>Value of appropriately timed health promotion interventions.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>K36</p> <p>National and local strategies, priorities, and initiatives for promoting and improving public health.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>K37</p> <p>Wider determinants of health such as the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices on health and wellbeing.</p> | <p>Multiple-choice test</p> |
| <p>K38</p> <p>The role and function of the multi-disciplinary breast care team.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>K39</p> <p>Principles of effective team-working.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>K40</p> <p>Techniques for managing challenging situations, unsafe work practices, addressing comments, compliments, conflict, and complaints.</p> | <p>Multiple-choice test</p> |
| <p>K41</p> <p>Importance of personal health, resilience, and wellbeing.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |

| KNOWLEDGE | ASSESSMENT METHODS |
|--|---|
| K42 Purpose and value of supervision, appraisals and personal development planning. | Multiple-choice test |
| K43 Reflective practice and how to use it effectively. | Professional discussion underpinned by a clinical portfolio |
| K44 Importance of continuing personal and professional development. | Multiple-choice test |
| K45 Principles of audit and research applied in mammography services. | Multiple-choice test |
| K46 How audit and research lead to the maintaining standards and improving the quality of mammography services. | Multiple-choice test |

| SKILL | ASSESSMENT METHODS |
|--|---|
| S1 Prepare equipment and environments appropriately for mammography. | Professional discussion underpinned by a clinical portfolio |
| S2 Identify individuals attending for mammography appropriately. | Professional discussion underpinned by a clinical portfolio |
| S3 Prepare individuals appropriately for mammography. | Professional discussion underpinned by a clinical portfolio |
| S4 Employ effective positioning and immobilisation to achieve images of high quality. | Professional discussion underpinned by a clinical portfolio |
| S5 Operate mammography equipment safely and effectively within protocol. | Professional discussion underpinned by a clinical portfolio |
| S6 Maintain required and accurate records of the procedure complying with quality, confidentiality and data protection requirements. | Professional discussion underpinned by a clinical portfolio |
| S7 Use information management systems effectively. | Professional discussion underpinned by a clinical portfolio |
| S8 Comply with, and practise safely within, relevant legal, ethical, professional, and local frameworks and protocols for the delivery of clinical mammography. | Professional discussion underpinned by a clinical portfolio |
| S9 Maintain the radiation safety of all individuals in the working environment in line with current legislation. | Professional discussion underpinned by a clinical portfolio |

| SKILL | ASSESSMENT METHODS |
|---|---|
| S10 Work in accordance with ionising radiation regulations. | Professional discussion underpinned by a clinical portfolio |
| S11 Take appropriate action in response to concerns, risks, incidents or near misses arising in the workplace. | Professional discussion underpinned by a clinical portfolio |
| S12 Safeguard individuals in accordance with legal and organisational requirements. | Professional discussion underpinned by a clinical portfolio |
| S13 Use techniques for infection control. | Professional discussion underpinned by a clinical portfolio |
| S14 Provide basic life-support techniques, when required. | Professional discussion underpinned by a clinical portfolio |
| S15 Move and handle equipment or other items safely and assist individuals as appropriate. | Professional discussion underpinned by a clinical portfolio |
| S16 Manage self and own work effectively | Professional discussion underpinned by a clinical portfolio |
| S17 Recognise and respond appropriately to strengths and limitations in own knowledge, skills, and attributes. | Professional discussion underpinned by a clinical portfolio |
| S18 Refer to an appropriate member of the multi-disciplinary breast care team where required for concerns and queries outside scope of practice. | Professional discussion underpinned by a clinical portfolio |

| SKILL | ASSESSMENT METHODS |
|---|--|
| <p>S19</p> <p>Assess the technical quality of images produced against required standards for breast screening programmes.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S20</p> <p>Adhere to quality standards of performance for breast screening programmes.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S21</p> <p>Transfer and store images using appropriate systems.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S22</p> <p>Apply effective interpersonal and communication skills to engage with individuals.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S23</p> <p>Report and share information related to individuals securely in line with local and national policies, maintaining confidentiality.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S24</p> <p>Ensure own actions promote equality, diversity and inclusion.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S25</p> <p>Work individually, collaboratively and in partnership to deliver person-centred care.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S26</p> <p>Advise individuals of the results process and give any necessary additional information within the scope of your responsibility.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S27</p> <p>Participate in quality control tests of mammography equipment and accurately record results.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |

| SKILL | ASSESSMENT METHODS |
|--|---|
| S28 Report any failed equipment tests to a senior member of staff. | Professional discussion underpinned by a clinical portfolio |
| S29 Participate in image assessment and peer review to adhere to breast screening programme standards. | Professional discussion underpinned by a clinical portfolio |
| S30 Engage in effective health promotion by actively seeking out and acting on opportunities to support individuals to maximise their health and well-being within the scope of the role. | Professional discussion underpinned by a clinical portfolio |
| S31 Promote preventative health behaviours and support individuals to make informed choices to improve their health and wellbeing within the scope of the role. | Professional discussion underpinned by a clinical portfolio |
| S32 Work effectively within the multi-disciplinary breast care team. | Professional discussion underpinned by a clinical portfolio |
| S33 Promote a positive, safe, and effective working environment. | Professional discussion underpinned by a clinical portfolio |
| S34 Make use of supervision and pastoral care. | Professional discussion underpinned by a clinical portfolio |
| S35 Make use of reflective practice to engage in continuing professional development. | Professional discussion underpinned by a clinical portfolio |
| S36 Participate in training and development activities and evaluate the impact of learning on own practice. | Professional discussion underpinned by a clinical portfolio |

| SKILL | ASSESSMENT METHODS |
|--|--|
| <p>S37</p> <p>Seek out and respond to feedback and engage in appraisals.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S38</p> <p>Identify opportunities to improve the quality of the mammography service provided and contribute to local, regional, and national quality improvement initiatives.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S39</p> <p>Participate in and support others with quality improvement activities in the workplace.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |
| <p>S40</p> <p>Act as a role model for others within the scope of own role.</p> | <p>Professional discussion underpinned by a clinical portfolio</p> |

| BEHAVIOUR | ASSESSMENT METHODS |
|--|---|
| B1 Treat individuals with dignity, respecting their beliefs, culture, values and preferences. | Professional discussion underpinned by a clinical portfolio |
| B2 Adopt an empathic approach and demonstrate discretion. | Professional discussion underpinned by a clinical portfolio |
| B3 Demonstrate courage to challenge areas of concern. | Professional discussion underpinned by a clinical portfolio |
| B4 Be adaptable and responsive to changing service needs. | Professional discussion underpinned by a clinical portfolio |

Mapping of KSBs to grade themes

Professional discussion underpinned by a clinical portfolio

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|---|--|---|--|
| Clinical mammography K1 K5 K6 K11 K21 K29 S1 S2 S3 S4 S5 S6 S7 S15 S18 S19 S21 S23 S24 S25 S26 B1 B2 | Principles of person-centred care. (K1) Effective positioning and immobilisation of individuals. (K5) Adapt techniques to optimise image quality. (K6) | Prepare equipment and environments appropriately for mammography. (S1) Identify individuals attending for mammography appropriately. (S2) Prepare individuals appropriately for mammography. (S3) | Treat individuals with dignity, respecting their beliefs, culture, values and preferences. (B1) Adopt an empathic approach and demonstrate discretion. (B2) |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|-----------------------|---|--|-----------|
| | <p>Relevant legal, ethical, professional, and local frameworks and protocols in the mammography context. (K11)</p> <p>Operate within your own scope of practice, legislation, and policies. (K21)</p> <p>Meet the care needs of individuals and their accompanying companions with sensitivity and respect. (K29)</p> | <p>Employ effective positioning and immobilisation to achieve images of high quality. (S4)</p> <p>Operate mammography equipment safely and effectively within protocol. (S5)</p> <p>Maintain required and accurate records of the procedure complying with quality, confidentiality and data protection requirements. (S6)</p> <p>Use information management systems effectively. (S7)</p> <p>Move and handle equipment or other items safely and assist individuals as appropriate. (S15)</p> <p>Refer to an appropriate member of the multi-disciplinary breast care team where required for concerns and queries outside scope of practice. (S18)</p> | |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|-----------------------|-----------|---|-----------|
| | | <p>Assess the technical quality of images produced against required standards for breast screening programmes. (S19)</p> <p>Transfer and store images using appropriate systems. (S21)</p> <p>Report and share information related to individuals securely in line with local and national policies, maintaining confidentiality. (S23)</p> <p>Ensure own actions promote equality, diversity and inclusion. (S24)</p> <p>Work individually, collaboratively and in partnership to deliver person-centred care. (S25)</p> <p>Advise individuals of the results process and give any necessary additional information within the scope of your responsibility. (S26)</p> | |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|---------------------------------------|--|---|-----------|
| Mammography science S8 S9 S10 | None | <p>Comply with, and practise safely within, relevant legal, ethical, professional, and local frameworks and protocols for the delivery of clinical mammography. (S8)</p> <p>Maintain the radiation safety of all individuals in the working environment in line with current legislation. (S9)</p> <p>Work in accordance with ionising radiation regulations. (S10)</p> | None |
| Quality assurance K32 S20 S27 S28 S29 | The purpose, principles and methods of quality control and quality assurance in mammography. (K32) | <p>Adhere to quality standards of performance for breast screening programmes. (S20)</p> <p>Participate in quality control tests of mammography equipment and accurately record results. (S27)</p> <p>Report any failed equipment tests to a senior member of staff. (S28)</p> | None |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|--|---|--|---|
| | | Participate in image assessment and peer review to adhere to breast screening programme standards. (S29) | |
| Professional practice K22 K27 K35 K36 K41 K43 S16 S17 S22 S30 S31 S34 S35 S36 S37 S40 B3 | Responsibilities and professional values of a mammography associate. (K22) Principles of effective interpersonal and communication skills. (K27) Value of appropriately timed health promotion interventions. (K35) National and local strategies, priorities, and initiatives for promoting and improving public health. (K36) Importance of personal health, resilience, and wellbeing. (K41) Reflective practice and how to use it effectively. (K43) | Manage self and own work effectively (S16) Recognise and respond appropriately to strengths and limitations in own knowledge, skills, and attributes. (S17) Apply effective interpersonal and communication skills to engage with individuals. (S22) Engage in effective health promotion by actively seeking out and acting on opportunities to support individuals to maximise their health and wellbeing within the scope of the role. (S30) | Demonstrate courage to challenge areas of concern. (B3) |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|-----------------------|-----------|--|-----------|
| | | <p>Promote preventative health behaviours and support individuals to make informed choices to improve their health and wellbeing within the scope of the role. (S31)</p> <p>Make use of supervision and pastoral care. (S34)</p> <p>Make use of reflective practice to engage in continuing professional development. (S35)</p> <p>Participate in training and development activities and evaluate the impact of learning on own practice. (S36)</p> <p>Seek out and respond to feedback and engage in appraisals. (S37)</p> <p>Act as a role model for others within the scope of own role. (S40)</p> | |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|--|---|--|--|
| <p>Team working K38 K39 S32 S38 S39 B4</p> | <p>The role and function of the multi-disciplinary breast care team. (K38)</p> <p>Principles of effective team-working. (K39)</p> | <p>Work effectively within the multi-disciplinary breast care team. (S32)</p> <p>Identify opportunities to improve the quality of the mammography service provided and contribute to local, regional, and national quality improvement initiatives. (S38)</p> <p>Participate in and support others with quality improvement activities in the workplace. (S39)</p> | <p>Be adaptable and responsive to changing service needs. (B4)</p> |
| <p>Health and safety S11 S12 S13 S14 S33</p> | <p>None</p> | <p>Take appropriate action in response to concerns, risks, incidents or near misses arising in the workplace. (S11)</p> <p>Safeguard individuals in accordance with legal and organisational requirements. (S12)</p> <p>Use techniques for infection control. (S13)</p> | <p>None</p> |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|-----------------------|-----------|---|-----------|
| | | Provide basic life-support techniques, when required. (S14) Promote a positive, safe, and effective working environment. (S33) | |

Version log

| Version | Change detail | Earliest start date | Latest start date | Latest end date |
|---------|---|---------------------|-------------------|-----------------|
| 1.2 | Occupational standard, end-point assessment plan and funding band revised | 01/02/2024 | Not set | Not set |
| 1.1 | End-point assessment plan revised. | 26/10/2020 | 31/01/2024 | Not set |
| 1.0 | Retired | 22/08/2018 | 25/10/2020 | Not set |

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