



End-point assessment plan for Registered Nurse Non Integrated Degree apprenticeship standard

Apprenticeship standard number	Level of this end point assessment (EPA)	Integrated
ST0781	6	No

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Introduction and overview

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

Apprentices will typically spend 48 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

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

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Registered Nurse Degree Apprenticeship standard.

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

The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Demonstration of Practice

- Pass
- Fail

Assessment method 2: Open Book Examination

- Distinction
- Pass
- Fail

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

- Distinction
- Pass
- Fail

EPA summary table

On-programme (typically 48 months)	Training to develop the occupation standard's knowledge, skills and behaviours
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at the level of the occupational standard. • English/mathematics Level 2 • Completion of a Degree in Nursing or L7 qualification approved by the NMC where the apprentice already holds a Level 6 degree
End Point Assessment (which would typically take place with 3 months)	Assessment Method 1: Demonstration of Practice Assessment Method 2: Open Book Examination
Professional recognition	Aligns with registration with: Nursing and Midwifery Council

Length of end-point assessment period:

The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the apprentice has passed the EPA gateway.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

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

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

English and mathematics at level 2.

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

The apprentice will be complete the following approved qualifications as mandated in the standard prior to the gateway:

- Degree in Nursing or L7 qualification approved by the NMC where the apprentice already holds a Level 6 degree

Assessment methods

Assessment Method 1: Demonstration of Practice

Overview

Apprentices must be observed by an independent station assessor completing 4 practical demonstrations in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the observation to take place, in consultation with the employer. Practical demonstrations must be carried out over a total assessment time of 2.5 hour(s) (+10% at the assessor's discretion). Each station will last for 30 minutes with 10 minutes between stations, for the stations to be reset and the apprentices to move between the stations.

The assessor has the discretion to increase the time of the practical demonstration by up to 10% to allow the apprentice to complete the last task that is part of this element of the EPA.

Example of demonstration of practice assessment timetable

Name	30mins	10mins	30mins	10mins	30mins	10mins	30mins	Total 2hrs 30mins
Student 1	Station 1	Change Stations	Station 2	Change Stations	Station 3	Change Stations	Station 4	End
Student 2	Station 2		Station 3		Station 4		Station 1	
Student 3	Station 3		Station 4		Station 1		Station 2	
Student 4	Station 4		Station 1		Station 2		Station 3	

The demonstrations may not be split, other than to allow comfort breaks as necessary.

The independent station assessor may observe only one apprentice at each station during this assessment method.

The rationale for this assessment method is:

Observations of practice in a live setting were not selected, as a they are not likely to cover the breadth and depth of practice required. Instead a demonstration of practice avoids situations where individuals are not available on the day, do not give consent to being observed with the apprentice and other issues around confidentiality. This method will ensure consistency by using simulation in a range of day to day scenarios the apprentice undertakes, where they can be assessed on their knowledge, skills and

behaviours. Mannequins may be used to reduce the numbers of people needed to run the assessment as they can simulate the patient service user. This is a cost-effective way to deliver large number of assessments.

Delivery

Just before the assessment, apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to.

The practical demonstration should be conducted in the following way to take account of the occupational context in which the apprentice operates:

EPAOs will ensure an appropriate controlled environment is provided for the assessment and that the environment can facilitate the EPA.

Apprentices will enter the assessment stations on a rolling basis, moving from one to the other as directed by the senior independent assessor until they have completed all four stations. All stations will be in use simultaneously, each one managed by a station independent assessor who will time and assess the apprentice at the station, using a standardised marking sheet developed by the EPAO. The senior independent assessor will circulate freely between the 4 stations. Apprentices will be under exam conditions for the demonstration of practice so that they cannot discuss the stations and activities with each other. A 'person' will be used to play the part of the individual in receipt of nursing care on some of the stations to simulate real-life situations.

The following activities **MUST** be observed during the practical demonstration. A practical demonstration without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

The demonstration of practice should be conducted in the following way:

The EPAO will:

- Design 4 demonstration of practice stations to assess the KSBs mapped to this method at the level expected of a newly registered nurse:
 - Station 1 – Assess an individual's nursing needs and provide support: The apprentice will demonstrate the ability to undertake effective and appropriate nursing assessment and provide support to the individual where appropriate
 - Station 2 - Devise and agree with the individual (or appropriate other) a plan of nursing care: The apprentice will demonstrate the ability to devise a plan of nursing care
 - Station 3 - Provide, lead and manage safe nursing care to individuals in accordance with the agreed plan. The apprentice will demonstrate personalised safe, effective and appropriate care to an individual and appropriate delegation or escalation to other team members
 - Station 4 - Evaluate an individual's plan of care: The apprentice will demonstrate the ability to evaluate the plan of care
- Provide a specification of how the stations should be set up, including the equipment and resources required for each one
- Provide a brief for the senior independent assessor to use with the team of station independent assessors and the 'person' acting as the individual
- Provide a marking matrix for the station independent assessors to use at each station
- Provide a marking matrix for the senior independent assessor to use to grade the whole demonstration of practice

The stations can be completed in any order.

The apprentice will complete the 4 stations, demonstrating that they can:

- Assess, plan, implement and evaluate the nursing care of an individual
- Make evidence-based decisions
- Undertake routine investigations
- Calculate and administer medication
- Provide first aid
- Apply their underpinning knowledge to respond to situations as they arise
- Recognise, refer and escalate deviations from the norm
- Keep records
- Communicate effectively
- Adhere to exam conditions during the demonstration of practice

Overview of individual stations

Station 1 – Assess an individual’s nursing needs and provide support

Title: The apprentice will demonstrate the ability to undertake effective and appropriate nursing assessment and provide support to the individual where appropriate.

Description: The apprentice will conduct a holistic nursing assessment with a ‘person’.

At this station the apprentice will:

- Be presented with one scenario
- Communicate appropriately with the individual
- Obtain valid consent
- Take a history and assess the individual’s needs
- Conduct routine investigations appropriate to the individual’s assessment
- Keep accurate records
- Work safely within their scope of practice demonstrating the appropriate nursing skills and procedures including the necessary numeracy, literacy, digital and technological skills
- Act as a role model

For this station the EPAO will:

- Develop a ‘bank of scenarios’ of individuals with various health conditions (450 - 500 words per scenario)
- Provide a written brief for the ‘person’
- Ensure the relevant equipment is available to conduct the assessment for this

- Provide a 'mannequin' to be used as required in conjunction with the 'person' as required
- Provide a 'bank of questions' for the station independent assessors

Scenarios:

The apprentice will be given a scenario of between 450 - 500 words. Scenarios for this station must focus on an individual presenting with nursing care needs of two of the following:

- mental health
- behavioural
- cognitive and learning challenges
- physical health condition with their medication and usage

and the different needs or situations associated with these, below are some examples:

- anxiety
- substance misuse
- autism
- asthma that is poorly controlled

These examples are just for illustrative purposes, it is up to the EPAO to develop a suitable 'bank of scenarios' of this type to be used during the demonstration of practice.

At the end of the practical demonstration the assessor will have the opportunity to ask follow-up questions within the 30 minutes allocated time.

Station 2 - Devise and agree with the individual (or appropriate other) a plan of nursing care:

Title: The apprentice needs to demonstrate the ability to devise and agree a plan of nursing care for an individual.

Description: The apprentice will devise a plan of care using the appropriate documentation taking into account the identified nursing needs of the individual.

At this station the apprentice will:

- Be presented with one scenario which identifies the nursing needs and preferences of an individual
- Communicate appropriately throughout the planning stage
- Explain the plan of care and the nursing interventions required
- Agree the plan with the individual

For this station the EPAO will:

- Develop a 'bank' of scenarios which set out the nursing needs and preferences of the individual (450 – 500 words).
- Provide a written brief for the 'person' acting as the individual or appropriate other
- Ensure the relevant equipment is available to conduct the assessment for this
- Provide a 'mannequin' to be used in conjunction with the 'person' as required i.e. if the individual is unconscious
- Provide a 'bank of questions' for the station independent assessors

Scenarios:

The apprentice will be given a scenario of between 350 - 400 words. Scenarios for this station must focus on an individual presenting with nursing care needs of two of the following:

- mental health
- behavioural
- cognitive and learning challenges
- physical health condition with their medication and usage

and the different needs or situations associated with these, below are some examples:

- anxiety
- substance misuse
- autism
- asthma that is poorly controlled

These examples are just for illustrative purposes, it is up to the EPAO to develop a suitable 'bank of scenarios' of this type to be used during the demonstration of practice.

At the end of the practical demonstration the assessor will have the opportunity to ask follow-up questions within the 30 minutes allocated time.

Station 3 - Provide, lead and manage safe nursing care to individuals in accordance with the agreed plan

Title: The apprentice will demonstrate personalised safe, effective and appropriate care to individuals in accordance with the agreed plan.

Description: The apprentice will provide nursing care and support to an individual that meets their needs holistically.

At this station the apprentice will:

- Communicate appropriately
- Obtain valid consent
- Implement a personalised nursing care plan including appropriate referral

- Safely demonstrates practice in all skills and procedures including the necessary numeracy, literacy, digital and technological skills
- Safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care to that group including one individual with a commonly encountered device
- Recognise any deviations from the norm, managing and escalating the situation appropriately
- Provide first aid and basic life support
- Advocate on behalf of an individual who is vulnerable or has a disability when required
- Keep accurate records
- Work safely within their scope of practice

For this station the EPAO will:

- Develop a 'bank' scenarios 350 - 400 words per scenario describing individuals with nursing needs in relation to 4 of the following:
 - nutrition
 - hydration
 - bladder and bowel health
 - mobility
 - hygiene
 - oral care
 - wound care and skin integrity
 - anxiety
 - confusion
 - discomfort and/ or pain
 - Self-harm/ suicidal ideation
- Provide a written brief for the 'person' acting as the individual
- Ensure the relevant equipment is available to conduct the assessment for this
- Provide a 'mannequin' to be used as the 'individual' as required
- Provide a 'bank of questions' for the station independent assessors

Scenarios:

The scenarios will describe the nursing needs of a group of four individuals presenting with needs in relation to four of the above. Each individual must present with one of the four needs and each individual will have a different need. One of the individuals must also be using a commonly encountered device. Examples of these can include a hearing aid, mobility aid, nebulizer, vascular access devices or enteral equipment. One of the individuals described may also be in receipt of care at the end of life or palliative care. The scenarios will also describe the skills and experience of the others in the nursing team available to provide the care to the group. These additional individuals and nursing team members are fictional, and persons are not required to play these parts.

One individual will have their nursing care provided for by the apprentice. The apprentice must appropriately prioritise and delegate the care of the other three fictional individuals to the other nursing team member's available taking into account their skills and experience.

During the station the apprentice could also provide an appropriate response to a first aid emergency which may include Basic Life Support to an individual. This individual may be the same as above, a further person or a mannequin used for the purpose. Examples of common first aid accidents or emergencies include bleeding, burns and scalds, choking, drowning, heart attack, poisoning or stroke

An example scenario:

You have 30 minutes for this station. This includes the time needed to read this brief and any questions you may be asked by the station independent assessor at the end of the practical demonstration.

Brief

You are the lead nurse for the care of 4 individuals on the morning shift. You have a Senior Healthcare Support Worker John who is very experienced and will be starting his training as a nursing associate next month and Christine, a second year student nurse in the second week of her placement. You are able to call on the help of a very experienced registered nurse where appropriate.

You need to ensure everyone has the appropriate support with their usual morning activities get up, washed and dressed and have breakfast.

The four individuals and their specific nursing care needs are:

Joan – Is 70 years of age and occasionally becomes confused but is able to self-care with minimal support. When Joan is confused she can become disoriented and will forget where the bathroom and toilet are. Joan also wears a hearing aid and says she can't find it this morning

Phyllis – Is 93 years of age very frail and partially sighted. She is recovering from a hip replacement and is finding it difficult to mobilise. She has a red sacrum and sore heels.

Edna – Is 78 years of age and has had a fall during the night. Whilst an incident report was completed the night staff took no further action. Edna is now complaining of pain in her left leg.

Rose – Is 80 years of age and is due to be discharged home today. Whilst she is looking forward to going home is anxious about being on her own. Rose has a package of care agreed. Rose's discharge medication hasn't arrived and the transport will be arriving at 10.00 a.m.

Your tasks for this station are:

1. To decide who should be your priority.
2. To decide which of your 'virtual team' should work with which of the remaining individuals.
3. To identify all of the activities that need to be done and ensure all these are appropriately delegated and followed up.
4. Provide nursing care to one of the individuals

At the end of the practical demonstration the assessor will have the opportunity to ask follow-up questions within the 30 minutes allocated time.

Station 4 - Evaluate an individual's plan of care

Title: The apprentice will demonstrate the ability to evaluate the plan of care.

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Description: The apprentice will undertake activity to review, evaluate and make any necessary amendments to an individual's plan of care.

At this station the apprentice will:

- Evaluate and make appropriate amendments to an individual's plan of care
- Write a summary of the evaluation and amendments made to the care plan in the individuals nursing notes provided
- Keep accurate records
- Work safely within the standards of proficiency required of a new registrant with the Nursing and Midwifery Council

For this station the EPAO will:

- Develop a 'bank' of scenarios that present the apprentice with a plan of care for an individual and the outcomes of the reassessment of the individuals need's 350 - 400 words
- Provide a 'bank of questions' for the station independent assessors

Scenarios:

The apprentice will be given a scenario of 350 - 400 words. Scenarios for this station must focus on changes in the individuals nursing care needs. Below are some examples:

- Changes in the individuals mobility
- Changes in frequency of self-harm
- Changes in skin integrity

The example above are just for illustrative purposes, it is up to the EPAO to develop a suitable 'bank of scenarios' of this type to be used during the demonstration of practice.

In the event of re-sits or re-takes the apprentice is only required to undertake the failed station and will be presented with a different set of scenarios.

There may be breaks during the practical demonstration to allow the apprentice to move from one location to another.

KSBs observed and answers to questions must be documented by the independent station assessor.

The senior independent assessor will make all final grading decisions.

Grading the stations

Each station will be graded pass/fail by the station independent assessor, using the marking matrix provided by the EPAO. The senior independent assessor will grade the overall assessment. See grading section for the mapped KSBs.

Questions and resources development

EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours. The questions must be asked after the practical element of each station is complete. Questioning must be completed within the total time allowed for each station.

EPAOs will produce specifications to outline in detail how the practical demonstrations will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Scenarios must be standardised by the EPAO.

EPAOs must develop 'scenario banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant KSBs.

Venue

Practical demonstrations must be conducted in a suitable venue selected by the EPAO (e.g. a training provider's premises or another employer's premises)

The venue must:

- offer a designated space, in a quiet room that is free from distractions and can facilitate the EPA
- if the stations are set out in the same room, the venue must allow for the stations to be placed at suitable intervals to minimise the chance of overhearing or seeing what is happening at other stations since more than one apprentice will be in the room at the same time.
- offer a separate room so that apprentices waiting to do their demonstration of practice are not in contact with those who have finished to avoid conferring

Support material

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

- outline of the practical demonstration's requirements
- marking materials
- an outline of each station, how it should be set up and with what equipment
- A brief for the senior independent assessor to use with the station independent assessors and the 'person'
- Documentation for the senior independent assessor to use for managing the assessment to ensure consistency
- Documentation for marking, for use by the senior independent assessor and station independent assessors, to ensure consistency and allow for moderation
- Materials and equipment including mannequins

Assessment Method 2: Written Examination

Overview

The rationale for this assessment method is:

The examination allows accurate assessment of those knowledge and skills that are not likely to naturally occur during the Demonstration of Practice. The examination must allow the apprentice to draw on their knowledge and experiences in order to demonstrate occupational competence.

Test Format

The test can be paper based or computer based and will consist of five long answer questions requiring structured answers. There will be one question for each theme in the table below. All questions are equally weighted and are worth 20 marks each.

The knowledge and skills assigned to this assessment method have been grouped into the 5 themes below.

Theme	KSB
Personal Development, team working and service improvement	S2, S3, S4, S13, S46, S47, S55, S57 K2, K3, K4, K7, K39, K41, K54, K55, K56, K57
Health promotion	S15, S16, S17 K10, K11, K12, K13
Healthcare policy and nursing practice	S6 K44, K45, K46, K52, K53, K58
H&S, risk management and medicines administration	S48 K33, K35, K36, K37, K38, K40
Partnership working and nursing care	S28 K20, K28, K42, K47, K48, K50, K51

Test administration

Apprentices must have 120 minutes to complete the test.

The test is open book which means that the apprentice can refer to reference books or materials. For this test the apprentice can refer to an annotated bibliography which will be no more than two sides of A4.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include

specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

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

This assessment method will be carried out as follows:

The EPAO will ensure that the examination paper is set in line with the regulations of the organisation assuring that the paper is valid and reliable. The EPAO is responsible for setting and marking the examination paper and construction of the answer marking guide. The examination paper will be marked using the answer marking guide and the criteria for the examination on pages 20 - 23.

The EPAO must verify the suitability of the venue for taking the test and ensure that any IT equipment is appropriate.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Examination papers will be moderated by an internal moderator who has not been involved in the on-programme Registered Nurse apprenticeship.

Any missing answers must be assigned 0 marks and all questions are worth 20 marks each. Partial credit will be awarded for partial responses.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. Questions must allow the apprentice the opportunity to use their experiences and practice as evidence of the KSBs assigned to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'test specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the test specifications and the questions they contain are fit for purpose. Questions will assess the knowledge and skills for a Registered Nurse on pages 30 – 36 of this assessment plan.

Required supporting material

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

- A test specification
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

Weighting of assessment methods

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

Grading

Assessment method 1: Demonstration of Practice

KSBs	Name of grade	Grade descriptor
K1 K5 K6 K8 K9 K14 K15 K16 K17 K18 K19 K21 K22 K23 K24 K25 K26 K27 K29 K30 K31 K32 K34 K43 K49 S1 S5 S7 S8 S9 S10 S11 S12 S14 S18 S19 S20 S21 S22 S23 S24 S25 S26 S27 S29 S30 S31 S32 S33 S34 S35 S36 S37 S38 S39 S40 S41 S42 S43 S44 S45 S49 S50 S51 S52 S54 S56 S58 B1 B2 B3	Pass	<p>Safely demonstrates practice in all skills and procedures including the necessary numeracy, literacy, digital and technological skills and acts as a role model and in accordance with The Code – Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018) (S1, S5, S39, K1)</p> <p>Communicates effectively and in accordance with the individuals needs demonstrating appropriate interactions with people, acknowledging consent and capacity, and use opportunities to discuss ways to improve health and prevent ill-health e.g. smoking cessation, healthy weight or screening programmes (S7, S8, S9, S14, S23, K9)</p> <p>Provides and promotes non-discriminatory, person centred and sensitive care at all times, identifies and challenges discriminatory behaviour and reflects on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments (S10, S12)</p> <p>Reports any situations, behaviours or errors that could result in poor care outcomes in a timely way and in line with procedures (S11)</p> <p>Takes prompt action to safeguard those who are vulnerable or at risk of self-harm and advocates on behalf of people who are vulnerable or have a disability when required (S24, S25, S50, K21)</p> <p>Undertakes routine investigations and interprets and shares findings as appropriate (S26, S27)</p> <p>Maintains a safe work environment and applies appropriate infection prevention and control measures at all times (S21, S41)</p> <p>Undertakes risk assessments and complies with local and national frameworks, legislation and regulations for assessing, managing and reporting risks and ensures</p>

		<p>the appropriate action is taken to escalate concerns (S11, S42, S43, S44)</p> <p>Describes how personal and external factors including discriminatory behaviour may unduly influence their decisions (K5, K8)</p> <p>Describes factors that are important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met (K22)</p> <p>Describes the signs of deterioration or distress in mental, physical, cognitive and behavioural health and give an example of where they have used this knowledge to make sound clinical decisions (K29)</p> <p>Accurately processes all information, including results of routine investigations gathered during the assessment process, to develop appropriate plans for nursing interventions with agreed/ shared goals including where appropriate referral for further investigations and/ or reasonable adjustments that can be made (S22, K5, K6, K14, K15, K16, K17, K18, K19, K24)</p> <p>Demonstrates the use of appropriate communication including providing information in accessible ways to support and enable people to make informed choices about their care and to manage health challenges in order to have satisfying and fulfilling lives (S18, S19 K22, K23)</p> <p>Demonstrate they can promote health and prevents ill health by understanding and explaining to people the principles of pathogenesis, immunology and the evidence-base for immunisation, vaccination and herd immunity (S20)</p> <p>Demonstrates how they work in partnership including facilitating equitable access, with all those involved in a individuals nursing care to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and care, sharing decision making and readjusting agreed goals, documenting progress and decisions made (S29, S49, K43)</p> <p>Demonstrate they support people with commonly encountered mental health, behavioural, cognitive and learning challenges, physical health conditions, their medication usage and treatments and act as a role model for others in providing high quality nursing interventions to meet people's needs (S30, S31)</p>
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		<p>Safely and effectively leads and manages the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care to that group (S32, S33, S34, S37, S41, S52, S54, K5, K6, K8, K16, K17, K22, K23, K24, K25, K26, K27, K31, K32, K34)</p> <p>Prioritises what is important to people and their families when providing nursing care at end of life including the care of people who are dying, families, the deceased and the bereaved (S35)</p> <p>Responds promptly to signs of deterioration or distress in mental, physical, cognitive and behavioural health (S36, K29)</p> <p>Can provide first aid procedures and basic life support (S38)</p> <p>Recognises risks to public protection, quality of care or potential hazards taking action or escalating concerns appropriately (S43, S45, S51)</p> <p>Advocates on behalf of people who are vulnerable or have a disability when required, and make necessary reasonable adjustments to the delivery of their care (S50, K18, K19)</p> <p>Describes how to co-ordinate routine planning and management of safe discharge home or transfer of people between care settings in accordance with organisational processes and procedures (S40)</p> <p>Effectively monitors, evaluates and provides feedback on the quality of care delivered by others in the team and supports them to identify and agree individual learning needs (S54, S56, K16, K49)</p> <p>Demonstrates use a range of digital technologies to access, input, share and apply information and data within teams and between agencies (S58)</p> <p>Applies relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice (K6)</p> <p>Critically analyses how their own and external factors including discriminatory behaviour may unduly influence evaluation decisions (K5, K8)</p> <p>Can describes how to initiate and evaluate appropriate interventions to support people who show signs of self-harm and/or suicidal ideation (K30)</p>
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		Demonstrates the expected behaviours of a Registered Nurse at all times (B1, B2, B3)
	Fail	Does not meet the pass criteria

Assessment method 2: Written Examination

KSBs	Name of grade	Grade descriptor
<p>K2 K3 K4 K7 K10 K11 K12 K13 K20 K28 K33 K35 K36 K37 K38 K39 K40 K41 K42 K44 K45 K46 K47 K48 K50 K51 K52 K53 K54 K55 K56 K57 K58</p> <p>S2 S3 S4 S6 S13 S15 S16 S17 S28 S46 S47 S48 S53 S55 S57</p>	Distinction	<p>Demonstrates that they have proactively led a change process informed by audit activity that resulted in either improved patient outcomes or improved efficiency (S13, S46, S47, S57, K41, K54, K55, K56, K57)</p> <p>Demonstrates how they have used a range of risk management strategies in providing appropriate nursing care and how this avoided compromising quality of care and health outcomes (K38)</p> <p>Demonstrates how they developed a basic business case for additional care funding describing how they applied critical thinking and analysis of health legislation and health and social care policies, a knowledge of finance, resources and safe staffing levels to influence resource allocation (K44, K45, K46)</p> <p>Demonstrates how they have applied critical thinking and analysis to evaluate the quality and effectiveness of nursing care and how they worked with people, their families, carers and colleagues to develop and lead effective improvement strategies for quality and safety (K42)</p>
	Pass	<p>Demonstrates the ability to think critically, apply experience and understand research methods, ethics and governance to make evidence informed decisions to promote and inform best nursing practice (S2, K4)</p> <p>Demonstrates the use of resilience and emotional intelligence and explains the rationale that influences judgments and decisions in routine, complex and challenging situations and shows understanding of the demands of professional practice, takes action to minimise risks to their own (including adopting a healthy lifestyle) or colleagues health and the accepts and manages uncertainty, along with demonstrating an understanding of strategies that develop resilience in self and others (S3, K2, K3, K39)</p> <p>Demonstrates that they take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop their professional knowledge and skills. Understands the principles of courage, transparency and the professional duty of candour (S4, K7)</p> <p>Demonstrates they contribute effectively and proactively, providing guidance and support to others to improve the interdisciplinary team showing an</p>

		<p>understanding of the roles of others in the team, how they contribute and shows understanding of the principles of effective leadership and management, decision-making and performance management when working as part of a team (S13, S53 , S57, K41, K54, K55, K56, K57)</p> <p>Supports and supervises students in the delivery of nursing care, promoting reflection and providing constructive feedback, and evaluating and documenting their performance (S55)</p> <p>Participates in and uses audit activity and findings to identify appropriate quality improvement strategies and bring about improvement (S46, S47)</p> <p>Describes the principles of health promotion, protection and improvement and how to use appropriate opportunities, making reasonable adjustments when required, to discuss the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of people's individual circumstances using up to date approaches to behaviour change to enable people to use their strengths and expertise making informed choices when managing their own health and making lifestyle adjustments. Understanding the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes (S15, S17, K13)</p> <p>Describes factors and individual experiences that determine health, health inequalities, illness and wellbeing and can apply these to demonstrate an understanding of global patterns of health and wellbeing outcomes (K10, K11, K12)</p> <p>Demonstrates how to promote and improve mental, physical, behavioural and other health related outcomes by understanding and explaining the principles, practice and evidence-base for health screening programmes (S16)</p> <p>Demonstrates that they act as an ambassador for the profession, demonstrating political awareness, using mechanisms to influence organisational change in respect of registered nursing on quality of care, patient safety and cost effectiveness (S6, K53, K58)</p> <p>Describes how health legislation and health and social care policies including health economics impact on nursing and how these influence resource allocation</p>
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		<p>and delivery of care and the mechanisms involved in influencing policy development and change (K44, K45, K46)</p> <p>Describes the processes involved in developing a basic business case for additional care funding by applying knowledge of finance, resources and safe staffing levels (K52)</p> <p>Describes the principles of health and safety legislation and regulations and can identify, report, critically reflect and share feedback on positive outcomes and experiences, mistakes and adverse outcomes and experiences and near misses, critical incidents, major incidents and serious adverse events in order to learn from them and influence their future practice (S48, K35, K37)</p> <p>Describes the relationship between safe staffing levels, appropriate skill mix, safety and quality of care and applies relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice (K36)</p> <p>Describes how prescriptions can be generated, the role of generic, unlicensed, and off-label prescribing and an understanding of the potential risks associated with these approaches to prescribing (K33)</p> <p>Describes the differences between risk aversion and risk management and how to avoid compromising quality of care and health outcomes (K38)</p> <p>Describes the roles and different experiences of all those involved when managing and prioritising actions and care in the event of a major incident (K40)</p> <p>Describes how to prioritise care plans for people with co-morbidities and complex nursing and social care needs (K20)</p> <p>Demonstrate they identify and assess the needs of people and families for care at the end of life, including requirements for palliative care and decision making related to their treatment and care preferences and understand what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care of people who are dying, families, the deceased and the bereaved (S28, K28)</p> <p>Describes how the quality and effectiveness of nursing care can be evaluated in practice, working with people,</p>
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		<p>their families, carers and colleagues to develop effective improvement strategies for quality and safety (K42)</p> <p>Describes why it is important to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs (K47)</p> <p>Gives examples of complexities of providing mental, cognitive, behavioural and physical care services across a wide range of integrated care settings (K48)</p> <p>Describes the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives (K50)</p> <p>Describes the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services (K51)</p>
	Fail	Does not meet the pass criteria

The following grade boundaries apply to the open book examination:

Grade	Minimum score	Maximum score
Pass	50	80
Distinction	81	100

Overall EPA grading

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

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

Assessment method 1	Assessment method 2	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard meet all gateway requirements when advised by the employer understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> support the apprentice to achieve the KSBs outlined in the standard to their best ability determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA select the EPAO ensure all EPA gateway requirements have been met confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner ensure apprentice is well prepared for the EPA
EPAO	As a minimum EPAOs should: <ul style="list-style-type: none"> understand the occupational role

	<ul style="list-style-type: none"> • appoint senior independent assessors, station independent assessors, invigilators and markers to administer, invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • arrange for certification with the relevant training provider
Senior independent assessor	<p>As a minimum the senior independent assessor must:</p> <ul style="list-style-type: none"> • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level

	<ul style="list-style-type: none"> • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) • comply with the EPA requirements outlined in this plan including: <ul style="list-style-type: none"> ○ co-ordinate the end-point assessment ○ lead the station independent assessors and persons ○ selecting the scenarios for each station ○ make all grading decisions ○ check the controlled environment is suitable and has the required equipment for the apprentice to demonstrate the KSBs mapped to the demonstration of practice ○ check all the stations are set up properly ○ brief the station independent assessors and 'person' prior to the assessment commencing, using the brief provided by the EPAO, checking they have understood the brief provided ○ use the structured template provided by the EPAO to conduct the assessment ○ use the grading matrix provided by the EPAO to collate the marks provided by the station independent assessors
Independent station assessor	<p>As a minimum an Independent station assessor should:</p> <ul style="list-style-type: none"> • manage a demonstration of practice station • score the demonstration of practice station using the marking matrix developed by the EPAO • passes scores to the senior independent assessor who is responsible for the final grading decisions • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself
Person - actor playing the part of the individual in receipt of nursing care	<ul style="list-style-type: none"> • follow the brief to act as the individual at the stations • be a person with whom the apprentice can interact with to demonstrate practical assessment techniques or interventions

	<ul style="list-style-type: none"> • be sufficiently briefed in advance • adhere to confidentiality about all aspects of the assessment and the brief they have been provided with
Individual	<ul style="list-style-type: none"> • term applied to the patient/ service user in receipt of nursing care
Mannequin	<ul style="list-style-type: none"> • Mannequins may be used as part of the demonstrations of practice. The specification for any mannequin used should be appropriate to the scenario. The types of mannequin and the range of functions available in the sector varies considerably.

Internal Quality Assurance (IQA)

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

- appoint independent assessors who have current knowledge of the Nursing and Midwifery Council:
 - Standards framework for nursing and midwifery education
 - Standards for student supervision and assessment
 - Standards for pre-registration nursing programmes
- appoint independent assessors who have recent relevant experience of the occupation at least the same occupational level as the apprentice gained in the last two years.
- The independent assessor will have the following minimum skills, knowledge and occupational competence:
 - Must hold current registration with the Nursing and Midwifery Council
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

External Quality Assurance (EQA)

The external quality assurance provider for this assessment plan is the Institute for Apprenticeships.

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Affordability

Affordability of the EPA will be aided by assessing multiple apprentices simultaneously in method 2 and it is expected that there will be 1000 apprenticeship starts per year.

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the education requirements for registration as Registered Nurse with Nursing and Midwifery Council

Reasonable adjustments

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

Mapping of KSBs

Assessment method 1: Demonstration of practice

Knowledge
K1 Understand the Code (2018): Professional standards of practice and behaviour for nurses, midwives and nursing associates and how to fulfil all registration requirements
K5 Understand the need to base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions
K6 Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom
K8 Understand how discriminatory behaviour is exhibited
K9 Understand the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people
K14 Apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans
K15 Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans
K16 Apply knowledge of all commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and accurate assessments of nursing care needs and when developing, prioritising and reviewing person centred care plan
K17 Understand and apply a person-centred approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages
K18 Understand and apply the principles and processes for making reasonable adjustments
K19 Understand and apply the relevant laws about mental capacity for the country in which you are practising when making decisions in relation to people who do not have capacity
K21 Know when and how to refer people safely to other professionals or services for clinical intervention or support
K22 Understand what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care
K23 Know and understand how to support people with commonly encountered mental health, behavioural, cognitive and learning challenges, and act as a role model for others in providing high quality nursing interventions to meet people's needs

K24 Know and understand how to support people with commonly encountered physical health conditions, their medication usage and treatments, and act as a role model for others in providing high quality nursing interventions when meeting people's needs
K25 Know how to act as a role model for others in providing evidence-based nursing care to meet people's needs related to nutrition, hydration and bladder and bowel health
K26 Know how to act as a role model for others in providing evidence-based, person-centred nursing care to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity
K27 Know how to identify and initiate appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain
K29 Know the signs of deterioration or distress in mental, physical, cognitive and behavioural health and use this knowledge to make sound clinical decisions
K30 Understand how to initiate and evaluate appropriate interventions to support people who show signs of self-harm and/or suicidal ideation
K31 Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies and demonstrate proficiency and accuracy when calculating dosages of prescribed medicines
K32 Understand the principles of pharmacology and recognise the effects of medicines, allergies, drug sensitivities, side effects, contraindications, incompatibilities, adverse reactions, prescribing errors and the impact of polypharmacy and over the counter medication usage
K34 Apply knowledge of pharmacology to the care of people, demonstrating the ability to progress to a prescribing qualification following registration
K43 Understand the principles of partnership, collaboration and interagency working across all relevant sectors
K49 Understand how to monitor and evaluate the quality of people's experience of complex care

Skills
S1 Act in accordance with the Code (2015): Professional standards of practice and behaviour for nurses and midwives, and fulfil all registration requirements
S5 Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register
S7 Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges
S8 Support people at all stages of life who are emotionally or physically vulnerable
S9 Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues
S10 Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments
S11 Report any situations, behaviours or errors that could result in poor care outcomes

S12 Identify and challenge discriminatory behaviour
S14 Apply the principles of health promotion, protection and improvement and the prevention of ill health when engaging with people
S18 Use appropriate communication skills and strength based approaches to support and enable people to make informed choices about their care to manage health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capability, ill health and disability
S19 Provide information in accessible ways to help people understand and make decisions about their health, life choices, illness and care
S20 Promote health and prevent ill health by understanding and explaining to people the principles of pathogenesis, immunology and the evidence-base for immunisation, vaccination and herd immunity
S21 Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance
S22 Accurately process all information gathered during the assessment process to identify needs for individualised nursing care and develop person-centred evidence-based plans for nursing interventions with agreed goals
S23 Effectively assess a person's capacity to make decisions about their own care and to give or withhold consent
S24 Recognise and assess people at risk of harm and the situations that may put them at risk, ensuring prompt action is taken to safeguard those who are vulnerable
S25 Demonstrate the skills and abilities required to recognise and assess people who show signs of self-harm and/or suicidal ideation
S26 Undertake routine investigations, interpreting and sharing findings as appropriate
S27 Interpret results from routine investigations, taking prompt action when required by implementing appropriate interventions, requesting additional investigations or escalating to others
S29 Work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and care, sharing decision making and readjusting agreed goals, documenting progress and decisions made
S30 Support people with commonly encountered mental health, behavioural, cognitive and learning challenges, and act as a role model for others in providing high quality nursing interventions to meet people's needs
S31 Support people with commonly encountered physical health conditions, their medication usage and treatments, and act as a role model for others in providing high quality nursing interventions when meeting people's needs
S32 Act as a role model for others in providing evidence-based nursing care to meet people's needs related to nutrition, hydration and bladder and bowel health
S33 Act as a role model for others in providing evidence-based, person-centred nursing care to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity
S34 Identify and initiate appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain

S35 Prioritise what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care of people who are dying, families, the deceased and the bereaved
S36 Respond proactively and promptly to signs of deterioration or distress in mental, physical, cognitive and behavioural health and use this knowledge to make sound clinical decisions
S37 Manage commonly encountered devices and confidently carry out related nursing procedures to meet people's needs for evidence based, person-centred care
S38 Provide first aid procedures and basic life support
S39 Demonstrate numeracy, literacy, digital and technological skills to meet the needs of people receiving nursing care to ensure safe and effective nursing practice
S40 Co-ordinate and undertake the processes and procedures involved in routine planning and management of safe discharge home or transfer of people between care settings
S41 Maintain safe work and care environments
S42 Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken
S43 Recognise risks to public protection and quality of care, escalating concerns appropriately
S44 Accurately undertake risk assessments in a range of care settings, using a range of contemporary assessment and improvement tools
S45 Identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people
S49 Facilitate equitable access to healthcare for people who are vulnerable or have a disability
S50 Advocate on behalf of people who are vulnerable or have a disability when required, and make necessary reasonable adjustments to the assessment, planning and delivery of their care
S51 Identify and manage risks and take proactive measures to improve the quality of care and services when needed
S52 Safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care
S54 Monitor and evaluate the quality of care delivered by others in the team and lay carers
S56 Challenge and provide feedback about care delivered by others in the team, and support them to identify and agree individual learning needs
S58 Use a range of digital technologies to access, input, share and apply information and data within teams and between agencies

Behaviours

B1 Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice
B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership

Assessment method 2: Examination

Knowledge
K2 Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health
K3 Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care
K4 Understand research methods, ethics and governance in order to critically analyse, safely use, share and apply research findings to promote and inform best nursing practice
K7 Understand the principles of courage, transparency and the professional duty of candour
K10 Understand epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing and apply this to an understanding of global patterns of health and wellbeing outcomes
K11 Understand the factors that may lead to inequalities in health outcomes
K12 Understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing
K13 Understand the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes
K20 Understand co-morbidities and the demands of meeting people's complex nursing and social care needs when prioritising care plans
K28 Understand what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care of people who are dying, families, the deceased and the bereaved
K33 Know and understand how prescriptions can be generated, the role of generic, unlicensed, and off-label prescribing and an understanding of the potential risks associated with these approaches to prescribing
K35 Understand the principles of health and safety legislation and regulations
K36 Understand the relationship between safe staffing levels, appropriate skill mix, safety and quality of care
K37 Understand how to identify, report and critically reflect on near misses, critical incidents, major incidents and serious adverse events in order to learn from them and influence their future practice
K38 Understand the differences between risk aversion and risk management and how to avoid compromising quality of care and health outcomes

K39 Understand and accept the need to accept and manage uncertainty, and demonstrate an understanding of strategies that develop resilience in self and others
K40 Understand the role of registered nurses and other health and care professionals at different levels of experience and seniority when managing and prioritising actions and care in the event of a major incident
K41 Understand the principles of quality improvement methodologies
K42 Understand how the quality and effectiveness of nursing care can be evaluated in practice, work with people, their families, carers and colleagues to develop effective improvement strategies for quality and safety
K44 Understand health legislation and current health and social care policies, and the mechanisms involved in influencing policy development and change, differentiating where appropriate between the devolved legislatures of the United Kingdom
K45 Understand the principles of health economics and their relevance to resource allocation in health and social care organisations and other agencies
K46 Understand how current health policy and future policy changes for nursing and other professions and understand the impact of policy changes on the delivery and coordination of care
K47 Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs
K48 Understand the complexities of providing mental, cognitive, behavioural and physical care services across a wide range of integrated care settings
K50 Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives
K51 Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services
K52 Understand the processes involved in developing a basic business case for additional care funding by applying knowledge of finance, resources and safe staffing levels
K53 Understand the importance of exercising political awareness throughout their career, to maximise the influence and effect of registered nursing on quality of care, patient safety and cost effectiveness
K54 Understand the principles of effective leadership, management, group and organisational dynamics and culture and apply these to team working and decision-making
K55 Understand the principles and application of processes for performance management and how these apply to the nursing team
K56 Understand the roles, responsibilities and scope of practice of all members of the nursing and interdisciplinary team and how to make best use of the contributions of others involved in providing care
K57 Understand and apply the principles of human factors, environmental factors and strength-based approaches when working in teams
K58 Understand the mechanisms that can be used to influence organisational change and public policy, demonstrating the development of political awareness and skills

Skills
S2 Think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations
S3 Use resilience and emotional intelligence and is capable of explaining the rationale that influences judgments and decisions in routine, complex and challenging situations
S4 Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop their professional knowledge and skills
S6 Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services
S13 Contribute effectively and proactively in an interdisciplinary team
S15 Use all appropriate opportunities, making reasonable adjustments when required, to discuss the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of people's individual circumstances
S16 Promote and improve mental, physical, behavioural and other health related outcomes by understanding and explaining the principles, practice and evidence-base for health screening programmes
S17 Use up to date approaches to behaviour change to enable people to use their strengths and expertise and make informed choices when managing their own health and making lifestyle adjustments
S28 Identify and assess the needs of people and families for care at the end of life, including requirements for palliative care and decision making related to their treatment and care preferences
S46 Participate in all stages of audit activity and identify appropriate quality improvement strategies
S47 Use service delivery evaluation and audit findings to bring about continuous improvement
S48 Share feedback and learning from positive outcomes and experiences, mistakes and adverse outcomes and experiences
S53 Guide, support and motivate individuals and interact confidently with other members of the care team
S55 Support and supervise students in the delivery of nursing care, promoting reflection and providing constructive feedback, and evaluating and documenting their performance
S57 Contributes to supervision and team reflection activities to promote improvements in practice and services