

## Non-integrated Degree Apprenticeship Standard - Registered Nurse

### Assessment Plan

#### Summary of Assessment

On completion of this apprenticeship the individual will be a competent and job-ready registered nurse. The apprenticeship standard provides a high level description of the skills, knowledge, values and behaviours required of the Nursing apprentice. The assessment plan describes how the apprentice is assessed at the end of their apprenticeship and by whom.

The assessment plan has been informed by ongoing consultation with employers, professional bodies, the statutory regulator and higher education institutions. When the apprenticeship is delivered by Nursing and Midwifery Council approved training providers/HEI in partnership with employers, assessed by an Education and Skills Funding Agency's Register of Apprentice Assessment Organisations and overseen by the quality assurance process it ensures that apprentices become competent registered nurses.

During the apprenticeship programme, the apprentice must have successfully completed a Degree in Nursing, approved by the Nursing and Midwifery Council. Where the 'Degree in Nursing' is referred to in this document it is always at **Level 6**. The purpose of the end point assessment is to test (in a synoptic way) the values, skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard.

End point assessment provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship.

The end point assessment comprises of a **reflective essay** completed by the apprentice and a **professional discussion**.

## Assessment Flowchart



## End Point Assessment Overview

Assessment Method	Area Assessed	Assessed by	Grading
Reflective Essay	<p>The apprentice reflects on the development of the following components from the apprenticeship standard:</p> <p><b>Leadership, management and team working</b> All nurses must be professionally accountable and use clinical governance processes to maintain and improve nursing practice and standards of healthcare. They must be able to respond autonomously and confidently to planned and uncertain situations, managing themselves and others effectively. They must create and maximise opportunities to improve services. They must also demonstrate the potential to develop further management and leadership skills during their period of preceptorship and beyond</p> <p><b>Professional Values</b> All nurses must act first and foremost to care for and safeguard the public. They must practice autonomously and be responsible and accountable for safe, compassionate, person centred, evidence-based nursing that respects and maintains dignity and human rights. They must show professionalism and integrity and work within recognised professional, ethical and legal frameworks. They must work in partnership with other health and social care professionals and agencies, service users, their carers and families in all settings, including the community, ensuring that decisions about care are shared. All nurses must uphold the professional standards described in the Nursing and Midwifery Council <a href="#">Code</a></p> <p><b>Nursing Practice and decision making</b> All nurses must practise autonomously, compassionately, skilfully and safely, and must maintain dignity and promote</p>	Independent Assessment Organisation	Pass Merit Distinction

	<p>health and wellbeing. They must assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care. Where necessary they must be able to provide safe and effective immediate care to all people prior to accessing or referring to specialist services irrespective of their field of practice. All nurses must also meet more complex and coexisting needs for people in their own nursing field of practice, in any setting including hospital, community and at home. All practice should be informed by the best available evidence and comply with local and national guidelines. Decision-making must be shared with service users, carers, families and informed by critical analysis of a full range of possible interventions, including the use of up-to-date technology. All nurses must also understand how behaviour, culture, socioeconomic and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities and take this into account in planning and delivering care</p> <p><b>Communication and interpersonal skills</b></p> <p>Registered nurses must have excellent communication and interpersonal skills. Communication must always be safe, effective, compassionate and respectful. Registered nurses must communicate effectively using a range of strategies and interventions, including the use of communications technologies. Where people have a disability, nurses must be able to work with service users and others to obtain information needed to make reasonable adjustments that promote optimum health and enable equal access to services</p> <p>The reflective essay must demonstrate the apprentice's knowledge, skills and understanding across the core competences of the Standard</p>		
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	The reflective essay must also demonstrate the <b>values</b> and <b>behaviours</b> described in the Standard being applied in the context of their nursing practice.		
Scenario with professional discussion	The use of a scenario with professional discussion will assess the apprentice's <b>skills, knowledge</b> and <b>behaviours</b> in regard to the four components listed in the chosen option. The apprentice will have no prior knowledge of the content of the scenario and will select one of the four possible scenarios.	Independent Assessment Organisation	Pass Merit Distinction

### On-programme Training, Development and Assessment

Apprentices will typically take 48 months to complete this apprenticeship during which they participate in training, development and on-going review activities. These include:

- Induction which is specific to their workplace and it is highly recommended that at a minimum this should meet the 15 standards as set out in the Care Certificate
- Degree in Nursing approved by the Nursing and Midwifery Council and delivered by an Approved Education Institute (AEI), which will include:
  - A minimum of 2300 practice hours and 2300 hours of theory
  - Formal programmes of lectures, seminars and workshops
  - Workplace support (NMC Mentor) in a range of practice settings in accordance with the NMC guidelines
  - Completion of portfolios, essays, reflective accounts and projects through which the apprentice gathers evidence of their progress
  - Undertaking activities to demonstrate they have met the NMC Essential Skills Clusters
  - Passing through the three NMC progression points
  - Access to facilities, resources and placement opportunities as required by the NMC standards
- Full details of the NMC requirements can be seen in the [NMC Standards for Pre – registration Nurse Education \(2010\)](#)
- Highly recommended structured one to one reviews of their progress with their employer and training provider/AEI

### Assessment Gateway

Before going forward for end point assessment the apprentice must have completed:

- Degree in Nursing approved by the Nursing and Midwifery Council
- Level 2 maths and English - The Apprentice will also have to have evidence that English and Maths have been achieved at a minimum of Level 2 prior to going forward for end point assessment even where these qualifications are a condition of entry to the apprenticeship

Judgement on whether the apprentice is ready for the end point assessment is taken by the employer who should gather views from the HEI, NMC sign off mentor and the apprentice to inform

this decision. Apprentices should not be put forward for the end point assessment before they are ready.

### **Administering the End Point Assessment**

The end point assessment is triggered by the employer when they judge that gateway requirements have been met, and after determining the readiness of the apprentice. Delivery of all training, development and review activities up to the end point are considered as being on-programme. The employer will select an End Point Assessment Organisation from the Education and Skills funding Agency's Register of Apprentice Assessment Organisations. The independent assessor must not have been involved in any on-programme training, development or on-programme review/assessment of the apprentice.

The date and timing of the assessment is agreed with the apprentice and their employer. The assessment may take place in apprentice's normal place of work or at suitable premises organised by the end point assessment organisation.

The end point assessor is responsible for ensuring that the apprentice has met all the gateway requirements prior to administering the end point assessment.

At the conclusion of the end point assessment, the independent assessor collates the evidence and determines the final grading for the apprenticeship. The grading decision is made solely by the independent assessor.

Re-takes are permitted after 1 month and within 6 months but not after 6 months (unless the apprentice is deferred due to sickness or maternity leave). The apprentice is permitted to re-take the end point assessment twice within the permitted timeframe.

## **End Point Assessment**

### **Reflective Essay**

The reflective essay will be drawn from the following core components from the standard:

- Leadership, management and team working
- Professional Values
- Nursing Practice and decision making
- Communication and interpersonal skills

The reflective essay is completed under controlled and timed conditions carried out by the end point assessment organisation and completed once the apprentice meets gateway requirements. The apprentice will have a maximum of 2 hours to complete the reflective essay. The reflective essay must address all four components and each component has equal weighting. Whilst the assessment is completed under controlled conditions, the assessment is open book and apprentice are permitted to take in references and separate notes.

### **Professional Discussion**

The professional discussion will assess the apprentices' skills, knowledge and behaviours in regard to the four components in **each option**.

The professional discussion takes place between the independent assessor and the apprentice and lasts for 60 minutes. The professional discussion will be based on a scenario that takes place in the context of the option.

The apprentice will choose from one of four unseen scenarios. The scenarios can be in any format e.g. written, video or picture each with a trigger question. Each scenario will relate to a specific domain of practice in the context of the apprentices option. The apprentice will have 15 minutes to reflect on the scenario and make any notes in preparation for the professional discussion. A structured template will be used for the professional discussion to ensure consistency.

The independent assessor uses the professional discussion to encourage a two-way dialogue.

We would expect the End Point Assessment Organisation to have a clear policy on Reasonable Adjustments/ Special Considerations in regard to access to the assessments.

The reflective essay is given a mark by the independent assessor where:

**0 – 39%**

Does not meet the standard

**40 – 55%**

The reflective essay content covers the core and is organised and uses a recognised referencing system; the apprentice uses appropriate language and sentence construction but with some inaccuracies in grammar and spelling, is able to relate some concepts and theories to practice, makes connections between learning and future practice and is able to provide evidence that supports practice against the four domains. The evidence demonstrates the knowledge, skills, behaviours and values set out in the Standard have been met.

**56 – 69%**

The reflective essay content covers the core and is well organised and uses a recognised referencing system; the apprentice uses appropriate language and sentence construction which is accurate in grammar and spelling, is able to relate a range of concepts and theories to their practice, makes connections between learning and future practices and provides evidence that demonstrates analysis across the range of theories and concepts applied to their practice.

**70%+**

The reflective essay content covers the core is highly structured and uses a recognised referencing system extensively; the apprentice uses appropriate language and sophisticated sentence construction with accurate grammar and spelling, is able to relate a wide range of concepts and theories to their practice, draws conclusions and makes insightful connections between learning and future practices, demonstrates a knowledge of the concepts and theories they apply to their practice including an awareness of the limitation of their knowledge, and how this influences any analyses, synthesis and interpretations based on that knowledge

The professional discussion is given a mark by the independent assessor where:

**0 – 39%**

Does not meet the standard

**40 – 55%**

The apprentice meets the standard using appropriate language/ terminology and is able to relate some concepts and theories to practice, makes connections between learning and future practice, is able to engage in professional discussion and is able to provide evidence that supports practice. Evidence demonstrates the knowledge, skills and behaviours set out in the Standard have been met.

**56 – 69%**

The apprentice meets the standard using appropriate language/ terminology, is able to relate a range of concepts and theories to their practice, makes good connections between learning and future practices, is able to engage in and actively take forward professional discussion and provides evidence that demonstrates analysis across the range of theories and concepts applied to their practice.

**70%+**

The apprentice meets the standard using appropriate language/ terminology, is able to relate a wide range of concepts and theories to their practice, draws conclusions and makes insightful connections between learning and future practices, is able to engage in professional discussion in a way that demonstrates a knowledge of the concepts and theories they apply to their practice including an awareness of the limitation of their knowledge, and how this influences any analyses, synthesis and interpretations based on that knowledge

**Independence**

End point assessments are carried out by staff from independent end-point assessment organisations on the Education and Skills Funding Agency's Register of Apprentice Assessment Organisations. An apprenticeship certificate is only issued if approved by the independent assessor.

**Roles and Responsibilities**

In summary:

Apprentice	<ul style="list-style-type: none"> <li>• Participates fully in their training and development</li> <li>• Actively contributes to their performance review</li> <li>• Contributes to the decision on the timing of their end point assessment</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• Supports the apprentice throughout their training and development</li> <li>• Conducts reviews to monitor progress</li> <li>• Determines when the apprentice is competent and ready to attempt the end point assessment</li> </ul>
Training Provider that must be a Nursing and Midwifery Council Approved Education Institution (AEI)	<ul style="list-style-type: none"> <li>• Provides on-going education and training for the apprentice</li> <li>• Provides tools and processes to support the apprentice</li> <li>• Carries out regular reviews with the apprentice and employer</li> <li>• Advises the employer when the apprentice is ready to undertake the end point assessment.</li> </ul>
Assessment Organisation	<ul style="list-style-type: none"> <li>• Takes no part in the training of those apprentices for whom they complete end point assessments</li> <li>• Devises assessment materials and administers the end point assessment</li> <li>• Recruits and trains independent assessors</li> <li>• Ensures assessors are occupationally competent, are able to assess the performance of the apprentice using the end point assessment method and are able to determine the grade achieved</li> <li>• Maintains robust quality assurance processes</li> <li>• Actively participates in the quality assurance procedures described in this assessment plan</li> </ul>



Assessor	<ul style="list-style-type: none"> <li>Assesses the reflective essay and conducts the professional discussion</li> <li>Determines the final apprenticeship grade</li> </ul>
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### Internal Quality Assurance

Assessment organisations that deliver end point assessment for the Nursing apprenticeship must be accepted by the Education and Skills Funding Agency onto the Register of Apprentice Assessment Organisations.

Education and Skills Funding Agency Register of Apprentice Assessment Organisations develop the assessments and supporting materials. Assessments are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations.

Only assessors appointed by the Register of Apprentice Assessment Organisations are able to carry out the end point assessment. Assessors must:

- Be a nurse registered with the Nursing and Midwifery Council in the specific field of practice i.e. Adult, Children, Learning Disability or Mental Health for which the apprentices are being assessed (NB because of the Nursing and Midwifery Council's revalidation requirements any currently registered nurse is considered to be occupationally competent)
- Hold a formal assessor qualification

Assessment organisations are required, *as a minimum*, to

- hold an internal annual standardisation event which focusses on current assessment practices and issues which have arisen
- meet annually with all other assessment organisations to share practices and resolve issues which have arisen

### External Quality Assurance

External quality assurance is provided by the Institute for Apprenticeships.

### End-point Grading

The successful apprentice receives an overall grade of Pass, Merit or Distinction and is determined by the independent assessor. The overall grade is determined by taking the grades achieved for the two elements of the assessment and applying a 70:30 weighting (journal: professional discussion)

The apprentice must achieve a minimum grade of 40% in **both** elements of the end point assessment to be awarded an overall grade.

Overall mark	Grade
40 – 55%	Pass
56 – 69%	Merit
70%+	Distinction

The overall grade is calculated by:

Mark for journal x 0.7 = X (weighted mark)

Mark for professional discussion x 0.3 = Y (weighted mark)

$X + Y = \text{overall \%} = \text{Grade}$

For example:

Total mark for reflective essay = 70%

Total mark for professional discussion = 55%

$70\% \times 0.7 = 49\%$  weighted mark

$55\% \times 0.3 = 16.5\%$  weighted mark

$49 + 16.5 = 65.5\%$  overall mark (66 when rounded up) = Merit

Marks will be rounded up where it is 0.5+ and down where it is 0.49 or below

The final judgement on the competency of the apprentice and the overall grade rests with the independent assessor.

## **Implementation of the Apprenticeship Assessment**

### **Professional Recognition**

On completion of the apprenticeship the apprentice will meet the qualification requirements to apply for registration with the Nursing and Midwifery Council.

### **Affordability**

This approach to independent assessment has been tested with employers who have confirmed that it is the preferred approach.

We anticipate that there will be around 300 apprentices each year.

Cost analysis verified that this approach was the most cost effective method of all. The cost of the independent assessment will not form more than 7.5% of the overarching cost of the apprenticeship standard.

### **Manageability and Feasibility**

The end point assessment has been designed to meet the needs of all employers and all environments across the health and care sector including public, independent and third sector providers varying in size from large NHS hospitals to smaller care homes.

We believe that the approach is manageable and feasible as the necessary expertise already exists within the sector. We would expect apprenticeship assessment organisations to tap into employer organisations when recruiting for independent assessors. Utilising existing expertise would ensure a sufficiency of qualified assessors with a good geographical spread.