

Apprenticeship Standard for Nursing Associate at Level 5

Assessment Plan

Summary of Assessment

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

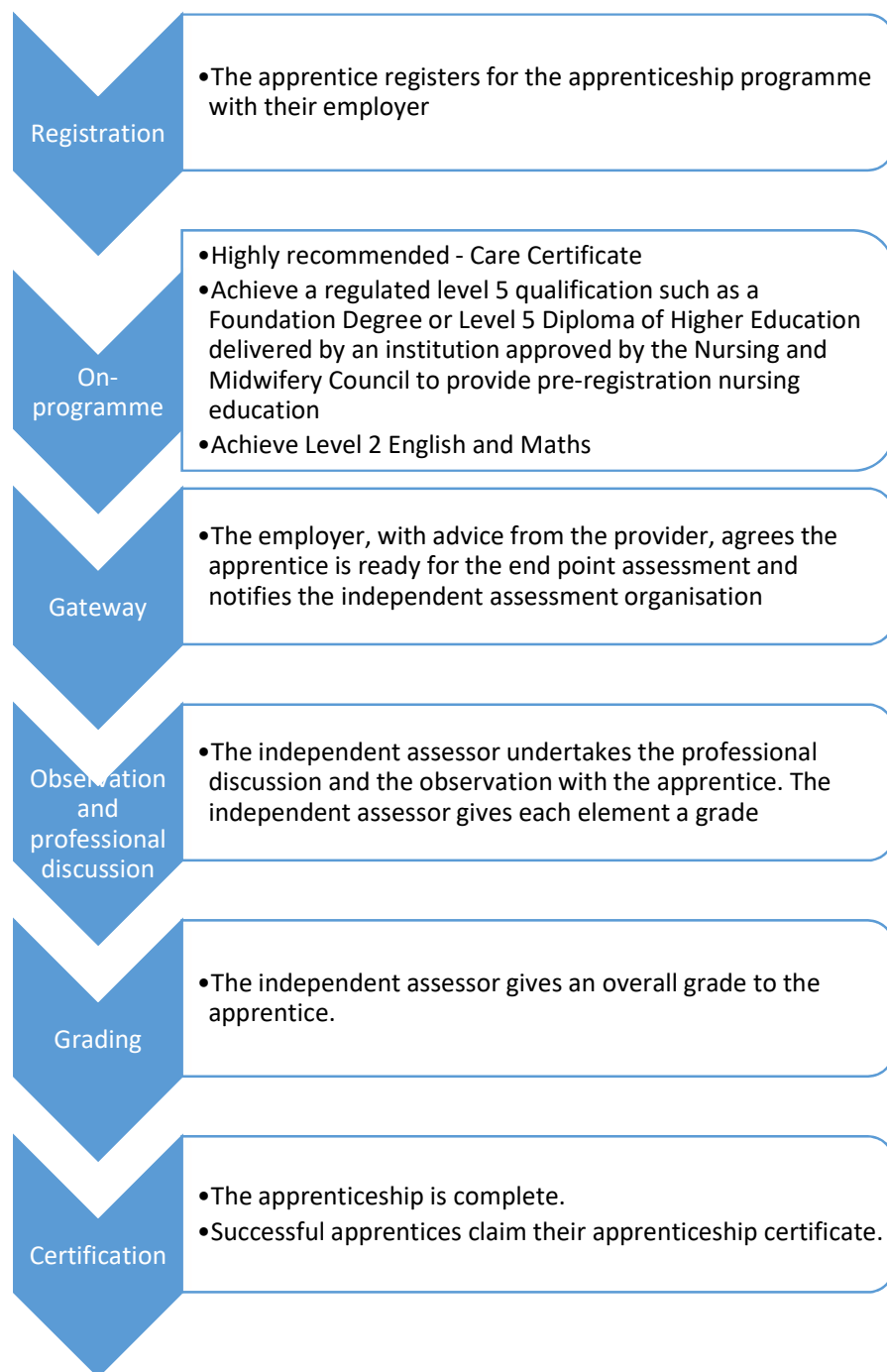
The assessment plan has been informed by ongoing consultation with employers, professional bodies, Nursing and Midwifery Council (the future statutory regulator) and higher education institutions. When the apprenticeship is delivered by Nursing and Midwifery Council approved training providers/HEI in partnership with employers; assessed by an Education and Skills Funding Agency registered end point assessment organisation, and overseen by the quality assurance process the apprenticeship programme ensures that apprentices become competent Nursing Associates.

During the apprenticeship programme, the apprentice must have successfully completed a regulated level 5 qualification such as a Foundation Degree or Level 5 Diploma of Higher Education delivered by an institution approved by the Nursing and Midwifery Council to provide pre-registration nursing education. 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 and to confirm that the apprentice is occupationally competent.

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

The end-point assessment comprises of an **observation** including question and answer session as necessary and a **professional discussion**

Assessment Flowchart



End Point Assessment Overview

Assessment Method	Area Assessed	Assessed by	Grading
Observation including questions and answers as necessary	<p>Apprentices will be observed in the workplace and demonstrate skills, knowledge and behaviours within the following domains.</p> <ul style="list-style-type: none"> • Person-centred approaches to care • Delivering nursing care • Communication and inter-personal skills • Duty of care, candour, equality and diversity • Team-working and leadership <p>The specific knowledge, skills and behaviours are identified on pages 5-6. Where evidence is not provided through the observation questions and answers will be used to enable the apprentice to provide evidence.</p>	Independent Assessment Organisation	Pass
Professional discussion	<p>The use of two scenarios with professional discussion will assess the apprentice's skills, knowledge and behaviours in regard to the following domains:</p> <ul style="list-style-type: none"> • Professional values and parameters of practice • Person-centred approaches to care • Delivering nursing care • Communication and inter-personal skills • Team-working and leadership • Duty of care, candour, equality and diversity • Supporting learning and assessment in practice • Research, development and innovation <p>The specific knowledge, skills and behaviours to be assessed are set out in Annex 1</p>	Independent Assessment Organisation	Pass/ Merit

On-programme Training, Development and Assessment

At the beginning of the apprenticeship, it is recommended that the employer, apprentice and training provider develop a training and assessment schedule that demonstrates that the apprentice has the opportunity to develop the full range of knowledge, skills and behaviours set out in the standard during their on-programme training.

Apprentices will typically take 24 months to complete the 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
- A level 5 regulated qualification such as a Foundation Degree or Level 5 Diploma of Higher Education delivered by an institution approved by the Nursing and Midwifery Council to provide pre-registration nursing education and which is on the Education and Skills Funding Agency Register of Apprenticeship Training Providers. The qualification will include:
 - approximately 3,375 hours (or 50% of their time, whichever is greatest) devoted to structured learning activities which can include formal programmes of lectures, seminars and workshops
 - At least two substantial placements (totalling 675 hrs) in settings other than the primary place of employment
 - Workplace support and supervision in the practice settings in accordance with the requirements of the curriculum framework
 - Completion of practice based assessments which must include observation in the workplace, and portfolios, essays, reflective accounts and projects through which the apprentice gathers evidence of their progress
 - Access to facilities, resources and placement opportunities as required by the curriculum framework
- Full details of the HEE Curriculum Framework can be seen at www.hee.nhs.uk/sites/default/files/documents/Curriculum%20Framework%20Nursing%20Asociate.pdf
- 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:

- A level 5 regulated qualification such as a Foundation Degree or Level 5 Diploma of Higher Education delivered by an institution approved by the Nursing and Midwifery Council to provide pre-registration nursing
- 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 and verified by the assessment organisation 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 may gather views from the training provider 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 who may consult with the training provider when they judge that gateway requirements have been met, and after determining the readiness of the apprentice. Delivery of all training, development and assessment and review activities up to the gateway are considered as being on-programme. The independent assessor must not have been involved in any on-programme training, development or on-programme review/assessment of the apprentice or be involved with the apprentice as an employer/ manager.

The date and timing of the assessment is agreed between the apprentice, their employer and the assessment organisation. The assessment may take place in apprentice's normal place of work or at suitable premises organised by the End Point Assessment Organisation.

The independent 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.

End Point Assessment

The end-point assessment comprises of two elements; an observation of practice and a professional discussion. The observation of practice must be undertaken prior to the professional discussion.

Observation

The observation is undertaken by the independent assessor in the apprentice's workplace and must last for 60 minutes. The apprentice will be observed in providing nursing care to an individual, a succession of individuals or a group of individuals. Examples of 'workplaces' can include the individual's home, a GP practice, hospital ward, Accident and Emergency Department, mental health or learning disability service, substance misuse service or prison. In some instances, the assessment may require travel between different workplaces e.g. individuals' homes but this time must not be included in the 60 minute observation time. Should an unexpected event occur, for example a fire alarm, the observation will be paused and re-started to ensure that the apprentice is observed providing nursing care for the full 60 minutes. The assessor will be present purely as an 'observer' and will only intervene if they observe any unsafe practice.

The assessment must be terminated if at any time during the 60 minute assessment the assessor observes unsafe practice and the apprentice will not be permitted to continue onto the professional discussion. The employer will decide when the apprentice is ready to attempt the end-point assessment again.

A description of the evidence provided during the observation should be written up by the assessor after the assessment is complete. A tick box pro-forma is not permitted.

The observation must provide evidence of the apprentice demonstrating skills and behaviours identified in bold. Requirements in bold which do not occur naturally during the 60 minute observation period may be tested during a question and answer session, which will last no longer than 10 minutes, prior to the professional discussion.

Domain	You will be able to:
Person-centred approaches to care	<ul style="list-style-type: none"> • Deliver holistic, person centred nursing care • Engage actively with individuals, their families and/or carers by establishing their needs, wishes, preferences and choices and incorporate these into care planning • Ensure the rights of individuals are upheld and facilitate the resolution of any conflict arising • Act independently and in partnership with others to ensure that the rights of individuals are not overlooked or compromised; and resolve conflict in situations where there may be refusal of care by individuals or their family
Delivering nursing care	<ul style="list-style-type: none"> • Deliver planned interventions under direction of Registered Nurse without direct supervision delivering care, at times, independently in line with an agreed and defined plan of care • Support healthcare professionals to assess, plan, deliver and evaluate care • Recognise and act upon, in a timely manner, early signs and/or deterioration using appropriate physiological or psychological assessments and observations • Safely administer medication • Safely use invasive and non-invasive procedures, medical devices, and therapeutic, technological and pharmacological interventions • Work safely and learn from the assessment and evaluation of health and safety related incidents • Raise health risks for discussion with individuals and undertake brief interventions (including key messages for major lifestyle risk factors) and assess evidence of effective interventions
Communication and interpersonal skills	<ul style="list-style-type: none"> • Communicate effectively and improve communication using a range of strategies with regard to person-centred care, duty of care, candour, equality and diversity to reduce conflict and complaints • Handle information and data in line with national and local policies and legislation
Duty of care, candour, equality and diversity	<ul style="list-style-type: none"> • Safeguard and protect vulnerable adults and children • Manage tensions and conflicts between an individual's rights and a duty of care • Demonstrate the ability to treat all individuals, carers and colleagues with dignity and respect for their diversity, beliefs, culture, needs, values, privacy and preferences.

	<ul style="list-style-type: none"> • Demonstrate respect, kindness, openness, compassion and empathy for all individuals, carers and colleagues within the workplace and wider organisation
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Professional Discussion

The use of professional discussion based on two scenarios will assess the apprentice's **skills, knowledge and behaviours**. The apprentice must be able to relate the scenarios to their practice. The apprentice will have no prior knowledge of the content of the scenarios. The professional discussion takes place between the independent assessor and the apprentice and lasts for 90 minutes in total. It should take place in a quiet place, away from the immediate demands of the workplace.

The scenarios are devised by the End Point Assessment Organisation and must address the skills, knowledge and behaviours highlighted in **Annex 1**.

One scenario must be designed to specifically assess the apprentice's ability to demonstrate they work within the parameters of practice and know what to do should they be placed in a situation that would test the limits of these.

One scenario must pay particular regard to a health promotional activity.

The scenarios can be either written, picture or video. Each scenario presents the apprentice with a situation and then allows them to discuss with the assessor what they might have read or be seeing, how the situation could have occurred and what they would do in these circumstances. The assessor will also have prepared at least one discussion point for each domain that can be used to provide the apprentice with the opportunity to evidence the required skills, knowledge and behaviours. It is not necessary to use all the discussion points. Professional discussion is not simply a question and answer session but a two way dialogue between the apprentice and assessor. The assessor must not use prompts or questions that would lead the apprentice to meet the outcomes required of the assessment. End point assessment organisations will need to ensure that scenarios are of comparable demand and provides sufficient information for the apprentice to be able to use what they have seen, read or watched as the reference point for the evidence presented. To do this the End Point Assessment Organisation will ensure that:

- a written scenario is between 900 and 1000 words
- a video is 3 – 4 minutes in duration
- a picture used will be in colour and presents sufficient information to stimulate the discussion on the skills, knowledge and behaviours to be covered

The scenarios must provide the apprentice with the opportunity to cover all of the domains. However, they should not deliberately duplicate the domains to be covered between the scenarios by presenting information that would lead the apprentice to cover the same knowledge skills and behaviour or may unfairly restrict the opportunity to cover all of the required outcomes e.g. the scenarios would not present the apprentice with the opportunity to demonstrate the requirements from the Learning and Assessment or Research and Development domains. The nature of the role of the Nursing Associate means that inevitably there may be areas of skills or knowledge that the apprentice will evidence during both scenario discussions e.g. nursing care, communication, duty of care and candour and professional values. As the scenario's are not separately graded the

evidence provided from both professional discussions should be viewed holistically to ensure that apprentice has met all the required outcomes. Within the 90 minutes, the apprentice is allowed 15 minutes to read, look at or watch each scenario and make notes in preparation for the professional discussion.

A structured template designed by the End Point Assessment Organisation and including the prompts used will be used for the professional discussion to ensure consistency, to ensure that the professional discussion covers the following domains from the standard:

- Professional values and parameters of practice
- Person-centred approaches to care
- Delivering nursing care
- Communication and inter-personal skills
- Team-working and leadership
- Duty of care, candour, equality and diversity
- Supporting learning and assessment in practice
- Research, development and innovation

For retakes, the scenarios used should be different to those presented to the apprentice on the previous attempt/s. The End Point Assessment Organisation must therefore devise a bank of at least 20 scenarios. The End Point Assessment Organisation must refresh the scenarios every year.

Re-takes

Apprentices are only required to retake the element of the end-point assessment they have failed. Re-takes are permitted after 1 month and within 6 months but not after 6 months (unless the apprentice is deferred due to extenuating circumstances). The apprentice is permitted to re-take the end-point assessment twice within the permitted 6-month timeframe.

Apprentices who re-take the professional discussion assessment can only achieve a pass grade as a maximum. Apprentices who have passed the professional discussion are not permitted to retake for the purposes of improving their grade.

Grading Criteria

Observation

Where a question and answer session is required to cover requirements not emboldened, it must be assessed as part of the observation. The observation is ungraded above pass. The observation takes place in a real work setting where it is not possible to introduce variables that could be used to determine grade above pass.

Pass

The apprentice meets the standard by demonstrating all the skills, knowledge and behaviours in bold and at least one of the requirements not in bold.

Professional Discussion

The professional discussion is considered a single assessment and is given an overall grade by the independent assessor where:

Pass

The apprentice meets the standard by meeting all the skills, behaviours and knowledge requirements in bold from Annex 1.

Merit

The apprentice meets the standard by meeting all the skills, behaviours and knowledge requirements in bold from Annex 1 and a majority of the skills, knowledge and behaviours not in bold.

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 Apprenticeship end point 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"> • Participates fully in their training and development • Actively contributes to their performance review • Contributes to the decision on the timing of their end-point assessment
Employer	<ul style="list-style-type: none"> • Supports the apprentice throughout their training and development • Conducts reviews to monitor progress • Determines when the apprentice is competent and ready to attempt the end-point assessment
Training Provider that must be a Nursing and Midwifery Council Approved Education Institution (AEI)	<ul style="list-style-type: none"> • Provides on-going education and training for the apprentice • Provides tools and processes to support the apprentice • Carries out regular reviews with the apprentice and employer • Advises the employer when the apprentice is ready to undertake the end-point assessment.
Assessment Organisation	<ul style="list-style-type: none"> • Takes no part in the training of those apprentices for whom they complete end-point assessments • Devises assessment materials and administers the end-point assessment • Recruits and trains independent assessors • 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 • Undertakes annual standardisation and moderation activities • Actively participates in the quality assurance procedures described in this assessment plan
Assessor	<ul style="list-style-type: none"> • Assesses the observation and scenario based professional discussion

	<ul style="list-style-type: none"> • Determines the final apprenticeship grade
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Internal Quality Assurance

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

Education and Skills Funding Agency registered end-point assessment organisations develop the assessments and supporting materials. Assessments must be 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 apprenticeship end-point assessment organisation are able to carry out the end-point assessment. Assessors must:

- Be occupationally competent
Occupational competence must be at an individual function level which might mean different people being involved during the on-programme assessment however the assessor involved in the end point assessment must be occupationally competent across the whole of the standard
- Be a registered nurse in the specific field of practice of the Nursing Associates primary employer i.e. Adult, Children, Learning Disability or Mental Health
- Hold a formal assessor qualification

Assessment organisations are required, *as a minimum*, to hold an internal annual standardisation event for assessors, which focuses on current assessment practices and issues which have arisen. Requirements for moderation of evidence are that no less than 20% of each assessors decisions will be sampled.

End-point assessment organisations must:

- provide EPA guidance to apprentices, employers and training providers in relation to the requirements of the observation and professional discussion
- appoint and approve independent assessors to conduct the EPA initial grading, based on a check of requirements for independent assessors stated above
- ensure that independent assessors meet any legal requirements and have undertaken the necessary training in order to enter the apprentices workplace to undertake the assessment
- ensure the independent assessors make consistent and reliable assessment and preliminary grade judgements
- develop assessment tools and documentation in consultation with representative employers
- ensure that there is consistency and comparability in terms of the breadth and depth of each assessment, to ensure assessments are reliable, robust and valid
- consider evidence in relation to reasons for failing an EPA and confirm whether a grade higher than pass will be allowed for a re-take/re-sit, where the learner may have failed due to circumstances beyond their control.

- develop compensatory assessment for learners with special requirements to allow reasonable adjustments to be made to assess the knowledge, skills and behaviours of the apprentice through alternative assessment techniques. They must be designed to ensure judgements are not compromised
- provide guidance in relation to the EPA i.e. making reasonable adjustment, eligibility to enter EPA and conflict of interest.
- provide training for independent assessors in terms of the requirements of the operation and marking of the EPA tools and initial grading.
- provide training for independent assessors in undertaking fair and impartial assessment and making judgements about performance and the application of knowledge, skills and behaviours within a workplace setting.
- hold bi-annual events for independent assessors to ensure consistent application of the guidance.
- ensure assessment organisation moderation staff are trained in assessment and assurance processes and undertake regular continuing professional development.
- develop and manage a complaints and appeals procedure.

External Quality Assurance

External quality assurance is provided by Ofqual.

End-point Grading

The successful apprentice receives an overall grade of Pass, Merit or Fail and is determined by the independent assessor. The apprentice must pass both elements of the assessment for a final grade to be given.

Observation	Professional Discussion	Overall Grade
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Merit	Fail
Pass	Pass	Pass
Pass	Merit	Merit

Implementation of the Apprenticeship Assessment

Professional Recognition

It is expected that the occupation will be statutorily regulated by the Nursing and Midwifery Council from 2019.

Affordability

This approach to independent assessment has been tested with employers who have confirmed that it is the preferred approach. It is anticipated that there will be around 3000 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 10% 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.

The approach is expected to be manageable and feasible as the necessary expertise already exists within the sector and apprenticeship end-point assessment organisations are expected to tap into employer organisations when recruiting for independent assessors. Utilising existing expertise will ensure a sufficiency of qualified assessors with a good geographical spread.

Annex 1 – Professional Discussion Matrix

Through the scenario based professional discussion the apprentice must provide evidence of meeting all the requirements in bold. The End Point Assessment Organisation is responsible for designing the scenarios that will allow the apprentice to showcase these skills and knowledge outcomes.

Domain	You will be able to:	You will know and understand:
Professional values and parameters of practice	<ul style="list-style-type: none"> • Apply and promote safe and effective practice that places the individual and/or family/carer at the centre of care, in a manner that promotes individual wellbeing and self-care • Display a personal commitment to professional standards and ethical practice, operating within national and local ethical, legal and governance requirements • Act as a role model for others acting with probity and personal integrity in all aspects of practice, be truthful and admit to and learn from errors 	<ul style="list-style-type: none"> • How to exercise personal responsibility and work independently within defined parameters of practice, legislation and local policies • The limits of the role and when to escalate concerns and seek support • The responsibilities and professional values of a nursing associate and the nursing profession • The importance of personal health, resilience and wellbeing on personal performance and judgement
Person-centred approaches to care	<ul style="list-style-type: none"> • Deliver holistic, person centred nursing care • Engage actively with individuals, their families and/or carers by establishing their needs, wishes, preferences and choices and incorporate these into care planning • Ensure the rights of individuals are upheld and facilitate the resolution of any conflict arising • Act independently and in partnership with others to: ensure that the rights of individuals are not overlooked or compromised; and resolve conflict in situations where there may be refusal of care by individuals or their families 	<ul style="list-style-type: none"> • The principles of nursing practice in the assessment, planning, delivery and evaluation of care • The principles of person centred care including consent • How to safely adapt care or support plans to reflect changing need(s) • How to manage appropriate relationships with individuals and carers • How person-centred care enables individuals to be equal partners in their care
Delivering nursing care	<ul style="list-style-type: none"> • Deliver planned interventions under direction of Registered Nurse without direct supervision delivering care, at times, independently in line with an agreed and defined plan of care • Support healthcare professionals to assess, plan, deliver and evaluate care • Recognise and act upon, in a timely manner, early signs and/or deterioration using appropriate physiological or psychological assessments and observations 	<ul style="list-style-type: none"> • The appropriate diagnostic, decision making and problem solving skills needed to support the registered nurse or other appropriate healthcare professional • The structures and functions of the human body • Common physical, mental health and learning disability conditions • Infection prevention and control • The principles and practice of medicine management including:

	<ul style="list-style-type: none"> • Safely administer medication • Safely use invasive and non-invasive procedures, medical devices, and therapeutic, technological and pharmacological interventions • Work safely and learn from the assessment and evaluation of health and safety related incidents • raise health risks for discussion with individuals and undertake brief interventions (including key messages for major lifestyle risk factors) and assess evidence of effective interventions 	<ul style="list-style-type: none"> ○ the management of adverse drug events, adverse drug reactions, prescribing and administration errors and the potential repercussions for individuals, their families/carers, teams, departments and organisations ○ the statutory requirements in relation to mental health, mental capacity, children/young people and medicines, national service frameworks and other guidance • Concepts of behaviour change in health promotion, wellbeing and addressing health inequalities • the strengths and weaknesses of the nursing interventions required to deliver high-quality, person-centred care
Communication and inter-personal skills	<ul style="list-style-type: none"> • Communicate complex, sensitive information effectively and improve communication using a range of strategies with regard to person-centred care, duty of care, candour, equality and diversity to reduce conflict and complaints • Handle information and data in line with national and local policies and legislation 	<ul style="list-style-type: none"> • How to communicate with individuals, considering wide range of options and channels focusing on delivering and improving health and care services • The legislative, policy and local requirements and ways of working with information and data in relation to accuracy of recording, reporting, secure storage and confidentiality
Team-working and leadership	<ul style="list-style-type: none"> • To lead peers and others where appropriate • Use reflection to improve personal performance • Work effectively with others in teams and/or networks to deliver and improve services • Contribute to planning, management and optimisation of resources to improve services and promote equity in access to services • Contribute to and support quality improvement and productivity initiatives within the workplace • Assess and manage risk to individuals 	<ul style="list-style-type: none"> • The supervisory and leadership opportunities and roles for a nursing associate • The principles of working with others to deliver and improve services • Quality and service improvement, including the focus on unwarranted variation as a way of ensuring the right care in the right place at the right time • Health and social care leadership frameworks

Duty of care, candour, equality and diversity	<ul style="list-style-type: none"> • Safeguard and protect vulnerable adults and children • Manage tensions and conflicts between an individual's rights and a duty of care • Demonstrate the ability to treat all individuals, carers and colleagues with dignity and respect for their diversity, beliefs, culture, needs, values, privacy and preferences. • Demonstrate respect, kindness, openness, compassion and empathy for all individuals, carers and colleagues within the workplace and wider organisation 	<ul style="list-style-type: none"> • The legislation and principles underpinning safeguarding, duty of care, equality and diversity and the need for candour and the ways in which you are able to avoid acts or omissions which can reasonably be foreseen as likely to cause harm • The ways in which individuals can contribute to their own health and well-being and the importance in encouraging and empowering people to share in and shape decisions
Supporting learning and assessment in practice	<ul style="list-style-type: none"> • Act as a role model in terms of ongoing learning and development of professional knowledge, skills and capabilities. • Demonstrate the skills required for career-long CPD • Promote and actively support training, leading where appropriate, teaching, learning, supervision and assessment within the workplace • Contribute to the education and promotion of health and wellbeing in individuals, their families and/or carers. 	<ul style="list-style-type: none"> • The importance of Continuing Professional Development to ensure that professional knowledge and skills are kept up to date. • The educational theories that underpin learning and teaching in the clinical environment including health promotion and its impact on individuals • A knowledge of teaching, learning and assessment in the design and delivery of peer learning.
Research, development and innovation	<ul style="list-style-type: none"> • Apply critical analytical skills in a research/audit/service improvement context, working within an ethical framework • Contribute effectively to evidence-based audit procedures, research, development and innovation in the delivery of health and care. • Adhere to all ethical, legal, governance and quality assurance frameworks that pertain to research, development and innovation. 	<ul style="list-style-type: none"> • The role of research, innovation and audit in improving the quality of patient safety and nursing care • Methods of research and audit in their area of work and how these are used to interpret and apply new knowledge in health and social care. • The role of statutory and advisory regulatory bodies and the concept of evidence-based practice.