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| Application Pack |
| Scheduled Medicines for Midwives 2015 |

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# Submission preparation

The relevant accreditation standards for this application pack are the:

*[Programs Leading to Endorsement for Scheduled Medicines for Midwives Accreditation Standards 2015](http://www.anmac.org.au/sites/default/files/documents/Accreditation_Standards_for_Programs_Leading_to_Endorsement_for_Scheduled_Medicines_for_Midwives_2015.pdf)*

When preparing documentation for review it is important to keep in mind:

* readability – present documents in a clear and concise manner
* accessibility –readers may not have access to specialised software
* searchability –readers will need to be able to easily find the evidence that you’ve provided using search tools, bookmarks, tabs or accurately referenced pages.

Your submission will be divided into two sections:

* Part 1 - Application Pack
* Part 2 - Evidence in-line with the Accreditation Standards

To complete the application pack fill in the ‘evidence’ column by referencing the location of the information in your evidence documents, include appendix number, title, page numbers, and paragraph numbers as required or provide a hyperlink to the relevant sections. If you are submitting a modification to your currently accredited program you are only required to complete the standards that are directly relevant to the changes you are planning to make.

The glossary and abbreviations for these accreditation standards may provide further clarification and are available on the ANMAC website.

You are required to provide ANMAC with one hard copy of your submission documents and one electronic copy (USB or cloud based). Please make sure the electronic copy of the application pack is provided in Word format not as a PDF.

Send your completed submission to:

Executive Director   
Accreditation & Assessment Services  
Australian Nursing & Midwifery Accreditation Council  
GPO Box 400   
CANBERRA CITY ACT 2601

# Program details

### Contact information

|  |  |
| --- | --- |
| EDUCATION PROVIDER |  |
| ADDRESS OF HEAD OFFICE |  |
| HEAD OF DISCIPLINE (NAME AND TITLE) |  |
| PHONE NUMBER |  |
| EMAIL |  |
| PROGRAM CONTACT PERSON (NAME AND TITLE) |  |
| PHONE NUMBER |  |
| EMAIL ADDRESS |  |

### Program information

|  |  |
| --- | --- |
| PROGRAM |  |
| PROGRAM ABBREVIATION |  |
| PROGRAM OF STUDY COURSE CODE |  |
| REGISTRATION TYPE | Endorsement for Scheduled Medicines for Midwives |
| QUALIFICATION TYPE | Choose an item. |
| PROGRAM TYPE | Endorsement |
| ACCREDITATION TYPE | Choose an item. |
| SITES WHERE PROGRAM IS TO BE OFFERED |  |
| NO. OF STUDENTS TO BE ENROLLED PER COHORT |  |
| NO. OF COHORTS PER YEAR |  |
| PROGRAM LENGTH  Part time, Full time where applicable |  |
| MODES OF DELIVERY |  |
| ENTRY LEVEL ENGLISH LANGUAGE PROFICIENCY REQUIREMENT |  |

### ANMAC use only

|  |  |
| --- | --- |
| ANMAC ASSOCIATE DIRECTOR FOR PROFESSIONAL PROGRAMS |  |
| SUBMISSION RECEIVED |  |
| PRELIMINARY REVIEW DATE |  |
| ASSESSMENT TEAM (AT) MEMBERS |  |
| DATE OF FIRST TELECONFERENCE |  |
| DATE SITE VISIT INFORMATION AND COLLATED REVIEW SENT TO EDUCATION PROVIDER |  |
| DATE OF SITE VISIT(S) |  |
| FURTHER EVIDENCE RECEIVED DATE |  |
| DATES OF FOLLOW UP MEETINGS |  |

Program/units – theoretical and experiential learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program/unit codes (list all) | Program/unit title | No. of theoretical hours-lectures and tutorials | No. of experiential hours | |
| Laboratory & simulation | Professional experience off campus |
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| **Total** | | |  |  |

# Declaration

Academic integrity means honesty and responsibility in scholarship. This principle forms the foundation of the education system. The intellectual property of an education institution is central to the work and structures that support the business of the institution and it is essential that this work is protected. This declaration indicates acknowledgement of and adherence to this fundamental principle.

|  |
| --- |
| Academic integrity of submission  I, [insert name] declare that all documentation in this submission, or in support of this submission, is true and correct and is the original work of [insert name of education provider] except in so far as acknowledgement is made to other sources. I acknowledge that any reporting requirements, including the submission of an Annual Declaration confirming that the program is being delivered as accredited, is a general condition of accreditation.  Signature:  Date: |

# Standard 1: Governance

The education provider has established governance arrangements for the Endorsement for Scheduled Medicines program of study that develop and deliver a sustainable, high-quality education experience for students.

### Criteria

The education provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Current registration by the Tertiary Education Quality and Standards Agency (TEQSA) as an Australian university or other higher education provider[[1]](#footnote-1) . |  |  |
| * 1. Current accreditation of a midwifery program by the Australian university, or TEQSA for non-self-accrediting higher education providers, detailing the expiry date and any recommendations, conditions and progress reports related to the school. |  |  |
| * 1. Meeting the Australian Qualifications Framework requirements for a minimum Graduate Certificate (Level 8) award or credit towards such a program. |  |  |
| * 1. Current documented academic governance structure for the university or higher education provider and program provider (school conducting the program) that illustrates academic oversight. |  |  |
| * 1. Terms of reference for the relevant program advisory committees demonstrating partnerships with key stakeholders, including representatives with specific expertise in scheduled medicines and Aboriginal and Torres Strait Islander health professionals and communities. |  |  |
| * 1. Staff delegations, reporting relationships and the role of persons or committees involved in making decisions related to the program. |  |  |
| * 1. Governance arrangements between the university or higher education provider and the program provider that ensures responsiveness to accreditation requirements for ongoing compliance with accreditation standards. |  |  |

# Standard 2: Curriculum conceptual framework

The program provider makes explicit, and uses a contemporary conceptual framework for the program that encompasses the educational and practice philosophies which underpin the design and delivery of the program.

### Criteria

The program provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. A clearly documented and fully explained conceptual framework for the program, including a curriculum underpinned by:  1. quality use of medicines and safe prescribing 2. legal principles and legislative framework relevant to each state and territory 3. woman-centred midwifery philosophy 4. midwifery continuity of care philosophy 5. education philosophy 6. primary health care principles. |  |  |
| * 1. The incorporation of contemporary Australian and international best practice teaching, learning and assessment methodologies and technologies designed to enhance the delivery of curriculum content, accommodate differences in student learning styles, stimulate student engagement and promote understanding. |  |  |
| * 1. A program that is congruent with contemporary and evidence-based approaches to prescribing in midwifery practice and education and underpinned by principles of safety, quality and risk management. |  |  |
| * 1. Teaching and learning approaches that:  1. enable achievement of stated learning outcomes 2. facilitate the integration of theory and practice 3. scaffold learning appropriately throughout the program 4. encourage the application of critical thinking and reflective frameworks 5. engender deep rather than surface learning 6. encourage students to become self-directed learners 7. embed recognition that graduates take professional responsibility for their continuing competence and life-long learning 8. promote the desire and capacity to continue to use, and learn from, and contribute to research throughout the midwives’ careers 9. promote emotional intelligence, communication, collaboration and teamwork, cultural safety, ethical practice and leadership skills expected of midwives 10. incorporate an understanding of, and engagement with, intraprofessional and interprofessional learning for collaborative practice. |  |  |

# Standard 3: Program development and structure

The program of study is developed in collaboration with key stakeholders reflecting contemporary trends in midwifery, prescribing practice and education; complying in length and structure with the Australian Qualifications Framework for the qualification offered and enabling graduates to meet the NPS: National Prescribing Competency Framework.

### Criteria

The program provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Consultative and collaborative approaches to curriculum design and program organisation between academic staff, those working in midwifery practice, those with pharmacology and medication management expertise, students, consumers and other key stakeholders, including Aboriginal and Torres Strait Islander health professionals. |  |  |
| * 1. Contemporary midwifery, prescribing and education practice in the development and design of curriculum. |  |  |
| * 1. A map of subjects against the NPS: National Prescribing Competency Framework which clearly identifies the links between learning outcomes, assessments and required graduate competencies. |  |  |
| * 1. Descriptions of curriculum content and the rationale for its extent, depth and sequencing in relation to the knowledge, skills and behaviours expected of students. |  |  |
| * 1. Opportunities for student interaction with other health professions to support understanding of the multi-professional health care environment and facilitate interprofessional learning for collaborative practice. |  |  |
| * 1. Content and sequencing of the program that prepares students for workplace experience and incorporates opportunities for simulated learning. |  |  |
| * 1. Equivalence of subject outcomes for programs taught in Australia in all delivery modes (subjects delivered on-campus or in mixed-mode, by distance or by e-learning methods). |  |  |

# Standard 4: Program content

The program content delivered by the program provider comprehensively addresses the NPS: National Prescribing Competency Framework within the midwifery context and incorporates Australian and international best practice perspectives on midwifery practice.

### Criteria

The program provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. A comprehensive curriculum document, based on the conceptual framework that includes:  1. program structure and delivery modes, identifying online components 2. subject outlines 3. links between subject objectives, learning outcomes, learning assessments and the National Prescribing Competency Framework in the midwifery context 4. teaching and learning strategies 5. a prescribing in midwifery practice experience plan. |  |  |
| * 1. The program’s central focus is on contemporary prescribing in midwifery practice. In addition to the content required to meet the attainment of the NPS: National Prescribing Competency Framework, this includes:  1. comprehensive understanding of the relevant State and Territory Drugs and Poisons legislation and Pharmaceutical Benefits Scheme requirements 2. professional relationships and referral, including establishing collaborative arrangements with General Practitioners and Obstetricians and/or health services 3. comprehensive understanding of and ability to work with the Medical Benefits Schedule and Pharmaceutical Benefits Scheme. |  |  |
| * 1. Research and evidence-based inquiry underpinning all elements of the curriculum content and delivery. |  |  |
| * 1. Opportunities for intraprofessional and interprofessional learning and the development of knowledge, skills and behaviours for collaborative practice. |  |  |

# Standard 5: Student assessment

The curriculum incorporates a variety of approaches to assessment that suit the nature of the learning experience and robustly measure achievement of required learning outcomes, including a summative assessment of student performance against the current National Prescribing Competency Framework

### Criteria

The program provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Consistent approaches used for student assessment across teaching sites and modalities and how this approach is periodically reviewed and updated. |  |  |
| * 1. Clear statements about assessment and progression rules and requirements that are provided to students at the start of the program. |  |  |
| * 1. Level, number and context of assessments that are consistent with determining the achievement of the stated learning outcomes. |  |  |
| * 1. Formative and summative assessment types and tasks that exist across the program to enhance individual and collective learning as well as inform student progression. |  |  |
| * 1. Assessment approaches used to evaluate competence in the essential knowledge, skills and behaviours required for professional prescribing practice. |  |  |
| * 1. Appropriate assessments used in professional practice experience to evaluate students abilities to meet the National Prescribing Competency Framework within midwifery practice. |  |  |
| * 1. Ultimate accountability mechanisms in place for assessing students on their prescribing practice experience. |  |  |
| * 1. Procedural controls, fairness, reliability, validity and transparency controls in place to assess students. |  |  |
| * 1. Processes in place to ensure the integrity of online assessments. |  |  |
| * 1. Collaboration between midwifery service providers (where relevant) and teaching staff in selecting and implementing assessment methods. |  |  |
| * 1. Summative assessments of student achievement of competence against the current National Prescribing Competency Framework within midwifery practice, conducted by a health professional who is appropriately qualified, prepared and able to demonstrate current experience in assessing prescribing practice in an Australian midwifery context before program completion. |  |  |
| * 1. Clearly articulated models of supervision, support, facilitation and assessment being in place to enable students to achieve required learning outcomes and current National Prescribing Competency Framework within midwifery practice. |  |  |

# Standard 6: Students

The program provider’s approach to attracting, enrolling, supporting and assessing students is underpinned by values of transparency, authenticity, equal opportunity and an appreciation of social and cultural diversity.

### Criteria

The program provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Applicants being informed of the following prior to accepting an offer of enrolment:  1. modes for program delivery and location of professional practice experience placements 2. specific requirements for entry into the program, including English language proficiency 3. compliance with the National Law, by notifying the Australian Health Practitioner Regulation Agency, if a student is required to undertake professional practice experience and has an impairment that may place the public at risk of harm 4. specific requirements for right of entry to health services for prescribing in midwifery practice experience placements, including fitness for practice, immunisation and criminal history 5. NMBA requirements for endorsement for scheduled medicines for midwives. |  |  |
| * 1. Students being selected for the program based on clear, justifiable and published admission criteria. |  |  |
| * 1. Students having met the NMBA sufficient English language proficiency requirements prior to entering the program and having demonstrated they have the communication skills needed to successfully undertake academic experience and prescribing in midwifery practice experience requirements throughout the program. |  |  |
| * 1. Students being informed about, and having access to, appropriate support services, including counselling, health care and educational advisory services. |  |  |
| * 1. Processes in place enabling early identification of and support for students who are not performing well academically or clinically or have professional conduct issues. |  |  |
| * 1. Students having equal opportunity to attain the National Prescribing Competency Framework in midwifery practice without any influence of the program mode of delivery or program location. |  |  |
| * 1. Processes in place for student representation in and feedback on matters relating to governance and program management, content, delivery and evaluation. |  |  |
| * 1. Aboriginal and Torres Strait Islander midwives, possessing current registration with the NMBA, encouraged to enrol and provided with access to a range of support services. |  |  |
| * 1. Other groups underrepresented in the midwifery profession, especially those from culturally, socially and linguistically diverse backgrounds, encouraged to enrol and provided with access to a range of support services. |  |  |

# Standard 7: Resources

The program provider has adequate facilities, equipment and teaching resources, as well as staff who are qualified, capable and sufficient in number, to enable students to attain the National Prescribing Competency Framework in midwifery practice.

### Criteria

The program provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Staff, facilities, equipment and other teaching resources that are sufficient in quality and quantity for the anticipated student population and any planned increase. |  |  |
| * 1. Students having sufficient and timely access to academic and clinical teaching staff to support their learning. |  |  |
| * 1. A balance of academic, clinical, technical and administrative staff complement that is appropriate to meeting teaching, research and governance commitments. |  |  |
| * 1. Staff recruitment strategies that:  1. are culturally inclusive 2. reflect population diversity 3. take affirmative action to encourage participation from Aboriginal and Torres Strait Islander people. |  |  |
| * 1. Documented position descriptions for teaching staff that clearly articulate roles, reporting relationships, responsibilities and accountabilities. |  |  |
| * 1. The Head of Discipline responsible for midwifery curriculum development holds current Australian general registration as a midwife with no conditions relating to conduct or[[2]](#footnote-2) performance, holds a relevant post graduate qualification, maintains active involvement in the midwifery profession and has strong links with contemporary midwifery education and research. |  |  |
| * 1. Staff teaching, supervising and assessing prescribing practice in midwifery-related subjects have current Australian general registration as a midwife, with no conditions relating to conduct, and possess relevant clinical and academic preparation and experience. |  |  |
| * 1. Academic staff being qualified in midwifery practice for their level of teaching, to at least one tertiary qualification standard higher than the program being taught or with equivalent midwifery practice experience. |  |  |
| * 1. Qualifications and experience relevant to the subject areas being taught in cases where an academic staff member’s tertiary qualifications do not include midwifery. |  |  |
| * 1. Processes being in place to ensure academic staff have a sound understanding of contemporary midwifery research, scholarship and practice in the subject areas they teach. |  |  |
| * 1. Teaching and learning taking place in an active research environment in which academic staff are engaged in research and/or scholarship and/or generating new knowledge and in which areas of interest, publications, grants and conference papers are documented. |  |  |
| * 1. Policies and processes which verify and monitor academic and professional credentials, including current general registration as a midwife with no conditions relating to conduct, of current and incoming staff and which evaluate their performance and development needs. |  |  |

# Standard 8: Quality improvement and risk management

The program provider is able to assess and address risks to the program, its outcomes and students, and has a primary focus on continually improving the quality of the teaching and learning experience for students and the competence of graduates.

### Criteria

The program provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Responsibility for and control of program development, monitoring, review, evaluation and quality improvement being delegated to the school with oversight by the academic board and/or appropriate governance body. |  |  |
| * 1. Regular evaluation of academic and clinical supervisor effectiveness taking place using feedback from students and other sources. |  |  |
| * 1. Systems which monitor and, where necessary, improve staff performance. |  |  |
| * 1. Professional and academic development of staff taking place to advance knowledge and proficiency in teaching effectiveness and assessment. |  |  |
| * 1. Feedback gathered from the quality cycle being incorporated into the program to improve the experience of theory and practice learning for students. |  |  |
| * 1. Regular evaluation and revision of program content taking place which includes contemporary and emerging issues surrounding prescribing in midwifery practice, health care research, health policy and reform. |  |  |
| * 1. Students and staff being adequately indemnified for relevant activities undertaken as part of the program requirements. |  |  |

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| Further Comments |

1. For an explanation of provider categories see: TEQSA (2011), *Higher Education (Threshold Standards) 2011 Legislative Instrument*, Chapter 2. Viewed at: [www.teqsa.gov.au/higher-education-standards-framework](http://www.teqsa.gov.au/higher-education-standards-framework), on 2 October 2013. [↑](#footnote-ref-1)
2. For definitions related to conduct and performance within the *Health Practitioner Regulation National Law*, as in force in each State and Territory, (The National Law), see Part 1, Section 5. Viewed at: <https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/H/HealthPracRNatLaw.pdf> , on 22 April 2015. [↑](#footnote-ref-2)