

Review of Re-entry to the Register Enrolled Nurse Accreditation Standards Consultation

Owner: Accreditation

Audience: Stakeholders

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Contents

Executive summary	3
Aim of the review	3
Consultation process.....	3
How stakeholders can participate	4
Consultation questions	5
Proposed standards	5

Executive summary

The Re-entry to the Register Enrolled Nurse Accreditation Standards are undergoing review and development as part of ANMAC's cyclical review process. This will enable ANMAC to revise the standards to align them with the Nursing and Midwifery Board of Australia (NMBA) approved Enrolled Nurse Accreditation Standards (ENAS) 2017 and other ANMAC return to the register accreditation standards.

The Re-entry to the Register Enrolled Nurse (RTR-EN) Accreditation Standards are used to accredit and assess programs of study offered to previously registered enrolled nurses who no longer meet the NMBA's Recency of Practice Registration Standard¹. The NMBA is responsible for assessing and referring suitable candidates to a RTR-EN program.

This consultation paper outlines how stakeholders can submit feedback on the proposed standards. ANMAC asks stakeholders to share the paper among their networks to support wide-ranging consultation.

Aim of the review

The primary aim of ANMAC's cyclical review process is to ensure that accreditation standards are:

- contemporary and aligned with emerging research, policy and relevant industry guidance
- able to ensure that nurses are suitably educated and qualified to practise in a competent and ethical manner to the required NMBA standards for practice
- acceptable to the profession and relevant stakeholders
- supportive of innovation in the education of health practitioners
- acceptable to the community in supporting safe, accessible, quality care.

This review is to align RTR-EN Accreditation Standards with the NMBA approved ENAS and other NMBA approved re-entry to the register accreditation standards.

The review will be conducted in line with ANMAC's [Protocol for the review of nursing and midwifery accreditation standards](#), which is underpinned by the objectives of the National Registration and Accreditation Scheme (NRAS). These objectives are to:

- provide for the protection of the public by ensuring that only health practitioners who are suitably trained and qualified to practise in a competent and ethical manner are registered
- facilitate the provision of high-quality education and training of health practitioners
- enable the continuous development of a flexible, responsive and sustainable Australian health workforce and to enable innovation in the education of, and service deliver by, health practitioners.

This review process will be guided by NRAS's guiding principles of transparency, accountability, efficiency, effectiveness and fairness.

Consultation process

The Enrolled Nurse Accreditation Committee (ENAC) is overseeing the review and acting as an Education Reference Group (ERG) The ERG differs slightly in representation from a professional reference group discussed in the protocol for review of nursing and midwifery accreditation standards. The ENAC represents the nursing profession and shares insights into education, accreditation and practice. The ERG will report to ANMAC's Chief Executive Officer (CEO).

ERG Members are:

¹ Recency of Practice: Nursing and Midwifery Board of Australia; 2017. Available from: <https://www.nursingmidwiferyboard.gov.au/registration-standards/recency-of-practice.aspx>.

Ms Gabrielle Koutoukidis—Dean, Faculty of Health Science, Youth & Community Studies,
Holmesglen Institute of TAFE, VIC

Ms Julie Fereday—Director Health, North Metropolitan TAFE, WA

Professor Melanie Birks—Academic Head, Nursing and Midwifery, College of Healthcare Sciences,
James Cook University, QLD

Ms Robin Girle—Nurse Manager, Practice and Workforce Capability Services, St George Hospital &
Sutherland Hospital & Community Services, NSW

Ms Susan Hopkins—Education Manager, Community Services Health & Lifestyle TAFE SA, SA

Ms Kate McCluskey—Industry Relationship Lead Nursing, Health, Wellbeing and Community
Services, SkillsPoint TAFE NSW, NSW

Ms Corinne Op't Hoog—Course Development Coordinator, Australian Nursing and Midwifery
Federation Education Centre (Victoria Branch), VIC

Ms Virginia Stanley—Nurse Coordinator/Teacher Nursing Groups, Gordon Institute of TAFE, VIC

Dr Margaret Gatling—Director Accreditation Services, ANMAC.

Development of the first proposed of these standards included the following steps:

- mapping and alignment of the Australian Nursing and Midwifery Council 2009 RTR EN Accreditation Standards with ANMAC's 2017 ENAS
- Adaptation of key criteria to reflect content shared across ANMAC's return to the register accreditation standards
- Review and editing of proposed standards by the ERG and Strategic Accreditation Advisory Committee.

The proposed 2019 Return to the Register Enrolled Nurse Accreditation Standards are now presented in this consultation paper. Content found in this paper will also support stakeholders' consideration of key concepts relevant to the review of these standards and provide information to support stakeholder submission of feedback.

ANMAC asks that stakeholders share this consultation paper among their networks to support wide-ranging consultation.

How stakeholders can participate

Stakeholders are invited to provide feedback by written submission. The consultation will be open for 20 business days.

Written submissions must include the stakeholder's name and contact details (phone, email and address). They can be emailed to ANMAC:

standardsreview@anmac.org.au

or posted to:

Standards Review
Australian Nursing and Midwifery Accreditation Council
GPO Box 400
Canberra City ACT 2601

All written submissions will be published on ANMAC's website, unless the stakeholder has asked for the submission to remain confidential.

Material supplied in confidence should be clearly marked 'In confidence' and be provided as a separate attachment to non-confidential material.

Consultation questions

Question 1

Do the proposed accreditation standards enable education providers to design and deliver a program of study that ensures graduates, seeking to return to the register, have the required knowledge, skills and attitudes to meet the NMBA Enrolled nurse standards for practice? Please provide an explanation for your answer.

Question 2

Should any criteria be added? Please identify and provide an explanation for your answer.

Question 3

Should any criteria be deleted? Please identify and provide an explanation for your answer.

Question 4

Are the proposed workplace experience placement hours sufficient to ensure competence to return to the register as an enrolled nurse?

Question 5

Please provide any other feedback about the structure and/or content of the proposed standards.

Proposed standards

The proposed RTR-EN accreditation standards presented in Table 1 are aligned to the NMBA approved Enrolled Nurse Accreditation Standards 2017.

The Re-entry to the Register Enrolled Nurse Accreditation Standards are used to assess and accredit programs of study offered to previously registered enrolled nurses who no longer meet the National Board's Recency of Practice Registration Standard. Entry into programs of study require a letter of referral from the Australian Health Practitioner Regulation Agency on behalf of the NMBA.

Table 1: Proposed Return to the Register Enrolled Nurse Accreditation Standards 2019

Proposed Return to the Register Enrolled Nurse Accreditation Standards
Standard 1: Governance
The education provider has established governance arrangements for the nursing program of study that develop and deliver a sustainable, high-quality education experience for students, to enable them to meet the National Standards for Practice ² for the Enrolled Nurse.
The education provider must provide evidence of:
1.1 Current registration with the Australian Skills Quality Authority, or other state regulator ³ as an Australian education provider offering a Nursing and Midwifery Board of Australia (NMBA) Approved entry-to-practice enrolled nurse program.
1.2 Current NMBA Approved entry-to-practice enrolled nurse program of study.

² Enrolled nurse standards for practice, Nursing and Midwifery Board of Australia, 2016. Available from: <https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx>

³ Victorian Registration and Qualifications Authority or Training Accreditation Council Western Australia.

1.3 A program of study equivalent to Australian Qualification Framework minimum Level 5 program and issuance of a statement of completion or attainment by the education provider.
1.4 Current documented academic governance structure for the program provider that illustrates academic oversight of the Re-entry to the Register Enrolled Nurse program and promotes high-quality teaching and learning, scholarship, research and ongoing evaluation across all learning settings.
1.5 Terms of reference for relevant program advisory committees demonstrating partnership with key stakeholders, including partnerships with Aboriginal and Torres Strait Islander health professionals and communities.
1.6 Staff delegations, reporting relationships and the role of persons or committees in making decisions related to the program.
1.7 Governance arrangements that ensure responsiveness to accreditation requirements for ongoing compliance with accreditation standards.
1.8 Credit transfer or the recognition of prior learning not being available to students seeking entry into the proposed program.
1.9 Governance arrangements between the education provider and health service providers to monitor students' learning and teaching when undertaking workplace experience including, but not limited to, clinical teaching, supervision and assessment.

Standard 2: Curriculum conceptual framework
The program provider makes explicit and uses a contemporary conceptual framework for the program of study that incorporates an educational philosophy and a philosophical approach to enrolled nurse practice.
The program provider demonstrates:
2.1 A clearly documented and explained conceptual framework for the program, including underpinning educational and professional nursing philosophies.
2.2 The incorporation of contemporary Australian and international best practice teaching, learning and assessment methodologies and technologies to enhance the delivery of program content, accommodate differences in student learning styles and stimulate student engagement and learning.
2.3 A program of study that is congruent with contemporary and evidence-based approaches to enrolled nurse practice and education and underpinned by principles of safety and quality in health care. ⁴
2.4 Learning and teaching approaches that: <ul style="list-style-type: none"> a. enable achievement of stated learning outcomes b. facilitate the integration of theory and practice c. scaffold learning appropriately throughout the program d. encourage the development and application of reflective and analytical practice e. engender deep rather than surface learning f. encourage students to become self-directed learners g. embed recognition that graduates take professional responsibility for continuing professional development and life-long learning h. instil in students the desire and capacity to continue to use and learn from research and implement as evidenced-based care throughout their careers i. promote emotional intelligence, communication, collaboration and teamwork, cultural safety and ethical practice expected of an enrolled nurse j. incorporate an understanding of, and engagement with, intraprofessional and interprofessional learning for collaborative practice.

⁴ <https://www.safetyandquality.gov.au/national-priorities/australian-safety-and-quality-framework-for-health-care/>

Standard 3: Program development and structure
The program of study is developed in collaboration with key stakeholders reflecting contemporary trends in education and professional nursing; complying in length and structure with the Australian Qualifications Framework for the qualification offered and enabling graduates to meet the Nursing and Midwifery Board of Australia (NMBA) Enrolled nurse standards for practice. Workplace experience is sufficient to enable safe and competent enrolled nursing practice by program completion.
The program provider demonstrates:
3.1 Consultative and collaborative approaches to program design and program organisation between teaching staff, those working in health disciplines, students, consumers and other key stakeholders, including Aboriginal and Torres Strait Islander health professionals and communities.
3.2 Contemporary enrolled nursing and education practice in the development and design of the program.
3.3 A map of units against the NMBA Enrolled nurse standards for practice which clearly identifies the links between learning outcomes, assessments and required graduate outcomes.
3.4 Descriptions of program content and the rationale for its extent, depth and sequencing in relation to the knowledge, skills and behaviours expected of students.
3.5 Opportunities for student interaction with other health professions to support understanding of the multi-professional health care environment and facilitate intraprofessional and interprofessional learning for collaborative practice.
3.6 A minimum of 160 hours of successfully completed workplace experience, not inclusive of simulation activities, incorporated into the program.
3.7 Content and sequencing of the program of study, as well as the incorporation of simulated learning opportunities, that prepare students for workplace experience.
3.8 Workplace experience placements, undertaken in Australia, to consolidate the acquisition of competence and facilitate transition to practice. A summative assessment is made at this time against the NMBA Enrolled nurse standards for practice in the clinical setting.
3.9 Equivalence of unit outcomes for programs taught in Australia in all delivery modes in which the program is offered (units 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 Nursing and Midwifery Board of Australia's (NMBA) Enrolled nurse standards for practice and incorporates Australian best practice perspectives on enrolled nursing as well as existing and emerging international, national and regional health priorities.
The program provider demonstrates:
4.1 A comprehensive program content document structured around the conceptual framework that includes: <ul style="list-style-type: none"> a. program structure and delivery modes b. unit outlines that detail content, objectives, learning outcomes and associated assessment c. links between unit learning outcomes and their assessment and the NMBA Enrolled nurse standards for practice d. learning and teaching strategies e. a workplace experience plan demonstrating opportunities to meet the NMBA Enrolled nurse standards for practice.
4.2 The central focus of the program is enrolled nursing practice, comprising core health professional and specific enrolled nurse knowledge and skills and incorporating national and regional health priorities, health research, health policy and reform.
4.3 Research and evidence-based inquiry underpins all elements of program content and delivery.
4.4 Program content supports the renewal of knowledge and application of skills in: <ul style="list-style-type: none"> a. person-centred care

<ul style="list-style-type: none"> b. evidence-based care c. analytical and reflective practice d. legal, regulatory and ethical requirements for contemporary practice e. quality and safety principles f. health informatics and health technology g. cultural safety h. pharmacokinetics, pharmacodynamics and the quality use of medicines relevant to the enrolled nurse legislated scope of practice.
4.5 Inclusion of subject matter that gives students an appreciation of the diversity of Australian culture, develops their knowledge of cultural respect and safety, and engenders the appropriate skills and attitudes to enable culturally safe practice.
4.6 a) Aboriginal and Torres Strait Islander peoples', history, culture and health is taught from an Indigenous perspective as discrete subject matter. b) health outcomes relevant to Aboriginal and Torres Strait Islander peoples are embedded throughout the program.
4.7 The program is delivered within Australia, including workplace experience. Other learning experiences gained outside Australia are not included in the program's unit objectives, learning outcomes or assessment.

Standard 5: Student assessment
The program 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 Nursing and Midwifery Board of Australia (NMBA) Enrolled nurse standards for practice.
The program provider demonstrates:
5.1 Ultimate accountability for the assessment of students in relation to their workplace experience.
5.2 A consistent approach to student assessment across teaching sites and modalities that is periodically reviewed and updated.
5.3 Clear statements about assessment and program progression requirements are provided to students on program commencement and at the start of each unit.
5.4 The level, number and context of assessments are consistent with determining the achievement of the stated learning outcomes.
5.5 Both formative and summative assessment types and tasks exist across the program to enhance individual and collective learning as well as inform student progression.
5.6 A variety of assessment approaches across a range of contexts to evaluate competence in the essential knowledge, skills and behaviours required for enrolled nurse practice.
5.7 Validated instruments are used in workplace experience assessment to evaluate student knowledge, skills, behaviours and achievement of the NMBA Enrolled nurse standards for practice.
5.8 Assessments include the appraisal of competence in pharmacokinetics, pharmacodynamics and the quality use of medicines relevant to the enrolled nurse legislated scope of practice.
5.9 Evidence of procedural controls, fairness, reliability, validity and transparency in assessing students.
5.10 Processes to ensure the integrity of assessment across all modes.
5.11 Collaboration between students, health service providers and teaching staff in selecting and implementing assessment methods.
5.12 Summative assessment of student achievement of the NMBA Enrolled nurse standards for practice conducted by a registered nurse in an Australian clinical context close to program completion.

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.
The program provider demonstrates:
6.1 Applicants are informed of the following before accepting an offer of enrolment: <ol style="list-style-type: none"> a. the need to provide a current NMBA letter of referral stating eligibility for a re-entry program when applying to enter the program b. requirements for registration as specified in the NMBA Re-entry to practice policy⁵ c. modes for program delivery and location of professional experience placements d. students are required to provide evidence of having sufficient language, literacy and numeracy skills to successfully undertake the program's academic and workplace experience requirements, prior to commencing the program e. that education providers will, under Health Practitioner Regulation National Law Act (2009), register students with the NMBA⁶ and notify the Australian Health Practitioner Regulation Agency if a student undertaking clinical training has an impairment⁷ that may place the public at substantial risk of harm f. specific requirements for right of entry to health services for workplace experience g. NMBA requirements for registration as an enrolled nurse including, but not limited to, the registration standard on English language skills.
6.2 Students are selected for the program based on clear, justifiable and published admission criteria.
6.3 Students are informed about, and have access to, appropriate support services, including counselling, health care and academic advisory services.
6.4 Processes to enable early identification of and support for students who are not achieving academic learning outcomes or with conduct issues.
6.5 All students have equal opportunity to meet the NMBA Enrolled nurse standards for practice. The mode or location of program delivery should not influence this opportunity.
6.6 Processes for student representation and feedback in matters relating to governance and program management, content, delivery and evaluation.
6.7 Affirmative action strategies are adopted to support the enrolment of Aboriginal and/or Torres Strait Islander students and a range of supports are provided to students as needed.
6.8 Policies are adopted to support the enrolment of students from culturally, socially and linguistically diverse backgrounds, and a range of supports are offered to these students.
6.9 Affirmative action strategies are adopted to support people with diverse academic, work and life experiences to enrol in the program.

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 meet the Nursing and Midwifery Board of Australia (NMBA) Enrolled nurse standards for practice.
The program provider demonstrates:
7.1 Staff, facilities, online tools, equipment and other teaching resources are sufficient in quality and quantity for the anticipated student population and any planned increase.

⁵ Available from: <https://www.nursingmidwiferyboard.gov.au/Registration-and-Endorsement/reentry-to-practice.aspx>

⁶ Student registration: Nursing and Midwifery Board of Australia, 2017. Available from: <https://www.nursingmidwiferyboard.gov.au/Registration-and-Endorsement/Student-Registration/Fact-sheet-education-providers.aspx>

⁷ Definition available from: <https://www.ahpra.gov.au/Registration/Graduate-Applications-for-Registration-FAQs/Registration-Standards-FAQs.aspx#impairment>

7.2 Students have sufficient and timely access to program and clinical teaching staff to support their learning.
7.3 A balance of teaching, clinical, technical and administrative staff appropriate to meeting research or scholarship, governance and teaching commitments.
7.4 Staff recruitment strategies: <ol style="list-style-type: none"> a. are culturally inclusive and reflect population diversity b. take affirmative action to encourage participation from Aboriginal and/or Torres Strait Islander peoples.
7.5 Documented position descriptions for teaching staff, clearly articulating roles, reporting relationships, responsibilities and accountabilities.
7.6 The Head of Discipline is registered with the NMBA as a registered nurse with no conditions relating to conduct or performance and holds a post graduate tertiary qualification relevant to their discipline.
7.7 Staff teaching enrolled nurse practice related units are registered with the NMBA as an enrolled nurse or registered nurse, with relevant clinical and academic preparation and experience.
7.8 Teaching staff are qualified in the relevant discipline for their level of teaching, to at least one qualification standard higher than the program of study being taught or with equivalent professional experience.
7.9 In cases where a teaching staff's tertiary qualifications do not include nursing, that their qualifications and experience are relevant to the unit(s) they are teaching.
7.10 Processes to ensure teaching staff demonstrate a sound understanding of contemporary nursing research, scholarship and practice in the unit(s) they teach.
7.11 Learning and teaching are underpinned by research, staff are engaged in scholarship, areas of interest, publications, grants and conference papers are documented.
7.12 Policies and processes to verify and monitor the academic and professional credentials, including registration, of current and incoming staff and evaluate their performance and development needs.

Standard 8: Management of workplace experience
The program provider ensures that every student is given supervised workplace experiences conducted in an environment(s) providing suitable opportunities and conditions for students to attain the Nursing and Midwifery Board of Australia (NMBA) Enrolled nurse standards for practice.
The program provider demonstrates:
8.1 Constructive relationships and clear contractual arrangements with all health providers through which students gain their workplace experience, and processes to ensure these are regularly evaluated and updated.
8.2 Risk management strategies in all environments where students are placed to gain their workplace experience and processes to ensure these are regularly reviewed and updated.
8.3 Workplace experiences being in a place that are appropriate to enable students to meet the current NMBA Enrolled nurse standards for practice.
8.4 Each student is provided with quality and appropriate workplace experiences reflecting the major health priorities and broad landscape of enrolled nurse practice. Opportunities are provided for intraprofessional and interprofessional learning and the development of knowledge, skills and behaviours for collaborative practice.
8.5 Clearly articulated models of supervision, support, facilitation and assessment are in place for all workplace settings, so students can achieve the required learning outcomes and the NMBA Enrolled nurse standards for practice.
8.6 Academics, nurse clinicians and other health professionals being engaged in supervising and supporting students during workplace experiences are adequately prepared for this role and seeking to incorporate contemporary and evidence-based Australian and international perspectives on nursing practice.
8.7 Assessment of student practice against the NMBA Enrolled nurse standards for practice, within the context of the workplace experience, is undertaken by an appropriately qualified registered nurse

8.8 Appropriate resources are provided, monitored and regularly evaluated to support students while on workplace experience.

Standard 9: 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 learning and teaching experience for students and the competence of graduates.

The program provider demonstrates:

9.1 The ability to assess and address risks to the program, its outcomes and students, with a primary focus on continually improving the quality of the teaching and learning experience for students and the competence of graduates.

9.2 Regular evaluation of teaching staff and clinical supervisor effectiveness using feedback from students and other sources, as well as systems to monitor and, where necessary, improve staff performance.

9.3 Professional and academic development of staff to advance knowledge and competence in teaching effectiveness and assessment.

9.4 Feedback gained from the quality cycle is incorporated into the program of study to improve the experience of theory and practice learning for students.

9.5 Regular evaluation and revision of program content to include contemporary and emerging issues surrounding enrolled nursing practice, health care research and health policy and reform.

9.6 Students and staff are adequately indemnified for relevant activities undertaken as part of program requirements.