



Australian
Nursing & Midwifery
Accreditation Council

Enrolled Nurse
Accreditation Standards 2017

enrolled nurse



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Published by the Australian Nursing and Midwifery Accreditation Council (ANMAC), Canberra, January 2017.

ISBN: 978-0-646-97293-0

This document is online at www.anmac.org.au/publications

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Acknowledgements

The Board of the Australian Nursing and Midwifery Accreditation Council (ANMAC) gratefully acknowledges the expertise, time and commitment contributed by each member of the Expert Advisory Group (EAG) to review and update these Enrolled Nurse Accreditation Standards. EAG membership comprised:

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- Ms Jackie Doolan, ANMAC, Associate Director, Project Lead.

ANMAC would like to acknowledge the expert advice provided by Professor Leslyanne Hawthorne, Centre for Health Policy, University of Melbourne, when revising content relating to English language skills assessment.

ANMAC also acknowledges the individuals and representatives of organisations who participated in the consultation forums, provided a submission or responded to the electronic surveys during the consultation period.

The intellectual input, collective wisdom and critical thinking provided exemplified the goodwill and professionalism of those committed to advancing the nursing profession in Australia.

ANMAC commends these accreditation standards to the Nursing and Midwifery Board of Australia and acknowledges the NMBA's support in their review and revision.

1 Preamble

1.1 Enrolled nurse education in Australia

Enrolled nurse programs of study support students to achieve the Nursing and Midwifery Board of Australia (NMBA) Enrolled nurse standards for practice. This ensures graduates are able to practice safely and competently with the required attitude, knowledge and skills.

Enrolled nurse education occurs in the Vocational Education and Training (VET) sector and requires students to complete an NMBA approved Diploma of Nursing program through a private or public Registered Training Organisation (RTO) registered with the Australian Skills Quality Authority (ASQA) or other state regulator¹. The program's structure, design and content is derived from a National Health Training Package, which ensures consistency with Australian Qualification Framework (AQF) requirements and national practice standards.⁽¹⁾ The National Health Training Package is also sequenced to prepare students for workplace experience. Graduates of an NMBA approved program of study can apply to register with the NMBA to practice as an enrolled nurse.

1.2 Health practitioner regulation

The *Health Practitioner Regulation National Law Act 2010* (the National Law), enacted in July 2010, is the national law by which the National Registration and Accreditation Scheme for health practitioners is instituted.

The scheme has six objectives, one of which is to:

...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.⁽²⁾

According to the National Law, graduates must have successfully completed an ANMAC accredited and NMBA approved enrolled nurse program of study to be eligible to apply for NMBA registration.

The Australian Nursing and Midwifery Accreditation Council (ANMAC) is responsible for monitoring education providers and programs of study that provide a qualification for the purposes of registration in nursing and midwifery. In addition, through a process of cyclical review, ANMAC maintains the integrity and effectiveness of accreditation standards that underpin the accreditation of programs of study under its mandate.

Professional education accreditation is concerned with the quality of the profession and its work, from the perspective of the public interest and community safety. It is part of a broader process of assuring the community that, having completed an approved program of study, beginning practitioners have achieved agreed professional outcomes and are able to practise in a safe and competent manner because they are equipped with the necessary foundation knowledge, professional attitudes and essential skills. This process, however, relies on two fundamental principles:

1. That the education providers themselves are authorised to issue the relevant qualification and are evaluated to assure continued quality learning outcomes for their graduates.
2. That there is a set of agreed and contemporary practice standards for the profession, against which the capability of graduates of programs is assessed.

¹ Other state regulators include Training and Accreditation Council, Western Australia and the Victorian Registration and Qualification Authority

The first principle is discussed in Section 1.3. The second relates to the NMBA Enrolled nurse standards for practice, that came into effect on 1 January 2016. These standards articulate the core practice standards that provide a framework for assessing those wanting to obtain and retain registration as an enrolled nurse in Australia. Education providers use the standards when developing enrolled nurse programs of study and assessing student performance. Employers use them when evaluating registrant performance.

The accreditation process administered by ANMAC is an efficient and effective proxy for externally assessing graduates against standards for practice. Professional program accreditation must balance ensuring professional standards are protected without inhibiting diversity and innovation or constraining continuous quality improvement. As with the national standards for practice, the national accreditation standards are regularly reviewed to ensure relevance in the light of changes in health and education legislation, policy, delivery and ethos.

1.3 Vocational Education and Training sector regulation

ASQA is the regulatory body for the VET sector across all states and territories, with the exception of Victoria and Western Australia, which have retained state regulatory bodies.⁽³⁾

- ASQA maintains the quality of the VET sector through effective regulation of:
- VET providers
- accredited VET courses
- Commonwealth Register of Institutions and Courses for Overseas Students providers including those delivering English Language Intensive Courses to Overseas Students.⁽⁴⁾

ASQA's regulatory functions are supported by a framework of legislation and standards which is referred to as the 'VET Quality Framework'.⁽⁵⁾ This framework includes the Standards for Registered Training Organisations 2015, the purpose of which is to:

- set out the requirements that an organisation must meet to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of needs of learners and enterprises.⁽⁶⁾

The Australian Qualification Framework (AQF) is another component of the VET Quality Framework. The AQF is the national policy for regulated qualifications in Australian education and training. ⁽⁷⁾ It stipulates the learning outcomes expected within each AQF level and qualification type. It expresses these as dimensions of knowledge, skills and their application. This ensures the integrity of qualifications and standardises them across education providers, settings and delivery modes.

ASQA cyclically reviews courses and training providers to ensure their continued compliance with the VET Quality Framework.

Training packages

ASQA assesses and monitors an RTO's ability to deliver training and assessment in accordance with training package requirements. RTOs that have been authorised by ASQA to deliver training package qualifications or units of competency (training products), have these added to their scope of registration. ASQA can take regulatory action against a RTO if it is found not to comply with training package requirements.⁽⁸⁾

ASQA's quality assurance role in the delivery of training products does not extend to their development, endorsement or maintenance.

As stated on the ASQA website, Skills Service Organisations (SSOs) (formerly Industry Skills Councils) create training packages in response to a nationally recognised training need. SSOs develop and validate training packages by way of a policy-driven process that includes extensive research and consultation with industry stakeholders.

A training package will specify for the RTO the skills and knowledge required to perform effectively in the workplace. It does not advise RTOs on how learners should be trained. A training package comprises:

- units of competency—specifies the required skills and knowledge for effective performance in a workplace context
- a qualifications framework—groups of units of competency ranging from Certificate I to Graduate Diploma level
- assessment guidelines—identifies assessment processes and industry’s preferred approach to assessment.(8)

SSOs also supply a Companion Volume Implementation Guide to support RTOs in the implementation of the training package.

Training packages that are Government endorsed and approved for use throughout Australia, are uploaded to the national register: training.gov.au Once published, RTOs are required to transition to delivering the new product within a specified time frame.

When a training package is updated and deemed equivalent to the superseded product, ASQA will automatically add the training product to relevant RTOs scopes of registration.

The current qualification for the Diploma of Nursing (HLT54115), derived from the National Health Training Package, was deemed by the SSO to be ‘non-equivalent’ to the superseded product (HLT51612). As a consequence, RTOs were required to apply to ASQA to have this Diploma of Nursing qualification added to their scope of registration.

A RTO’s scope of registration can be viewed on the national register: training.gov.au

1.4 Review of the Enrolled Nurse Accreditation Standards

In February 2009, the Australian Nursing and Midwifery Council published the ‘Enrolled Nurses Standards and Criteria for the Accreditation of Nursing and Midwifery Courses Leading to Registration, Enrolment, Endorsement and Authorisation in Australia – with Evidence Guide’. These were subsequently approved by the, then, newly established NMBA.(9)

As part of the cyclical review of all accreditation standards, the ANMAC Board authorised the review of these accreditation standards to start in July 2015 with stakeholder engagement to be implemented in accordance with Section 46(2) of the National Law, which states:

In developing an accreditation standard for a health profession, an accreditation authority must undertake wide-ranging consultation about the content of the standard.(10)

The ANMAC Board convened an EAG (members are listed in Acknowledgements) to oversee the review. The EAG guided project planning, document development, stakeholder engagement and feedback synthesis. ANMAC sent a letter of invitation to a wide range of stakeholders outlining opportunities for participation. Feedback options included completing an online survey, sending a written submission and/or attending any of the four consultation forums.

The review was an iterative process that included two stages of consultation. Each stage had a separate consultation paper that was made accessible to stakeholders via the ANMAC website, for a period of 6 weeks.

Stage 1—first consultation paper

The first consultation paper and first version of the revised standards was researched and drafted by ANMAC staff, edited by the EAG and approved by ANMAC's Standards Accreditation and Assessment Committee (now disbanded). The paper was circulated to stakeholders in October 2015, with an invitation to attend any of three consultation forums held in Sydney, Melbourne and Adelaide.

The consultation paper encompassed the background, context, purpose and process of the review. It also outlined practice, professional and policy matters shaping Australian health care and the enrolled nurse practice landscape and, as a consequence, enrolled nurse education. The paper also noted an absence of international equivalency with the Australian enrolled nurse role and education programs. Further, it acknowledged the lack of high-level evidence or useful international benchmarks to guide the design and delivery of enrolled nurse programs.

With this background information, stakeholders were asked to consider and provide their perspectives on key content areas in the first version of the revised accreditation standards, including:

- Program development and structure—whether a minimum of 400 hours of workplace experience, not inclusive of simulation activities, should continue to be stipulated in the revised standards.
Feedback indicated majority support for the continuation of this stipulation.
- Program content—whether content in the National Health Training Package and content in the current accreditation standards relating to chronic disease and mental health were adequately encompassed by proposed revisions to relevant criteria.
Feedback indicated majority support for proposed program content revisions.
- Student assessment—whether there were facilitators or barriers in the current system to the assessment of students' English language skills (ELS) before undertaking workplace experience. Also whether, as part of this ELS assessment, a required minimum level for students' ELS should be stipulated in the revised standards.
Feedback indicated that current pre-enrolment ELS testing and specific types of learning and teaching approaches facilitated the assessment of students' English language proficiency before undertaking workplace experience. Reported barriers to undertaking this assessment were the lack of resources, valid and reliable assessment tools, and standardised processes. Feedback also indicated majority support for stipulating a minimum ELS requirement in the revised standard.
- Stakeholders were also asked to review the standards as a whole and to consider their effectiveness and relevance in providing guidance to providers of enrolled nurse education.
Feedback indicated overall support for the first version of the revised standards, however, there were numerous suggestions for improvement in criteria wording and glossary terms.

The EAG reviewed and synthesised all stakeholder feedback. Outcomes from this process lead to a period of further research and expert consultation, which informed content changes in the next version of the revised standards.

Stage 2—second consultation paper

The second consultation paper, released in January 2017, provided stakeholders with an overview of Stage 1 outcomes. The paper went on to examine available evidence relating to minimum levels of ELS and language, literacy and numeracy (LLN) skills required by students studying in Australian VET and tertiary sectors. Stakeholders were asked to consider this evidence and proposed criteria aimed at establishing enrolled nurse program entry requirements.

Further in Stage 2, stakeholders were invited to attend a summative forum, held in Brisbane. Facilitated discussion at the forum focused on proposed revisions to the standards and content areas of interest to stakeholders.

After reviewing all stakeholder feedback from Stage 2, the EAG met to finalise standards or criteria that stakeholders had commented on. The EAG paid particular attention to criteria stipulating minimum level requirements for students' ELS and LLN skills on program entry.

1.5 Regulatory impact assessment

During the review of the Enrolled Nurse Accreditation Standards, ANMAC undertook a preliminary assessment of the potential regulatory impact of proposed revisions to the standards. This assessment is required by the Australian Government's Office of Best Practice Regulation to ensure that national standard setting agencies, such as ANMAC, have explored the impact of regulation, standards and other quasi-regulation before implementation.

Development of the preliminary assessment was guided by Government resource documents (11, 12) and considered such matters as the benefits and burdens of introducing the revised accreditation standards and the potential impact on stakeholders.

ANMAC's preliminary assessment was submitted to the Office of Best Practice Regulation, which considered the proposed revisions to the NMBA-approved national accreditation standards to be minor and requiring no further regulatory impact assessment.

1.6 Ratification and approval

While ANMAC is responsible for developing the accreditation standards, the NMBA—under section 47(2) of the National Law—decides whether to approve them or ask the accreditation authority to review them.

The EAG and ANMAC's Chief Executive Officer reviewed the final draft of the Enrolled Nurse Accreditation Standards before presenting them to the ANMAC Board to ratify. After ratification, the Enrolled Nurse Accreditation standards were submitted to the NMBA for consideration of their approval.

These standards were approved by the NMBA on 24 May 2017.

2 Introduction

2.1 Purpose of the ANMAC accreditation process

Professional program accreditation is concerned with the quality of the nursing profession and its work, on behalf of public interest and public safety. In contrast, accreditation (or similar assessment) by national education regulators, such as TEQSA or ASQA, is concerned with quality assurance and risk management. Accreditation by these types of regulators complements professional program accreditation. It is therefore a requirement for ANMAC to assess nursing and midwifery programs of study for accreditation.

ANMAC accreditation evaluates whether education providers, on the evidence they provide, can ensure program graduates have the common and transferable skills, knowledge, behaviours and attitudes as articulated in the relevant national competency standards or standards for practice.

ANMAC's process of accreditation involves comprehensively examining a higher education provider's:

- governance system and quality management framework
- student enrolment processes
- conceptual framework
- structure and content
- learning and teaching approaches
- student support, assessment and workplace experience.

Periodic accreditation of nursing and midwifery programs stimulates education providers to review and assess their own programs. It enables providers to validate the strengths of existing programs, identify areas for improvement and introduce new learning and teaching initiatives.

ANMAC accreditation, therefore, contributes to ensuring public safety and supports, where possible, diversity, innovation and evolution in nursing and midwifery education.

2.2 Enrolled Nurse Accreditation Standards

The Enrolled Nurse Accreditation Standards detail the minimum requirements that RTOs must meet if they want their program of study to be accredited by ANMAC. Graduates cannot apply to register with the NMBA unless their program of study is accredited by ANMAC and approved by the NMBA.

A summary of the nine Enrolled Nurse Accreditation Standards is tabled in Section 3.

2.3 Using the Enrolled Nurse Accreditation Standards

The Enrolled Nurse Accreditation Standards are designed principally for use by education providers seeking to accredit a Diploma of Nursing program of study. ANMAC's Associate Directors, the Enrolled Nurse Accreditation Committee and members of ANMAC assessment teams evaluate programs against these standards and make recommendations to the ANMAC Board for decision making.

While the standards are principally for use by education providers, they are also useful for anyone interested and involved in the education of enrolled nurses.

RTOs seeking accreditation are required to complete an application pack that incorporates the Enrolled Nurse Accreditation Standards 2017 and guidance on addressing them. ANMAC regularly reviews and updates this guidance to help education providers prepare their submissions.

Other materials to assist education providers include the:

- National Accreditation Guidelines: Nursing and Midwifery Education Programs—describes the structures, personnel and processes for accrediting nursing and midwifery education providers and programs of study
- ANMAC Assessor Handbook—provides an overview of the accreditation process.

All ANMAC materials to assist education providers, including the application pack, are available at www.anmac.org.au

3 Enrolled Nurse Accreditation Standards

This is a summary table of each standard in the Enrolled Nurse Accreditation Standards.

STANDARD 1: GOVERNANCE

The education provider has established governance arrangements for the enrolled nurse program of study that develop and deliver a sustainable, high-quality education experience for students, to enable them to meet the Nursing and Midwifery Board of Australia (NMBA) Enrolled nurse standards for practice.

STANDARD 2: CONCEPTUAL FRAMEWORK

The program provider makes explicit, and uses a contemporary conceptual framework for the enrolled nurse program of study that incorporates an educational philosophy and a philosophical approach to enrolled nurse practice.

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 (AQF) for the qualification offered and enabling graduates to meet the NMBA Enrolled nurse standards for practice. Workplace experience is sufficient to enable safe and competent enrolled nursing practice by program completion.

STANDARD 4: PROGRAM CONTENT

The program content delivered by the program provider comprehensively addresses the 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.

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 NMBA Enrolled nurse standards for 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.

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 NMBA Enrolled nurse standards for practice.

STANDARD 8: MANAGEMENT OF WORKPLACE EXPERIENCE

The program provider ensures that every student is given a variety of supervised workplace experiences conducted in environments providing suitable opportunities and conditions for students to attain the NMBA Enrolled nurse standards for practice.

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.

Standard 1: Governance

The education provider² has established governance arrangements for the enrolled nurse program of study that develop and deliver a sustainable, high-quality education experience for students, to enable them to meet the NMBA Enrolled nurse standards for practice. (13)

Criteria

The education provider must provide evidence of:

- 1.1 Current registration by the Australian Skills Quality Authority (ASQA) or other state regulator³, as an Australian Registered Training Organisation (RTO).
- 1.2 Current accreditation of the enrolled nurse program of study by ASQA, or other state regulator, detailing the expiry date and recommendations, conditions and progress reports related to the education provider.
- 1.3 Listing on the national register for training in Australia of an approved scope that incorporates the qualification of Diploma of Nursing, derived from the current National Health Training Package, at Australian Qualification Framework (AQF) Level 5.
- 1.4 Current documented academic governance structure for the RTO conducting the program which ensures academic oversight of the program and promotes high-quality learning and teaching scholarship and ongoing evaluation across all learning settings.
- 1.5 Terms of reference for relevant education provider committees and advisory and/or consultative groups, including consumer representation and 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 decision making related to the program.
- 1.7 Governance arrangements of the RTO that are responsive to requirements for ongoing compliance with the Enrolled Nurse Accreditation Standards.
- 1.8 Policies relating to credit transfer or the recognition of prior learning that are consistent with AQF national principles and the graduate's ability to meet the NMBA Enrolled nurse standards for practice.
- 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.

² Refer to glossary for an operational definition of education provider.

³ Includes registration by Training and Accreditation Council, Western Australia and the Victorian Registration and Qualification Authority

Standard 2: Conceptual framework

The program provider makes explicit, and uses a contemporary conceptual framework for the enrolled nurse program of study that incorporates an educational philosophy and a philosophical approach to enrolled nurse practice.

Criteria

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 care⁴.
- 2.4 Learning and teaching approaches that:
 - 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 Including the current *Australian Safety and Quality Framework for Health Care* released by the Australian Commission on Safety and Quality in Health Care. Viewed at: www.safetyandquality.gov.au/wp-content/uploads/2012/01/32296-Australian-SandQ-Framework1.pdf on 5 February 2015.

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.

Criteria

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 intra professional and interprofessional learning for collaborative practice.
- 3.6 A minimum of 400 hours of successfully completed workplace experience as an enrolled nursing student, not inclusive of simulation activities, incorporated into the program and providing exposure to a variety of health care settings that support achievement of the NMBA Enrolled nurse standards for practice.
- 3.7 Content and sequencing of the program of study, as well as the incorporation of simulated learning opportunities, prepare students for workplace experience.
- 3.8 Workplace experience included as soon as is practically possible in the first year of study to facilitate early engagement with the professional context of nursing.
- 3.9 Workplace experience placements toward the end of the program, 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.
- 3.10 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).
- 3.11 Where the structure of the program allows for multiple entry pathways for which students receive credit or advanced standing (other than on an individual basis), evidence that each pathway meets ANMAC's Enrolled Nurse Accreditation Standards.

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.

Criteria

The program provider demonstrates:

- 4.1 A comprehensive program content document structured around the conceptual framework that includes:
 - 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 development and application of knowledge and skills in:
 - a. person-centred care
 - b. evidence-based care
 - c. analytical and reflective practice
 - d. legal, regulatory⁵ and ethical requirements for contemporary practice
 - e. quality and safety principles
 - f. health informatics and health technology⁶
 - g. cultural safety.
- 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.

⁵ As detailed in NMBA policies, standards, guidelines and codes—available at www.nursingmidwiferyboard.gov.au/

⁶ Refer to ANMAC Health informatics and health technology: an explanatory note—available at www.anmac.org.au/sites/default/files/documents/20150130_Health_Informatics_Technology_Explanatory_Note.pdf

- 4.6 Inclusion of a discrete unit specifically addressing Aboriginal and Torres Strait Islander peoples' history, health, wellness, culture and culturally safe practice. Health conditions prevalent among Aboriginal and Torres Strait Islander peoples, including the impacts of racism on health, are also appropriately embedded into other units within the program.
- 4.7 The Diploma of Nursing qualification, as derived from the National Health Training Package, is delivered within Australia, including workplace experience.⁷ Other learning experiences gained outside Australia are not included in the program's unit objectives, learning outcomes or assessment.
- 4.8 Elective units⁸ in the program are relevant to the community's health priorities as determined through consultation with key stakeholders, including industry representatives.

⁷ Due to there being no international equivalency in enrolled nurse practice or education, off shore components of enrolled nurse programs are not supported.

⁸ Elective units here mean any approved unit that is not part of the core units.

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.

Criteria

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 nurse⁹ in an Australian clinical context close to program completion.

⁹ Holds current Australian general registration as a registered nurse.

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 demonstrates:

- 6.1 Applicants are informed of the following before accepting an offer of enrolment:
 - a. students that would be required by the Nursing and Midwifery Board of Australia (NMBA) to provide a formal English language skills test when applying for registration¹⁰, must provide a formal English language test result demonstrating they have achieved the NMBA specified level of English language skills, prior to commencing the program
 - b. students are required to provide evidence¹¹ of having sufficient language, literacy and numeracy skills to successfully undertake the program's academic and workplace experience requirements, prior to commencing the program.
 - c. education providers will, under the National Law, register students with the NMBA and notify the Australian Health Practitioner Regulation Agency if a student undertaking clinical training has an impairment¹² that may place the public at substantial risk of harm
 - d. specific requirements for right of entry to health services for workplace experience
 - e. the 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.

¹⁰ Refer to NMBA English language skills registration standard at www.nursingmidwiferyboard.gov.au/Registration-Standards.aspx

¹¹ Evidence refers to a language, literacy and numeracy (LLN) test result from an Australian Government approved provider (for example, Australian Council for Education Research or Basic key skills builder) at exit level 3 in the Australian Core Skills Framework in both reading and numeracy. Australian students who have successfully completed an Australian Grade 12 certificate with an English subject and students who have undertaken a formal English language skills test (for example, the International Language Testing System) that meets program entry criteria referred to in criterion 6.1a, need only undertake the numeracy component of the LLN test.

¹² Impairment is defined in the *Health Practitioner Regulation National Law Act 2009*, as in force in each state and territory. Section 5. Viewed at: www.ahpra.gov.au/Legislation-and-publications/Legislation.aspx on 8 March 2016.

- 6.7 Processes for student representation and feedback in matters relating to governance and program management, content, delivery and evaluation.
- 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.

Criteria

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.
- 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:
 - a. are culturally inclusive and reflect population diversity
 - b. take affirmative action to encourage participation from Aboriginal and 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, scholarship¹³ and practice in the unit(s) they teach.
- 7.11 Learning and teaching, are underpinned by research and 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.

13 See glossary for an operational definition of scholarship.

Standard 8: Management of workplace experience

The program provider ensures that every student is given a variety of supervised workplace experiences conducted in environments providing suitable opportunities and conditions for students to attain the Nursing and Midwifery Board of Australia (NMBA) Enrolled nurse standards for practice.

Criteria

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 provide timely opportunities for experiential learning of program content that is progressively linked to attaining the NMBA Enrolled nurse standards for practice.
- 8.4 Each student is provided with a variety of 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 Teaching staff, nurse clinicians and other health professionals engaged in supervising and supporting students during workplace experiences are prepared for this role and seek 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.

Criteria

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; 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.

Glossary

Australian Council for Educational Research (ACER)—organisation that undertakes development and provision of assessment and reporting tools and services for schools, universities, technical and further education institutes and registered training organisations, health professionals, employers and governments in Australia and internationally. ACER offers online assessment tools that are matched to the Australian Core Skills Framework and identify and measure an individual's foundation skills levels in English language literacy and numeracy skills.(14)

Advanced standing—the recognition of prior learning through experience and/or studies.

Australian Core Skills Framework (ACSF)—a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners to describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.(15)

Australian Health Practitioner Regulation Agency (AHPRA)—organisation responsible for the implementation of the National Registration and Accreditation Scheme across Australia. AHPRA supports National Health Practitioner Boards in implementing the National Registration and Accreditation Scheme. AHPRA manages the registration and renewal processes for health practitioners and students around Australia.

Australian Nursing and Midwifery Accreditation Council (ANMAC)—the independent accrediting authority for nursing and midwifery under the National Registration and Accreditation Scheme. In this role ANMAC is responsible for developing the content of accreditation standards and determining whether programs of study for nurses and midwives seeking to practice in Australia meet the required education standards. This contributes to protecting the health and safety of the community.

Australian Nursing and Midwifery Council (ANMC)—evolved into ANMAC following approval as the accrediting authority for nursing and midwifery. ANMC authored the original set of accreditation standards as well as the national competency standards for nursing and midwifery.

Australian Qualifications Framework (AQF)—the national policy for regulated qualifications in Australian education and training. AQF incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

Australian Skills Quality Authority (ASQA)—the national regulator for Australia's vocational education and training sector that regulates courses and training providers to ensure nationally approved quality standards are met.

AQF qualification—the result of an accredited complete program of learning leading to formal certification that a graduate has achieved learning outcomes as described in the AQF.

Basic key skills builder® (bksb)—an organisation that provides online literacy, numeracy and foundation skills assessment tools. The bksb assessment tool has been mapped to the Australian Core Skills Framework and provides an overview of an individual's learning strengths and determines their English and Maths level.(16)

Collaborative practice—where health professionals work as an effective team, optimising individual skills and talents and sharing case management to reach the highest of patient care standards.

Competence/competent—Competence is the combination of knowledge, skills, attitudes, values and abilities that underpin effective performance in a profession. It encompasses confidence and capability. (17)

Conceptual framework—promotes coherence in the program of study by identifying how underpinning educational and nursing philosophies is used to guide learning and teaching approaches and support program learning outcomes.

Continuing professional development—the means by which members of the professions maintain, improve and broaden their knowledge, expertise and competence, and develop the personal and professional qualities required throughout their professional lives.(18)

Criteria—rules or tests on which a judgement or decision in relation to compliance with the accreditation standards can be used.

Cultural safety—a this term that originated in the nursing profession in New Zealand and specifically focuses on the health care experiences and outcomes of First Nations Peoples.(19) It has been adapted to the Australian context for Aboriginal and Torres Strait Islander Australians over the last 15 years, and is often used in conjunction with cultural respect. Cultural safety occurs when Aboriginal and Torres Strait Islander peoples experience health care practices and policies from both individual practitioners and organisational health services that are culturally respectful and free from individual racism.(20-22) The presence or absence of cultural safety can only be determined by Aboriginal and Torres Strait Islander peoples and requires continuous review and change at both individual and systemic levels.(19-22) In terms of his or her individual practice, an enrolled nurse:

...delivering a nursing service will have undertaken a process of reflection on his or her own cultural identity and will recognise the impact that his or her personal culture has on his or her professional practice. Unsafe cultural practice comprises any action which diminishes, demeans or disempowers the cultural identity and wellbeing of an individual.(23)

Education provider—refers, for the purposes of these standards, to the organisational entity responsible for the design, delivery and quality assurance of a program of study in enrolled nursing from which graduates are eligible to apply for registration with the Nursing and Midwifery Board of Australia.

Emotional intelligence—the ability to understand, identify in oneself and others, and manage emotions. Includes the domains of self-monitoring, self-regulation, self-motivation, empathy and social skills.(24)

Enrolled nurse—a person who provides nursing care under the direct or indirect supervision of a registered nurse. They have completed the prescribed education preparation, and demonstrate competence to practise under the Health Practitioner Regulation National Law as an enrolled nurse in Australia. Enrolled nurses are accountable for their own practice and remain responsible to a registered nurse for the delegated care.(25)

Enrolled nurse standards for practice—are the core practice standards that provide the framework for assessing enrolled nurse practice.(13)

Equivalent professional experience—the successful completion of a qualification equivalent to that being taught and sufficient post-graduate professional experience in the discipline being taught, to demonstrate competence in applying the discipline's principles and theory.

Governance—framework, systems and processes supporting and guiding an organisation towards achieving its goals and the mechanisms by which it, and its people, are held to account. Ethics, risk management, compliance and administration are all elements.

Graduate outcomes—knowledge, skills, behaviours and attitudes possessed by graduating students in accordance with the Nursing and Midwifery Board of Australia Enrolled nurse standards for practice and those specified by the education provider.

Head of discipline—lead nursing academic responsible for the design and delivery of the program of study on behalf of the education provider.

Health informatics—the appropriate and innovative application of the concepts and technologies of the information age to improve health care and health.(26)

Health Practitioner Regulation National Law Act 2009 (the National Law)—legislation contained in the schedule to the Act, which provides for the full operation of the National Registration and Accreditation Scheme for health professions from 1 July 2010. It covers the more substantial elements of the national scheme, including registration arrangements, accreditation arrangements, complaints, conduct, health and performance arrangements, and privacy and information-sharing arrangements. The purpose is to protect the public by establishing a national scheme for regulating health practitioners and students undertaking programs of study leading to registration as a health practitioner.

Health service providers—health facilities or other appropriate service providers, where students undertake supervised workplace experience as part of a nursing or midwifery program of study.

International English Language Testing System (IELTS)—used to test English language proficiency. The IELTS test is designed to assess the language ability of non-native speakers of English who intend to study or work where English is the language of communication.(27)

Interprofessional learning—when two or more professions learn with, from and about each other to improve collaboration and the quality of care.(28)

Intraprofessional learning—when learners from the one or similar profession learn about, from and with each other to enable effective collaboration and improved outcomes.(29)

Life-long learning—includes learning firmly based in clinical practice situations, formal education, continuing professional development and informal learning experiences within the workplace. Also involves the learner taking responsibility for their own learning, and investing time, money and effort in training or education on a continuous basis.

Nursing and Midwifery Board of Australia (NMBA)—the national regulator for the nursing and midwifery professions in Australia. The NMBA established under the Health Practitioner Regulation National Law, as in force in each state and territory. Its primary role is to protect the public and set standards and policies that all nurses and midwives registered within Australia must meet.

Pharmacodynamics—study of the biochemical and physiological effects of drugs and the mechanisms of their action in the body.

Pharmacokinetics—study of the bodily absorption, distribution, metabolism, and excretion of drugs.

Practice—any role, whether remunerated or not, in which the individual uses their skills and knowledge as a practitioner in their regulated health profession. Practice is not restricted to the provision of direct clinical care. It includes using professional knowledge in a direct non-clinical relationship with patients or clients, working in management, administration, education, research, advisory, regulatory or policy development roles and any other roles that impact on safe, effective delivery of health services in the health profession.(30)

Program or program of study—full program of study and experiences that are required to be undertaken before a qualification, such as a statement of completion or attainment, can be awarded.

Program provider—the Registered Training Organisation authorised by the Australian Skills and Quality Authority to deliver the qualification of Diploma of Nursing, as derived from the current National Health Training Package.

Quality use of medicines—part of the National Medicines Policy to ensure the judicious, appropriate, safe and effective use of medicines.(31)

Recognition of prior learning—refers to an assessment process for the students formal and informal learning to determine the extent to which that they have achieved required learning outcomes, competency outcomes or standards for entry to and/or partial or total completion of a qualification.

Registered Training Organisation—training providers registered by the Australian Skills Quality Authority (or, in some cases a state regulator such as the Training Accreditation Council Western Australia or the Victorian Registration and Qualification Authority) to deliver vocational education and training services.(32)

Registered nurse—is a person who has completed the prescribed education preparation, demonstrates competence to practise and is registered under the Health Practitioner Regulation National Law as a registered nurse in Australia.(25)

Preliminary regulatory impact assessment—a tool used by the Office of Best Practice Regulation to assess the potential effects of a regulatory proposal and whether there is a need for further analysis and consultation by way of a Regulation Impact Statement.

Scholarship—application of a systematic approach to acquiring knowledge through intellectual inquiry. Includes disseminating this knowledge through various means such as publications, presentations (verbal and audio-visual) and professional practice. Also includes applying this new knowledge to the enrichment of the life of society.(28)

Simulation—any educational method or experience evoking or replicating aspects of the real world in an interactive manner.

Standard—level of quality or attainment.

State regulators—includes the Training and Accreditation Council, Western Australia and the Victorian Registration and Qualification Authority all other states and territories are regulated by the Australian Skills Quality Authority.

Student—any person enrolled in a program from which graduates are eligible to apply for registration to practice as an enrolled nurse.

Student assessment—process to determine a student’s achievement of expected learning outcomes. May include written and oral methods and practice or demonstration.

Supervision or supervise—can be direct or indirect:

- *Direct supervision* is when the supervisor is present and personally observes, works with, guides and directs the person being supervised.
- *Indirect supervision* is when the supervisor works in the same facility or organisation as the supervised person, but does not constantly observe their activities. The supervisor must be available for reasonable access. What is reasonable will depend on the context, the needs of the person receiving care and the needs of the person who is being supervised.(13)

Surface versus deep learning—surface learning is when students accept information at face value and focus on merely memorising it as a set of unlinked facts. This leads to superficial, short-term retention of material, such as for examination purposes. In contrast, deep learning involves the critical analysis of new ideas, linking them to already known concepts and principles. This leads to understanding and long-term retention of concepts so they can be used to solve problems in unfamiliar contexts. Deep learning promotes understanding and application for life.(33)

Teaching staff—education provider staff who teach into the program of study, meet the requirements established in Standard 7 of ANMAC’s Enrolled Nurse Accreditation Standards, and are engaged in teaching, supervising, supporting and/or assessing students for acquiring required skills, knowledge, attitudes and graduate competency outcomes.

Unit—a unit of study taught within an enrolled nurse program of study. Referred to as ‘subject’ in other ANMAC accreditation standards. ‘Unit’ is used here to promote consistency with nomenclature commonly used in the National Health Training Package.

Vocational Education Training (VET)—one of the three major sectors of education and training in Australia, the other two being the school and higher education sectors. VET is provided by industry, adult education, community based and private training providers. VET is supported by the Commonwealth and State governments in Australia primarily through technical and further education (TAFE) Institutes and TAFE divisions in dual sector universities.(34)(31)

Workplace Experience—a component of nursing education, not inclusive of simulation activities, that enrolled nurse students are required to successfully complete, so as to foster sound clinical judgement when applying theoretical knowledge in a practice setting and demonstrate achievement of the Nursing and Midwifery Board of Australia Enrolled nurse standards for practice.

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