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| Application Pack |
| Enrolled Nurses EPIQ Accreditation Standards 2010 |

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# Submission preparation

The relevant accreditation standards for this application pack are:

[*ANMC Standards and Criteria for the Accreditation of Nursing and Midwifery Courses: Re-entry to the Register Standards Enrolled Nurses, May 2010*](http://www.anmac.org.au/sites/default/files/documents/2010_ANMC_ReEntry_EN_August_2014.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 ADDRESS |  |
| PROGRAM CONTACT PERSON (NAME AND TITLE) |  |
| PHONE NUMBER |  |
| EMAIL ADDRESS |  |

### Program information

|  |  |
| --- | --- |
| PROGRAM |  |
| PROGRAM ABBREVIATION |  |
| PROGRAM OF STUDY COURSE CODE |  |
| REGISTRATION TYPE | Enrolled Nurse |
| QUALIFICATION TYPE | Statement of Completion/Attainment |
| PROGRAM TYPE | Choose an item. |
| 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 office 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) |  |
| DATE(S) FURTHER EVIDENCE RECEIVED |  |
| DATES OF FOLLOW UP MEETINGS |  |

1. 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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# 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 One: Governance

The course provider demonstrates policies, procedures, processes and practices in regard to: quality assurance and improvement; course design and management; consultation and collaboration; and ensuring resources adequate to course implementation.

### Statement of Intent

That courses have adequate governance arrangements to produce graduates with the ANMC National Competency Standards for the Enrolled Nurse.

The course provider is required to demonstrate or confirm:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Re-entry courses must show evidence of the relevant education sector quality assurance and accreditation.   *Evidence Guide:[[1]](#footnote-1)*  *Confirmation of successful completion of education sector quality assurance and accreditation, including date of expiration of approval (****M****); listing on the current Australian Qualifications Framework (AQF) Register of Recognised Education Institutions and Authorised Accreditation Authorities (for universities and self-accrediting higher education institutions); state and territory registers for non-self- accrediting higher education institutions or evidence of registered training organisation (RTO) status (listing on NTIS site[[2]](#footnote-2)); account of any restrictions on accreditation status (****M****).* |  |  |
| * 1. Course development, monitoring, review, evaluation, and quality improvement.   *Evidence Guide:*  *Current template for school course review documentation, such as evaluation, quality improvement plan, reports or descriptions of ways in which these processes have impacted/will impact on course design and delivery. Documentation of the need for and viability of the course relative to the jurisdiction in which the course is to be delivered: e.g. evidence of consultation with industry and support for course in region(s) where it is to be offered. Scoping study.* |  |  |
| * 1. Collaborative approaches to course organisation and curriculum design between teaching staff, students, consumers, regulators and key stakeholders.   *Evidence Guide:*  *Collaboration activities – advisory committee membership; monitoring committee membership; documentation of collaborative curriculum development; terms of reference for committees, minutes of meetings.* |  |  |
| * 1. That students are provided with facilities and resources sufficient in quality and quantity to the attainment of the required graduate competency outcomes.   *Evidence Guide:*  *Evidence of resources (cross reference with Standard 8, criterion 2).* |  |  |
| * 1. The manner in which shared formal agreements between the education provider and any health service providers where the students gain professional experience are developed and reviewed and how the requirements of the formal agreement are justified.   *Evidence Guide:*  *Guidelines that prescribe content of agreements; meeting minutes of negotiation of agreements.* |  |  |
| * 1. How risk assessments of and risk minimisation strategies are developed and managed for any environment where students are placed to gain professional experience.   *Evidence Guide:*  *Guidelines or policies for risk assessments and risk minimisation strategies.* |  |  |
| * 1. That, where there is provision for credit transfer or the recognition of prior learning (RPL), it is consistent with both Australian Qualifications Framework (AQF) national principles and guidelines and any expected outcomes of regulatory authorities for practice.   *Evidence Guide:*  *Credit transfer/RPL policies, including description of how curriculum is ‘matched’ to determine RPL and reference to AQF national principles and guidelines (****M****); any documentation that identifies process and outcomes for RPL. RPL may be provided on demonstration of ANMC National Competency Standards for the Enrolled Nurse.* |  |  |
| * 1. The equivalence of course outcomes for courses taught in all delivery modes in which the course is offered (courses delivered on-campus or in mixed-mode, by distance or by e-learning methods).   *Evidence Guide:*  *Description of processes to ensure equivalence of course outcomes: documentation of arrangements for online/offshore courses to satisfy requirement that professional experience component of course be delivered in Australia, cross reference to Standard 8 (****M****).* |  |  |
| * 1. Monitoring of staff performance and ongoing staff development, and of staff having current relevant professional registration.   *Evidence Guide:*  *Copies of policies/descriptions of processes for staff performance review; policies/processes for identifying and dealing with staff non-compliance of requirements for maintaining nursing registration (or other professional registration where applicable); descriptions of staff professional development activities; policies regarding personal staff performance development plans.* |  |  |

# Standard Two: Teaching Staff

The course provider demonstrates policies, procedures, processes and practices to demonstrate that staff are qualified and prepared for their roles and responsibilities in relation to educating and supervising students.

### Statement of Intent

That staff are qualified and sufficient in number to provide students with the support and the expertise necessary to attain the ANMC Competency Standards for the Enrolled Nurse.

The course provider is required to demonstrate or confirm:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. That the course coordinator (or person responsible for course content and delivery) hold a tertiary qualification relevant to their nursing profession as a minimum qualification.   *Evidence Guide:*  *List of Deans, course coordinators and subject coordinators and sample copies of their curriculum vitae.* |  |  |
| * 1. That the course coordinator (or person responsible for course content and delivery) and teaching staff are registered nurses with a current practising certificate.   *Evidence Guide:*  *Position descriptions indicating requirement for current practising certificate; description of processes for checking that staff maintain current practising certificate; sample copies of relevant current practising certificates.* |  |  |
| * 1. That in cases where a teaching staff member’s qualifications are not in nursing their qualifications are relevant to the education of the given students (e.g. in cross disciplinary courses).   *Evidence Guide:*  *List of current teaching staff, including teaching experience, qualifications and courses taught (****M****). Position descriptions indicating minimum qualifications; This list to be kept up to date over period of accreditation and available on request by accreditation authority or Nursing and Midwifery Board of Australia.* |  |  |
| * 1. That teaching staff are qualified to fulfil their teaching responsibilities, including current competence in area of teaching.   *Evidence Guide:*  *As per criterion 3.* |  |  |

# Standard Three: Students

The course provider demonstrates policies, procedures, processes and practices which establish: that students meet the regulatory authority’s requirements for admission to the course and that they have equal opportunities to successfully meet the requirements for re-enrolment as a nurse.

### Statement of Intent

That courses are underpinned by equal opportunity principles in terms of support of students and that courses establish the eligibility of students to undertake the course and ultimately to meet the requirements for re-enrolment as a nurse.

The course provider is required to demonstrate or confirm:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. That students meet the regulatory authority’s criteria for admission to the course.   *Evidence Guide:*  *Course handbook or equivalent with details of requirements: English language requirements, demonstration of good character, immunisation compliance; and link to Regulatory Authority information and criteria for registration to practice (****M****).* |  |  |
| * 1. That students are informed of any specific requirements for right of entry to professional experience placements.   *Evidence Guide:*  *Course handbook or equivalent with details of requirements for police checks, vaccination etc. for professional experience placement, including processes for non-compliance (****M****).* |  |  |
| * 1. Provision for the range of support needs of Aboriginal and Torres Strait Islander students.   *Evidence Guide:*  *Description of student support services for Aboriginal and Torres Strait Islander students; university policy and course application (****M****).* |  |  |
| * 1. Provision for the range of support needs of students: from other groups under-represented in the nursing profession; from diverse academic, work and life experiences and achievements; of diverse social and cultural backgrounds and of diverse ages.   *Evidence Guide:*  *Description of student support services for students from diverse cultural and linguistic backgrounds, for mature age students etc; disability support services; university policy and course application (****M****).* |  |  |
| * 1. That all students have equal opportunity to develop and/or renew competence in all the ANMC National Competency Standards for the Enrolled Nurse regardless of mode of delivery of course.   *Evidence Guide:*  *Course handbook or equivalent with details of mode(s) of delivery of courses, including professional experience requirements and IT requirements (****M****).* |  |  |

# Standard Four: Course Length and Structure

The course provider demonstrates policies, procedures, processes and practices to establish that the total length of the course and the time and place in the course allocated to professional experience is appropriate to achieving the ANMC National Competency Standards for the Enrolled Nurse, with evidence of an integration of theory and professional experience.

### Statement of Intent

That the course structure is sufficient to achieve the ANMC National Competency Standards for the Enrolled Nurse and that professional experience is incorporated into the course in a way that supports the theoretical content of the course.

The course provider is required to demonstrate or confirm:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. That the total length and structure of the course is sufficient to allow effective development of all the ANMC National Competency Standards for the Enrolled Nurse.   *Evidence Guide:*  *Course handbook or equivalent with details of course length and structure and relationship to the National Health Training Package (****M****). Copy of full course outline (****M****).* |  |  |
| * 1. That total professional experience hours are sufficient to allow effective development and/or renewal of all the ANMC National Competency Standards for the Enrolled Nurse.   *Evidence Guide:*  *Statement of total professional experience hours across the course (****M****). Map/grid/table of total professional experience hours in relation to ANMC National Competency Standards (****M****).* |  |  |
| * 1. That total professional experience placement hours amount to no less than 160 hours.   *Evidence Guide:*  *Statement of total professional experience placement hours across the course (****M****).* |  |  |
| * 1. That the theoretical content of the course prepares students for the timing of professional experience placements.   *Evidence Guide:*  *As per criterion 2.* |  |  |
| * 1. The provision is made for students to exit the course early on demonstration of the ANMC National Competency Standards for the Enrolled Nurse.   *Evidence Guide:*  *Documentation of exit processes and standards. Final statements of students having achieved ANMC National Competency Standards.* |  |  |

# Standard Five: Course Content

The course provider demonstrates policies, procedures, processes and practices to establish that the curriculum: comprehensively addresses the ANMC National Competency Standards for the Enrolled Nurse and matters connected with nursing inquiry; that it encompasses ‘foundation’, ‘professional’ and ‘contemporary’ content.

Any student undertaking the enrolled nurse re-entry course must attain required competencies of medication management.

**ANMAC Addendum to ANMC Evidence Guide–August 2014**

The Australian Nursing and Midwifery Accreditation Council recognise that improving the health of Aboriginal and Torres Strait Islander peoples is a national health priority. Criterion 2 in the evidence guide includes reference to relevant ANMC information that supports demonstration within *Standard 5 Course* *Content*: the Statement of Intent and Criteria 2 and 3.

### Statement of Intent

That the curriculum takes as its primary focus nursing practice, that it includes national health priorities and contemporary issues in health care and that its specialist or elective content is complementary to the disciplines of nursing.

The course provider is required to demonstrate or confirm:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Mapping of the curriculum against the ANMC National Competency Standards for the Enrolled Nurse.   *Evidence Guide:*  *Map/grid/table of competency standards against specific curriculum content/units, including where applicable cross reference to Standard 4, criterion 3 (M).* |  |  |
| * 1. That selection, organisation, sequencing and delivery of learning experiences provides students with the opportunity to attain all the ANMC National Competency Standards for the Enrolled Nurse.   *Evidence Guide:*  *Rationale/philosophy for course content and organisation of units. Description of how the curriculum addresses specifically Aboriginal and Torres Strait Islander peoples history, health and culture and incorporates the principles of cultural safety and respect (****M****). Identification of Aboriginal and Torres Strait Islander content in the course with explicit reference to ANMC position statement on* [*‘Inclusion of Aboriginal and Torres Strait Islander Peoples Health and Cultural Issues in Courses Leading to Registration and Enrolment’*](http://www.anmac.org.au/sites/default/files/documents/ANMC_Explanatory_note_ATSI_content.pdf) *(****M****).* |  |  |
| * 1. That the central focus of the course is on evidence-based nursing and contemporary nursing practice addressing, across the length of the course, professional and contemporary nursing knowledge and skills.   *Evidence Guide:*  *Detailed description of course content and relationship to the National Health Training Package (M). Cross ref Standard 4, criterion 1. Description of how the curriculum comprehensively addresses knowledge and skills associated with nursing practice including but not limited to: the professional, legal and ethical responsibilities of nursing practice; an understanding of cultural safety; and an understanding of regulation and health policy issues as they relate to nursing practice. Description of how the curriculum responds to and reflects healthcare matters that have national and international significance.* |  |  |
| * 1. That nursing inquiry is integral to the curriculum.   *Evidence Guide:*  *Identification of content focused on/related to research and application of research across the course (****M****).* |  |  |
| * 1. That technology, including information technology and information management, to support health care is integral to the curriculum.   *Evidence Guide:*  *List of content focused on/related to health/nursing informatics across the course.* |  |  |
| * 1. That the curriculum addresses knowledge in pharmacology and therapeutic medication management.   *Evidence Guide:*  *Identification of content focused on/related to pharmacology and therapeutic medication management (the quality use of medicines) across the course (****M****).* |  |  |
| * 1. Curriculum, approaches to teaching and learning and assessment procedures are developed cognisant of best practice research and practice.   *Evidence Guide:*  *Benchmarking against selected examples of national and international best practice. Examples of research and evidence-led curriculum.* |  |  |

# Standard Six: Approaches to Teaching and Learning

The course provider demonstrates policies, procedures, processes and practices to establish that the course is consistent with contemporary teaching and learning best practice.

### Statement of Intent

That contemporary, relevant and varied approaches to teaching and learning underpin the course and teaching and learning approaches provide Australian and international best practice perspectives on nursing and a commitment to the development of graduates who are safe and competent for beginning level practice.

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. A course curriculum design and framework and expected learning outcomes.   *Evidence Guide:*  *Curriculum framework with teaching and learning outcomes identified, cross reference with Standard 4 (****M****); examples of unit outlines (****M****).* |  |  |
| * 1. Congruence between content, practical application, and teaching and learning strategies in achieving the ANMC National Competency Standards.   *Evidence Guide:*  *Description of how congruence between content, practical application, competency achievement and teaching and learning strategies is achieved. Copy of course vision and/or philosophy (****M****). Identification and examples of evaluation strategies for teaching and learning approaches; reports/results of these; course experience questionnaires; student destination surveys.* |  |  |
| * 1. That teaching and learning approaches are informed by evidence of current Australian and international best practice literature.   *Evidence Guide:*  *Statement/description of current Australian and international teaching and learning approaches relative to course teaching and learning approaches, cross reference standard 5, criterion 8; staff publications in teaching and learning, cross reference Standard 9.* |  |  |
| * 1. The development of graduates who understand their professional responsibility for their continuing competence.   *Evidence Guide:*  *Example of staff modelling of continuing competence; description of course content on continuing competence; lesson plans indicating strategies to promote development of graduates with a commitment to continuing competence.* |  |  |
| * 1. Varied and relevant learning experiences that accommodate differences in student learning styles.   *Evidence Guide:*  *Description and examples of range of learning experiences used across the course; lesson plans indicating range of learning experiences used across the course. Lesson plans indicating learning about collaborative practices.* |  |  |

# Standard Seven: Student Assessment

The course provider demonstrates policies, procedures, processes and practices to establish that the course incorporates a variety of approaches to assessment that are suited to the nature of the learning experiences and that achieve the ANMC National Competency Standards for the Enrolled Nurse.

### Statement of Intent

That assessment is explicitly and comprehensively linked to the attainment of the ANMC National Competency Standards for the Enrolled Nurse, is consistent with best practice assessment approaches and uses diverse assessment techniques.

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. That graduates have achieved the ANMC National Competency Standards for the Enrolled Nurse on completion of the course.   *Evidence Guide:*  *Final statements of students having achieved the ANMC Competency Standards for the Enrolled Nurse.* |  |  |
| * 1. That the variety, complexity and number of assessments are consistent with determining the achievement of the graduate competency outcomes.   *Evidence Guide:*  *Examples of how competence is being assessed across the curriculum, aligned with mapping of competencies against content as required in standards 4 and 5.* |  |  |
| * 1. A variety of assessment types and tasks across the course.   *Evidence Guide:*  *Description/list of range of assessment types used; lesson plans/unit outlines indicating range of assessment types used. Assessment must include the assessment of pharmacology competence. Identification and description of formative and summative assessments undertaken in professional experience context; examples of assessments; lesson plans/unit outlines indicating assessments used in professional experience context.* |  |  |
| * 1. A variety of assessment contexts, to ensure demonstration of targeted skills leading to competence.   *Evidence Guide:*  *Description/list of range of assessment contexts used, including those in structured or simulated environments; lesson plans/unit outlines indicating range of assessment contexts used, including those in structured or simulated environments.* |  |  |
| * 1. Final assessment on the professional experience placement in Australia to establish the combination of skills, knowledge, attitudes, values and abilities that underpin quality outcomes of performance.   *Evidence Guide:*  *Description of arrangements for final assessment to take place on professional experience placement in Australia.* |  |  |
| * 1. Procedural fairness, validity and transparency of assessment.   *Evidence Guide:*  *Validation models for assessment; description and justification for chosen assessment tools; policies for dealing with lack of progression, misadventure, grievance; identification of how this is demonstrated within the education provider’s quality assurance processes.* |  |  |
| * 1. That the education provider remains ultimately accountable for the assessment of students in relation to their professional experience assessment.   *Evidence Guide:*  *Statement acknowledging education provider’s accountability for student assessment in the professional experience context.* |  |  |
| * 1. That assessments reflect collaborative arrangements between students, nurses (registered and enrolled), teaching staff, and health service providers.   *Evidence Guide:*  *List of collaborative activities/stakeholders involved; description of processes to engage stakeholders*. |  |  |

# Standard Eight: Professional Experience

The course provider demonstrates policies, procedures, processes and practices to establish that professional experience is conducted in an environment that provides conditions for students to gain the ANMC National Competency Standards for the Enrolled Nurse.

### Statement of Intent

That professional experience is conduct in Australia, promotes learning and that the conditions in which it is provided are risk assessed and risk managed.

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. That professional experience is conducted in Australia, supports learning activities and provides opportunities to attain learning outcomes.   *Evidence Guide:*  *As per Standard 4, criterion 2 and Standard 7, criterion 5.* |  |  |
| * 1. Formal agreements between the education provider and all health service providers where students gain their professional experience.   *Evidence Guide:*  *List of agreed health service providers with which students will undertake professional experience placements (****M)****; formal agreements, or a sample signed copy of a formal agreement together with a register of agreements (including date when agreements were first developed and when they are due to expire), between the education provider and any health service providers where students gain their professional experience, based on the policies demonstrated in relation to standard 1, criterion 5 (****M****).* |  |  |
| * 1. Risk assessment of and risk minimisation for all environments where students are placed to gain their professional experience.   *Evidence Guide:*  *Description/guidelines for parameters of student activity when on professional experience placement, based on the policies demonstrated in relation to standard 1, criterion 6 (****M****).* |  |  |
| * 1. Collaborative approaches to evaluation of student professional experience placements.   *Evidence Guide:*  *Post-placement evaluation of students’ experience of the professional experience environment for quality improvement purposes.* |  |  |
| * 1. Supervision models for professional experience placement and their relationship to the achievement of learning outcomes.   *Evidence Guide:*  *Description and justification of how students are supervised on professional experience placement with reference to how nature/degree of supervision impacts on learning outcomes.* |  |  |
| * 1. That teaching staff engaged in supporting and/or assessing students on professional experience placements are experienced in and prepared for the role.   *Evidence Guide:*  *Outline of preparation programs/resources for staff; policies re minimum experience/qualifications; preparation and development models/resources for assessors.* |  |  |
| * 1. That nurses and other health professionals engaged in supporting and/or assessing students on professional experience placements are prepared for and supported in the role.   *Evidence Guide:*  *Outline of preparation programs/resources for nurses conducting student assessment in the professional experience context; policies re their minimum experience/qualifications.* |  |  |

# Standard Nine: Research

The course provider demonstrates policies, procedures, processes and practices to establish that graduates are educated in nursing inquiry and that the contribution of the teaching staff to the course is informed by research and scholarship.

### Statement of Intent

That students are exposed to, and their learning informed by, current research and that they develop the skills themselves to understand and participate in research and apply it to their practice.

The course provider is required to demonstrate or confirm:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. That teaching staff involved in the course development and delivery use current research and scholarship to inform this process.   *Evidence Guide:*  *Description of current research relative to course teaching and learning approaches; description of processes of course development committees.* |  |  |
| * 1. That teaching staff use current research in teaching and learning.   *Evidence Guide:*  *As per criterion 1.* |  |  |
| * 1. That students are introduced to or renew skills in nursing inquiry.   *Evidence Guide:*  *Description/lesson plans/unit outlines identifying content to introduce or renew skills in nursing inquiry across the course.* |  |  |
| * 1. That students are introduced to or renew an understanding of the ethics of research and its application to practice.   *Evidence Guide:*  *Description/lesson plans/unit outlines identifying content focused on/related to the ethics and application of research across the course.* |  |  |

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| Further comments |

1. Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying ‘Mandatory’, the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means. [↑](#footnote-ref-1)
2. Now replaced by the training.gov.au site. Viewed at <http://training.gov.au/> on 11 August 2015 [↑](#footnote-ref-2)