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| Application Pack |
| Registered Nurse Accreditation Standards 2012 |

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# Submission preparation

The relevant accreditation standards for this application pack are the:

*[Registered Nurse Accreditation Standards 2012](http://www.anmac.org.au/sites/default/files/documents/ANMAC_RN_Accreditation_Standards_2012.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 | Registered Nurse |
| QUALIFICATION TYPE | Bachelor |
| PROGRAM TYPE | Entry |
| ACCREDITATION TYPE | Choose an item. |
| SITES WHERE PROGRAM IS TO BE OFFERED |  |
| NO. OF STUDENTS TO BE ENROLLED PER COHORT |  |
| NO. OF COHORTS PER YEAR |  |
| PROGRAM LENGTH  Part time, full time where applicable |  |
| MODES OF DELIVERY |  |
| ENTRY LEVEL ENGLISH LANGUAGE PROFICIENCY REQUIREMENT |  |

### ANMAC use only

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

Program/units – theoretical and experiential learning

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

# Declaration

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

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

# Standard 1: Governance

### The education provider has established governance arrangements for the nursing program of study that develop and deliver a sustainable, high-quality education experience for students, to enable them to meet the National Competency Standards for the Registered Nurse.

### Criteria

The education provider must provide evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Current registration by the Tertiary Education Quality and Standards Agency (TEQSA) as an Australian university or other higher education provider.[[1]](#footnote-1) |  |  |
| * 1. Current accreditation of the nursing program of study by the university (or TEQSA for non-self-accrediting higher education providers) detailing the expiry date and recommendations, conditions and progress reports related to the school. |  |  |
| * 1. Listing on the Australian Qualifications Framework (AQF) National Registry for the award of Bachelor degree as a minimum. |  |  |
| * 1. Current, documented academic governance structure for the university (or other higher education provider) and the school conducting the program (program provider) which ensures academic oversight of the program and promotes high-quality teaching and learning, scholarship, research and ongoing evaluation. |  |  |
| * 1. Terms of reference for relevant school committees and advisory and/or consultative groups, including partnerships with Aboriginal and Torres Strait Islander health professionals and communities. |  |  |
| * 1. Staff delegations, reporting relationships, and the role of persons or committees in decision making related to the program. |  |  |
| * 1. Governance arrangements between the university or higher education provider and the school that ensure responsiveness to accreditation requirements for ongoing compliance with accreditation standards. |  |  |
| * 1. 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 National Competency Standards for professional registration. |  |  |

# Standard 2: Curriculum Conceptual Framework

### The program provider makes explicit, and uses a contemporary conceptual framework for the nursing program of study that encompasses the educational philosophy underpinning design and delivery and the philosophical approach to professional nursing practice.

### Criteria

The program provider demonstrates:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. A clearly documented and explained conceptual framework for the program, including the educational and professional nursing philosophies underpinning its curriculum. |  |  |
| * 1. The incorporation of contemporary Australian and international best practice teaching, learning and assessment methodologies and technologies to enhance the delivery of curriculum content, stimulate student engagement and promote understanding. |  |  |
| * 1. A program of study that is congruent with contemporary and evidence-based approaches to professional nursing practice and education. |  |  |
| * 1. Teaching and learning approaches that: |  |  |
| 1. enable achievement of stated learning outcomes |  |  |
| 1. facilitate the integration of theory and practice |  |  |
| 1. scaffold learning appropriately throughout the program |  |  |
| 1. encourage the application of critical thinking frameworks and problem-solving skills |  |  |
| 1. engender deep rather than surface learning |  |  |
| 1. encourage students to become self-directed learners |  |  |
| 1. embed recognition that graduates take professional responsibility for continuing competence and life-long learning |  |  |
| 1. instil students with the desire and capacity to continue to use, and learn from, emerging research throughout their careers |  |  |
| 1. promote emotional intelligence, communication, collaboration, cultural safety, ethical practice and leadership skills expected of registered nurses |  |  |
| 1. incorporate an understanding of, and engagement with, intraprofessional and interprofessional learning for collaborative practice. |  |  |

# Standard 3: Program Development and Structure

### The program of study is developed in collaboration with key stakeholders reflecting contemporary trends in nursing and education; complying in length and structure with the Australian Qualifications Framework (AQF) for the qualification offered and enabling graduates to meet the National Competency Standards for the Registered Nurse. Workplace experience is sufficient to enable safe and competent nursing practice by program completion.

### Criteria

The program provider demonstrates:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Consultative and collaborative approaches to curriculum design and program organisation between academic staff, those working in health disciplines, students, consumers and other key stakeholders including Aboriginal and Torres Strait Islander health professionals. |  |  |
| * 1. Contemporary nursing and education practice in the development and design of curriculum. |  |  |
| * 1. A map of subjects against the National Competency Standards for the Registered Nurse which clearly identifies the links between learning outcomes, assessments and required graduate competencies. |  |  |
| * 1. Descriptions of curriculum content and the rationale for its extent, depth and sequencing in relation to the knowledge, skills and behaviours expected of students at each stage of the program. |  |  |
| * 1. Opportunities for student interaction with other health professions to support understanding of the multi-professional health care environment and facilitate interprofessional learning for collaborative practice. |  |  |
| * 1. A minimum of 800 hours of workplace experience, not inclusive of simulation activities, incorporated into the program and providing exposure to a variety of health-care settings. |  |  |
| * 1. Content and sequencing of the program of study prepares students for workplace experience and, wherever possible, incorporates opportunities for simulated learning. |  |  |
| * 1. 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. |  |  |
| * 1. Extended workplace experience in Australia included towards the end of the program to consolidate the acquisition of competence and facilitate transition to practice. A summative assessment is made at this time against all National Competency Standards for the Registered Nurse in the clinical setting. |  |  |
| * 1. Equivalence of subject outcomes for programs taught in Australia in all delivery modes in which the program is offered (subjects delivered on-campus or in mixed-mode, by distance or by e-learning methods). |  |  |
| * 1. Where the structure of the program allows for multiple entry pathways for which students receive block credit or advanced standing (other than on an individual basis), evidence that each pathway meets the Registered Nurse Accreditation Standards. |  |  |
| * 1. Where the structure of the program allows for an exit qualification to be awarded, such as a diploma, these are explicitly stated and exit points meet National Accreditation Standards for the relevant exit qualification and are accredited separately. |  |  |

# Standard 4: Program Content

### The program content delivered by the program provider comprehensively addresses the National Competency Standards for the Registered Nurse and incorporates Australian and international best practice perspectives on nursing as well as existing and emerging national and regional health priorities.

### Criteria

The program provider demonstrates:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. A comprehensive curriculum document structured around the conceptual framework that includes: |  |  |
| * 1. program structure and delivery modes |  |  |
| * 1. subject outlines |  |  |
| * 1. linkages between subject objectives, learning outcomes and their assessment, and national competencies |  |  |
| * 1. teaching and learning strategies |  |  |
| * 1. a workplace experience plan. |  |  |
| * 1. The central focus of the program is nursing practice, comprising core health professional knowledge and skills and specific nursing practice knowledge and skills that are evidence based, applied across the human lifespan and incorporate national and regional health priorities, health research, health policy and reform. |  |  |
| * 1. Nursing research and evidence-based inquiry underpins all elements of curriculum content and delivery. |  |  |
| * 1. Program content supports the development and application of knowledge and skills in: |  |  |
| * 1. critical thinking, analysis and problem solving |  |  |
| * 1. quality improvement methodologies |  |  |
| * 1. research appreciation and translation |  |  |
| * 1. legal and ethical issues in health care and research |  |  |
| * 1. health informatics and health technology |  |  |
| * 1. 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. |  |  |
| * 1. Inclusion of a discrete subject specifically addressing Aboriginal and Torres Strait Islander peoples’ history, health, wellness and culture. Health conditions prevalent among Aboriginal and Torres Strait Islander peoples are also appropriately embedded into other subjects within the curriculum. |  |  |
| * 1. Equivalence of theory or workplace experience gained outside Australia in terms of subject objectives, learning outcomes and assessment. Learning experiences undertaken outside Australia must not exceed one semester. |  |  |

# Standard 5: Student Assessment

### The curriculum incorporates a variety of approaches to assessment that suit the nature of the learning experience and robustly measure achievement of required learning outcomes, including a summative assessment of student performance against the current National Competency Standards for the Registered Nurse.

### Criteria

The program provider demonstrates:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. A consistent approach to student assessment across teaching sites and modalities that is periodically reviewed and updated. |  |  |
| * 1. Clear statements about assessment and progression rules and requirements provided to students at the start of each subject. |  |  |
| * 1. The level, number and context of assessments are consistent with determining the achievement of the stated learning outcomes. |  |  |
| * 1. Both formative and summative assessment types and tasks exist across the program to enhance individual and collective learning as well as inform student progression. |  |  |
| * 1. A variety of assessment approaches across a range of contexts to evaluate competence in the essential knowledge, skills and behaviours required for professional nursing practice. |  |  |
| * 1. Assessment of student communication competence and English language proficiency before undertaking workplace experience. |  |  |
| * 1. Validated instruments are used in workplace experience assessment to evaluate student knowledge, skills, behaviours and competence. |  |  |
| * 1. Ultimate accountability for assessing students in relation to their workplace experience. |  |  |
| * 1. Assessments include the appraisal of competence in pharmacokinetics, pharmacodynamics and the quality use of medicines. |  |  |
| * 1. Evidence of procedural controls, fairness, reliability, validity and transparency in assessing students. |  |  |
| * 1. Processes to ensure the integrity of online assessment. |  |  |
| * 1. Collaboration between students, health service providers (where relevant) and academics in selecting and implementing assessment methods. |  |  |
| * 1. A summative assessment of student achievement of competence against the current National Competency Standards for the Registered Nurse is conducted by a registered nurse (registered by the NMBA) in an Australian clinical context before program completion. |  |  |

# Standard 6: Students

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

### Criteria

The program provider demonstrates:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Applicants are informed of the following before accepting an offer of enrolment: |  |  |
| * 1. specific requirements for entry to the program of study including English language proficiency |  |  |
| * 1. 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 impairment that may place the public at risk of harm |  |  |
| * 1. specific requirements for right of entry to health services for workplace experience (including fitness for practice, immunisation and criminal history) |  |  |
| * 1. requirements for registration as required and approved by the NMBA including, but not limited to, the explicit registration standard on English language skills. |  |  |
| * 1. Students are selected for the program based on clear, justifiable and published admission criteria. |  |  |
| * 1. Students have sufficient English language proficiency and communication skills to be able to successfully undertake academic and workplace experience requirements throughout the program. |  |  |
| * 1. Students are informed about, and have access to, appropriate support services including counselling, health care and academic advisory services. |  |  |
| * 1. Processes to enable early identification and support for students who are not performing well academically or have professional conduct issues. |  |  |
| * 1. All students have equal opportunity to attain the current National Competency Standards for the Registered Nurse. The mode or location of program delivery should not influence this. |  |  |
| * 1. Processes for student representation and feedback in matters relating to governance and program management, content, delivery and evaluation. |  |  |
| * 1. Aboriginal and Torres Strait Islander peoples are encouraged to enrol and a range of support needs are provided to those students. |  |  |
| * 1. Other groups under-represented in the nursing profession, especially those from culturally, socially and linguistically diverse backgrounds, are encouraged to enrol and support needs are provided to those students. |  |  |
| * 1. People with diverse academic, work and life experiences are encouraged 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 attain the current National Competency Standards for the Registered Nurse.

### Criteria

The program provider demonstrates:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Staff, facilities, equipment and other teaching resources are sufficient in quality and quantity for the anticipated student population and any planned increase. |  |  |
| * 1. Students have sufficient and timely access to academic and clinical teaching staff to support their learning. |  |  |
| * 1. A balance of academic, clinical, technical and administrative staff appropriate to meeting teaching, research and governance commitments. |  |  |
| * 1. Staff recruitment strategies: |  |  |
| * 1. are culturally inclusive and reflect population diversity |  |  |
| * 1. take affirmative action to encourage participation from Aboriginal and Torres Strait Islander peoples |  |  |
| * 1. Documented position descriptions for teaching staff, clearly articulating roles, reporting relationships, responsibilities and accountabilities. |  |  |
| * 1. The Head of Discipline is a registered nurse with no conditions on their registration relating to conduct, who holds a relevant post-graduate qualification. |  |  |
| * 1. Staff teaching and assessing nursing practice related subjects are Registered Nurses and have relevant clinical and academic experience. |  |  |
| * 1. Academic 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. For staff teaching in an entry to practice Masters program, this requires a relevant post-graduate qualification or equivalent professional experience. |  |  |
| * 1. In cases where an academic staff member’s tertiary qualifications do not include nursing, their qualifications and experience are relevant to the subject(s) they are teaching. |  |  |
| * 1. Processes to ensure academic staff have a sound understanding of contemporary scholarship and professional practice in the subject(s) they teach. |  |  |
| * 1. Teaching and learning takes place in an active research environment where academic staff are engaged in research and/or scholarship and/or generating new knowledge. Areas of interest, publications, grants and conference papers are documented. |  |  |
| * 1. Policies and processes to verify and monitor the academic and professional credentials of current and incoming staff and to evaluate their performance and development needs. |  |  |

# 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 current National Competency Standards for the Registered Nurse.

### Criteria

The program provider demonstrates:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Constructive relationships and clear contractual arrangements with all health providers where students gain their workplace experience and processes to ensure these are regularly evaluated and updated. |  |  |
| * 1. Risk management strategies in all environments where students are placed to gain their workplace experiences and processes to ensure these are regularly reviewed and updated. |  |  |
| * 1. Workplace experiences provide timely opportunities for experiential learning of curriculum content that is progressively linked to attaining the current National Competency Standards for the Registered Nurse. |  |  |
| * 1. Each student is provided with a variety of workplace experiences reflecting the major health priorities and broad landscape of nursing practice. Opportunities are provided for intraprofessional and interprofessional learning and the development of knowledge, skills and behaviours for collaborative practice. |  |  |
| * 1. Clearly articulated models of supervision, support, facilitation and assessment are in place so students can achieve required learning outcomes and current National Competency Standards for the Registered Nurse. |  |  |
| * 1. Academics, nurse clinicians and other health professionals engaged in supervising and supporting students during workplace experiences are adequately prepared for this role and seek to incorporate contemporary and evidence-based Australian and international perspectives on nursing practice. |  |  |
| * 1. Assessment of nursing competence within the context of the workplace experience is undertaken by an appropriately qualified registered nurse. |  |  |
| * 1. 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 teaching and learning experience for students and the competence of graduates.

### Criteria

The program provider demonstrates:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Responsibility and control of program development, monitoring, review, evaluation and quality improvement is delegated to the nursing school with oversight by the academic board or equivalent. |  |  |
| * 1. Regular evaluation of academic and clinical supervisor effectiveness using feedback from students and other sources; systems to monitor and, where necessary, improve staff performance. |  |  |
| * 1. Professional and academic development of staff to advance knowledge and competence in teaching effectiveness and assessment. |  |  |
| * 1. Feedback gained from the quality cycle incorporated into the program of study to improve the experience of theory and practice learning for students. |  |  |
| * 1. Regular evaluation and revision of program content to include contemporary and emerging issues surrounding nursing practice, health care research and health policy and reform. |  |  |
| * 1. Students and staff are adequately indemnified for relevant activities undertaken as part of program requirements. |  |  |

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| Further Comments |

1. For an explanation of provider categories see: TEQSA (2011), *Higher Education (Threshold Standards) 2011 Legislative Instrument*, Chapter 2. Viewed at: [www.teqsa.gov.au/higher-education-standards-framework](http://www.teqsa.gov.au/higher-education-standards-framework) on 6 November 2014. [↑](#footnote-ref-1)