



Australian
Nursing & Midwifery
Accreditation Council

Registered Nurse Prescribing Accreditation Standards 2025

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1. Introduction

The Registered Nurse Prescribing Accreditation Standards 2025 (the Standards) are used to accredit and assess education programs leading to Endorsement for scheduled medicines – designated registered nurse prescriber in Australia with the Nursing and Midwifery Board of Australia (NMBA).

The Standards allow registered nurses who have completed programs approved against these Standards to apply for Endorsement for scheduled medicines – designated registered nurse prescriber NMBA (1).

The *Health Practitioner Regulation National Law Act 2009* (the National Law) (2) establishes the National Registration and Accreditation Scheme for health practitioners. Section 4 of the schedule in the National Law sets out the objectives of the National Registration and Accreditation Scheme, which are to:

- provide for the protection of the public by ensuring that only health practitioners who are suitably trained and qualified to practise in a competent and ethical manner are registered
- facilitate workforce mobility across Australia by reducing the administrative burden for health practitioners wishing to move between participating jurisdictions or to practise in more than one participating jurisdiction
- facilitate the provision of high-quality education and training of health practitioners
- to build the capacity of the Australian health workforce to provide culturally safe health services to Aboriginal and Torres Strait Islander Peoples
- facilitate the rigorous and responsive assessment of overseas-trained health practitioners
- facilitate access to services provided by health practitioners in accordance with the public interest

- enable the continuous development of a flexible, responsive and sustainable Australian health workforce and to enable innovation in the education of, and service delivery by, health practitioners.

These objectives, combined with the guiding principles of the National Law (2) and the Ahpra Procedures for the development of accreditation standards (3) underpin the development of these Standards.

Wide-ranging consultation was undertaken to develop the Standards. Stakeholders had the opportunity to contribute in two separate rounds of consultation. They could contribute through an online survey, by way of a written submission or face-to-face. This information is detailed in the Registered Nurse Prescribing Accreditation 2024 Consultation report (4).

The Department of the Prime Minister and Cabinet Regulatory Impact Analysis Guide for Ministers' Meetings and National Standard Setting Bodies (previously the Council of Australian Governments Principles for Best Practice Regulation) (5) was considered during the development of the Standards. The Australian Government Office of Impact Analysis (6) assessed the requirement of a regulatory impact statement.

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2. Use of accreditation standards

2.1 Registered Nurse Prescribing Accreditation Standards

The Standards are principally designed for education providers who want to deliver education programs leading to the Endorsement for scheduled medicines – designated registered nurse prescriber with the NMBA (1).

ANMAC evaluates education programs against these Standards before making recommendations to the NMBA as per sections 48 and 49 of the schedule in the National Law (2).

The Standards specify the minimum requirements education providers must meet for the education program to be accredited by ANMAC.

Registered nurses must complete a program of study accredited by ANMAC and approved by the NMBA to be eligible to apply for Endorsement for scheduled medicines – designated registered nurse prescriber with the NMBA.

2.2 Evidence guide

The essential evidence is set out in the Evidence Guide (7) which supports the Standards. These were developed by ANMAC in conjunction with stakeholders.

The Evidence Guide (7) provides information to education providers on the minimum evidence required for an education program to meet the Standards. It is separate to the Standards but integrally linked. A submission for accreditation is not complete unless the essential evidence in the Evidence Guide is addressed.

2.3 Glossary

Glossary terms in the Registered Nurse Prescribing Accreditation Standards and Evidence Guide (7) are in ANMAC's online glossary on <https://www.anmac.org.au/glossary>.

3. Registered Nurse Prescribing Accreditation Standards

Standard 1: Safety of the public

- 1.1 The program of study's guiding principle is safety of the public.
- 1.2 The program is delivered in Australia to prepare graduates for safe and ethical practice.
- 1.3 The program's admission requirements are fair, equitable and transparent. Before making an offer for enrolment, education providers must ensure applicants are:
 - a. on the NMBA general register (8) as a registered nurse
 - b. informed of the NMBA requirements for Endorsement for scheduled medicines – designated registered nurse prescriber
 - c. informed of and meet the program's inherent requirements.
- 1.4 The education provider has processes in place to manage students with identified impairments that may place the public at risk. Processes must include procedures for mandatory reporting (9) where required.

Standard 2: Governance

- 2.1 The academic governance arrangements for the program of study include:
 - a. current registration by the Tertiary Education Quality and Standards Agency (TEQSA) (10) as an Australian university or other higher education provider
 - b. current ANMAC accreditation and NMBA approval of an entry to practice registered nursing program by the Australian university or TEQSA (10) for non-self-accrediting higher education providers, detailing the expiry date, and recommendations, conditions and progress reports related to the school
 - c. mechanisms to meet relevant national or state/territory regulatory requirements
 - d. listing on the Australian Qualifications Framework National Registry (11) for the award of a Graduate Certificate (Level 8) or credit towards such a program as a minimum.
- 2.2 The governance structure for the education provider and the school conducting the scheduled medicines – designated registered nurse prescriber education program, ensures academic oversight of the program and promotes high-quality teaching and learning experiences for students to enable graduate competence.
- 2.3 Relevant input to the design and ongoing management of the program is provided by active leadership, consultation and collaboration with representatives from:
 - a. the nursing school, who are registered nurses with the NMBA, without conditions on their registration relating to conduct, and who hold relevant qualifications and experience.

- b. the nursing profession, including nurse practitioners and registered nurse prescribers.
 - c. external community representatives including consumers, students, Aboriginal and/or Torres Strait Islander peoples and other relevant stakeholders.
- 2.4** All entry pathways for which students receive block credit or advanced standing (other than on an individual basis) are identified and allow graduates to meet the Prescribing Competencies Framework (12).
- 2.5** Program quality improvement mechanisms incorporate evaluation information from various sources and address:
- a. risk assessment of student learning environments including cultural safety
 - b. student evaluations
 - c. internal and external, academic and health professional evaluations
 - d. evidence-based developments in health professional education
 - e. evidence-based developments in health care.

Standard 3: Program of study

- 3.1** The curriculum document articulates the educational philosophy and its practical implementation into the program of study.
- 3.2** Teaching and learning reflect contemporary evidence-based prescribing practice.
- 3.3** Program content and subject alignment ensure:
- a. achievement of competencies described in the Prescribing Competencies Framework (12)
 - b. preparation of students to prescribe scheduled medicines
 - c. knowledge and understanding of legal and medicolegal principles and relevant legislative frameworks that enable designated registered nurses to prescribe in each state and territory
 - d. understanding of ethical and professional obligations of prescribing within the scope of designated registered nurse prescribing practice
 - e. an opportunity for students to demonstrate an integrated approach to prescribing
 - f. an understanding of the designated registered nurse prescribing model
 - g. knowledge of relevant medicine funding models in Australia
 - h. prescribing practice learning plans.
- 3.4** Principles of intra-professional learning and interprofessional practice are integrated in program content and subject learning outcomes.
- 3.5** Cultural diversity, safety and principles of inclusion are embedded in program content and subject learning outcomes.

- 3.6 Research and evidence-based inquiry underpins all elements of curriculum content and delivery.
- 3.7 Program resources are sufficient to facilitate student achievement of the Prescribing Competencies Framework (12), with attention to human, physical and financial resources supporting all teaching and learning environments.
- 3.8 Staff teaching into the program:
 - a. are qualified and experienced to deliver the subjects they teach
 - b. hold one qualification higher than the program of study being taught.

Standard 4: Student experience

- 4.1 Program information provided to students is relevant, timely, transparent and accessible.
- 4.2 Education provider identifies and supports the academic learning needs of students.
- 4.3 Students are informed of, and have access to, grievance and appeals processes.
- 4.4 Students are informed of, and have access to, pastoral and/or personal support services.
- 4.5 Students are represented on program advisory and decision-making committees.
- 4.6 Equity and diversity principles are observed and promoted in the student experience.
- 4.7 Student experiences across all teaching and learning environments are monitored and evaluated regularly with outcomes informing program quality improvement.

Standard 5: Student assessment

- 5.1 The program's learning outcomes and assessment strategies are aligned.
- 5.2 Subject learning outcomes, with associated subject assessments, are clearly mapped to the Prescribing Competencies Framework (12).
- 5.3 Contemporary, validated assessment tools, modes of assessment, sampling and moderation are used to ensure integrity of assessments.
- 5.4 Assessments include the prescribing process, underpinned by the quality use of medicines and the Prescribing Competencies Framework (12).
- 5.5 Formative and summative assessments are used across the program to enhance learning and inform student progression.
- 5.6 The education provider is ultimately accountable for ensuring mechanisms are in place for assessing student prescribing practice in theoretical and practice contexts.

4. Reference list

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