



Nurse Practitioner Accreditation Standards 2026

Evidence Guide

**Australian
Nursing & Midwifery
Accreditation Council**

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Contents

Acknowledgements	2
1. Introduction	3
1.1 Evidence Guide	3
1.2 Nurse Practitioner Accreditation Standards	3
1.3 Glossary	3
2. Evidence Guide	4
Standard 1: Safety of the public	4
Standard 2: Governance	7
Standard 3: Program of study	10
Standard 4: Student experience	16
Standard 5: Student assessment	18
3. Reference list	22

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1. Introduction

1.1 Evidence Guide

In collaboration with stakeholders, Anmac has developed the Nurse Practitioner Accreditation Standards 2025 (NPAS) Evidence Guide (the Evidence Guide). This is a companion guide to the NPAS 2025 (the Standards).

The Evidence Guide is not the Standards, nor is it a prescriptive list of requirements, but rather a guide that includes suggestions and recommendations for the evidence an education provider (EP) might submit when seeking accreditation for a program leading to endorsement as a Nurse Practitioner (NP). Regardless of the evidential suggestions in this Evidence Guide, the EP is responsible for identifying and including the best available evidence to demonstrate how their program meets the Standards. Each submission is assessed by Anmac on a case-by-case basis, so EPs can include and retain the unique elements of individual programs. This means that assessment teams might request additional information and evidence not included as examples in the Evidence Guide.

Anmac conducts holistic program assessments that align with the main pillars of our risk approach and will seek additional information from available sources if required. The aim of this risk approach is to provide assurance that a proposed program is viable and able to be implemented safely and after completing due diligence. This process occurs regardless of what is described in the Evidence Guide.

Education providers applying for program accreditation should provide their essential evidence in conjunction with the completed NPAS 2026 Application Pack.

1.2 Nurse Practitioner Accreditation Standards

The Standards are for EPs who want to deliver education programs leading to the accreditation of a nurse practitioner program of study with the Nursing and Midwifery Board of Australia (NMBA).

Anmac evaluates these education programs against the Standards before making recommendations to the NMBA in line with sections 48 and 49 of the schedule in the Health Practitioner Regulation National Law Act 2009 (the National Law) (1).

The Standards specify the minimum requirements education providers must meet for their 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 registration or endorsement.

The document refers to the NMBA Nurse Practitioner Standards for Practice (2) throughout. These are accessed on the NMBA/Ahpra website.

1.3 Glossary

Glossary terms in the Standards and in the Evidence Guide are available on www.anmac.org.au/glossary

2. Evidence Guide

Standard 1: Safety of the public

STANDARD 1	EVIDENCE GUIDE
1.1 The program of study's guiding principle is safety of the public	<ul style="list-style-type: none">• A curriculum document with a clear, detailed explanation of the principle of public safety in the program's conceptual framework.• Mapping of current National Safety and Quality Health Services Standards (3) and current Aged Care Quality Standards (4) within the program.• Mapping of other relevant Standards for example National Safety and Quality Primary and Community Healthcare Standards (5).
1.2 The program is delivered in Australia to prepare graduates for safe and ethical practice.	<ul style="list-style-type: none">• Demonstration of where the NMBA professional standards are introduced, included and scaffolded across the program, including codes of conduct, standards for practice and codes of ethics.• Evidence that policies and procedures are in place to guide student performance, conduct, and ethical and professional behaviour in all settings.• The validated tool each applicant submits for Advanced Practice self-assessment.• Strategies (for example, policies, procedures, professional development, research and projects) employed to promote cultural safety for all staff and students enrolled in, developing, delivering or administering the program.

STANDARD 1**EVIDENCE GUIDE**

- 1.3 The program of study's admission requirements are fair, equitable and transparent. Before making an offer for enrolment, education providers inform applicants of the requirements:**
- a. to meet the program's inherent requirements**
 - b. to hold current general registration as a registered nurse with the NMBA**
 - c. to have a minimum of 3600 hours of clinical practice as a registered nurse**
 - d. to have a minimum of 1800 hours of current, clinically based advanced nursing practice assessed against a validated tool for advanced practice before entry to the nurse practitioner program (in addition to point c above)**
 - e. to hold a clinically relevant postgraduate qualification at Australian Qualifications Framework (6) Level 8**
 - f. specified by health services where integrated professional practice is undertaken**
 - g. specified in the NMBA's Endorsement as a nurse practitioner registration standard.**

- Admission policy for the program.
- Inherent requirements policy.
- Information provided to students before enrolment (for example, screen shot of the education provider's website, program application pack and information). This includes clearly stated entry requirements as listed below:
 - » program's inherent requirements
 - » requirement to hold current general registration as a registered nurse with NMBA
 - » minimum of 3600 hours of clinical practice as a registered nurse (equivalent to two years FTE)
 - » minimum of 1800 hours of advanced nursing practice immediately before entry
 - » clinically relevant postgraduate qualification at Australian Qualifications Framework (6) Level 8
 - » information on health services where integrated professional practice is undertaken
 - » information specified in the NMBA's Endorsement as a nurse practitioner registration standard (7). This specification includes reference to applicants who hold a notation as part of their general registration as an RN in paediatric, mental health or disability nursing meaning they can only practice within the context of their sole qualification area throughout the program of study and integrated professional practice experience.

STANDARD 1

EVIDENCE GUIDE

1.4 The education provider ensures that organisations in which students undertake integrated professional practice have:

- a. evidence-based quality and safety policies and processes that meet relevant jurisdictional requirements and standards
- b. an associated clinical and professional support team for each student and a process by which the team are assessed as satisfactory before commencement and throughout the program so students can meet the standards for practice at the appropriate advanced practice level.

- The submission contains evidence of policies and procedures relating to risk management and safety in PPE, addressing:
 - » risk assessment of clinical learning environments before student integrated professional practice
 - » reporting processes when a clinical learning environment or student practice is considered inappropriate or unsafe
 - » process for assessing and ensuring the minimum qualifications required of clinical and professional staff supervising students.

1.5 The education provider ensures there are policies relating to:

- a. credit transfer
- b. recognition of prior learning that are consistent with Australian Qualifications Framework (6) national principles and the graduate's ability to meet the Nurse practitioner standards for practice.

- Documented processes verifying all students entering the program hold NMBA registration as a registered nurse.
- A curriculum document and program information identifying all program entry pathways and associated admission criteria.
- Credit Transfer Policy, Recognition of Prior Learning Policy and supporting procedures that align with the Australian Qualifications Framework Qualifications Pathway Policy (8).
- A description of how the Credit Transfer Policy is applied in the program.
- Mapping demonstrating how graduates from each pathway will meet the Nurse practitioner standards for practice (2).

1.6 The education provider has processes in place to manage students with identified impairments that, in the course of undertaking integrated professional practice, may place the public at risk. These processes include procedures for mandatory reporting where required.

- Policies and processes for managing identified or reported student impairments.
- Documented procedures for mandatory reporting to the NMBA under the National Law (1).

Standard 2: Governance

STANDARD 2	EVIDENCE GUIDE
<p>2.1 The academic governance arrangements for the program of study include current registration by the Tertiary Education Quality and Standards Agency (TEQSA) as an Australian university or other higher education provider.</p>	<ul style="list-style-type: none"> • Details and diagram of the academic governance arrangements for the program of study. • Screen shots of the education provider's registration on the TEQSA national register of higher education providers. • A response report addressing any conditions TEQSA has applied.
<p>2.2 The education provider conducting the program has a governance structure that ensures the Head of Discipline is a registered nurse with the NMBA, with no conditions or undertakings on their registration relating to performance or conduct, who holds a relevant post-graduate qualification. The Head of Discipline is responsible for:</p> <p>a. academic oversight of the program</p>	<ul style="list-style-type: none"> • Organisational charts demonstrating reporting lines that encompass program governance and oversight. • Details and diagrams of reporting relationships and committee structures demonstrating academic oversight of the nurse practitioner program including research activity in nursing and the scholarship of learning and teaching. • Governance arrangements between the university or higher education provider and the school that ensure responsiveness to accreditation requirements for ongoing compliance with accreditation standards. • Head of Discipline's position descriptions demonstrating: <ul style="list-style-type: none"> » reporting relationships » roles and responsibilities. • Head of Discipline's curriculum vitae with evidence of: <ul style="list-style-type: none"> » NMBA registration (with no conditions or undertakings) – screenshot » relevant post graduate qualifications for example a PhD and demonstrated research activity in nursing and/or the scholarship of nurse learning and teaching. • Head of Discipline's details included in the Anmac Staff Matrix Template.

STANDARD 2**EVIDENCE GUIDE**

- b. promoting high-quality teaching and learning experiences for students to enable graduate competence**
 - c. ensuring staff and students are adequately indemnified for relevant activities undertaken as part of program requirements.**
- Details of reporting relationships promoting high-quality teaching and learning experiences for students.
 - Demonstrate how technology and online platforms are integrated to support teaching and learning.
 - Demonstrate how simulation practices are aligned to the NP Accreditation Standards and how that facilitates delivery of high-quality learning experiences.
 - Staff performance and appraisal policy.
 - Insurance policy and indemnification certificate covering activities undertaken as part of program requirements.

2.3 The education provider ensures consultative and collaborative approaches to:

- a. curriculum design**
- b. program organisation and**
- c. assessment strategies between:**
 - » **academic staff**
 - » **nurse practitioners**
 - » **other relevant clinical experts working in clinical service provision**
 - » **students**
 - » **consumers**
 - » **other key stakeholders including Aboriginal and Torres Strait Islander health professionals and communities when required to support appropriate program design and place-based learning.**

- Committee structures with reporting lines, relevant to the program of study.
- Terms of reference for advisory committees listing, stakeholder membership, inclusive of industry partners where students undertake integrated professional practice; and notes on each member's position and represented organisation.
- Schedule for meetings and/or consultations relevant to the program.
- Agendas, meeting minutes, list of attendees, their contributions and actions and outcomes arising from consultations relevant to program design and management.
- There is documented evidence that Aboriginal and Torres Strait Islander peoples and/or their networks are consulted regularly on the design and ongoing management of the program.

STANDARD 2

EVIDENCE GUIDE

2.4 At least one nurse practitioner is a member of academic staff that teaches into the nurse practitioner program of study. As part of this role, the nurse practitioner contributes to curriculum design and development, supervision and mentorship models, as well as quality improvement and risk management processes.

- Agendas, meeting minutes with evidence of the nurse practitioner teacher demonstrating their contributions and actions arising from consultations relevant to program design and management, supervision and mentorship models.
- Demonstrates the NP teacher contributes to quality improvement and risk management processes.
- Submit evidence of number and full details of nurse practitioners engaged by education provider as academics and/or clinical supervisors.

2.5 The education provider ensures clear governance arrangements between the organisation and health service providers to monitor students integrated professional practice experience and learning and teaching in the clinical setting. This includes, but is not limited to, program resourcing and clinical teaching, supervision and assessment.

- Contractual arrangements for integrated professional practice, including signed agreements stipulating obligations of each party.
- Documented processes for:
 - » establishing and maintaining communication between the education provider and health services where students undertake integrated professional practice
 - » managing integrated professional practice and ensuring all students obtain the required integrated professional practice hours.
 - » sourcing experience externally where industry partner offers limited IPP (e.g. student undertaking mental health IPP but requires Drugs and Alcohol experience externally).

STANDARD 2**EVIDENCE GUIDE****2.6 The program's quality improvement mechanisms incorporate evaluation information from various sources and address:**

- a. risk assessment of student learning environments**
- b. student evaluations**
- c. internal and external, academic and health professional evaluations**

- Program report (for example, an annual program dashboard).
- Quality improvement framework including:
 - » risk assessment policy or processes for academic, simulated and clinical (integrated professional practice) learning and teaching environments
 - » analysis reports arising from surveys identifying outcomes and program quality improvements
 - » schedules for subject and integrated professional practice surveys and/ or evaluations (staff, students and industry partners) that may include, or be in addition to, TEQSA student evaluation requirements
 - » terms of reference for any relevant school committee or group responsible for developing, monitoring, reviewing or quality improving the program.

- d. evidence-based developments in health professional education**
- e. evidence-based developments in health care.**

- Demonstrated staff access to research databases and/or journals to inform understanding of evidence-based developments in health professional education.
- Documented evidence to show staff who teach into the program engage in professional development regarding the scholarship of teaching, learning and higher degree research.
- Evidence to show how the EP supports and mentors those teaching into the program to be research active.

Standard 3: Program of study

STANDARD 3	EVIDENCE GUIDE
<p>3.1 The program of study is delivered at Australian Qualifications Framework level 9 (for the award of Master's degree) as a minimum and includes the term 'nurse practitioner' in the named degree.</p>	<ul style="list-style-type: none"> • Demonstrated University accreditation of the program as an award of Master's degree or TEQSA approval for a non-self-accrediting higher education provider. • Curriculum document detailing how subject learning outcomes reflect Australian Qualifications Framework (6) Level 9 or above, as applicable.
<p>3.2 The program's central focus is the application of knowledge and skills at the required level that will enable the student to provide a person-centred and culturally safe health service to people. This is service that:</p> <ol style="list-style-type: none"> is within a range of health care contexts complies with national and relevant jurisdictional legislative frameworks incorporates principles of primary health care. 	<ul style="list-style-type: none"> • Curriculum document detailing how subject learning outcomes support application of knowledge and skills to provide person-centred and culturally safe health care. • Demonstrate how the program facilitates, assesses and ensures students provide person-centred and culturally safe health care that encompass a range of health care contexts. • Demonstrate how the program helps students understand and comply with national and relevant jurisdictional, legislative frameworks. • Demonstrate how students learn about the principles of primary health care and how to apply these appropriately in practice.

STANDARD 3**EVIDENCE GUIDE**

3.3 The program has a clearly documented and explained curriculum philosophy that is integrated throughout. This philosophy includes knowledge concepts relating to:

- a. a nursing model of health care**
- b. primary health care principles and contexts**
- c. a suitable clinical development theory (such as capability theory)**
- d. sciences underpinning all elements of nurse practitioner practice**
- e. clinical decision-making and person-centred health care.**

- A curriculum document that includes but is not limited to:
 - » clearly identified and referenced nursing and education philosophies that underpin and guide the program
 - » knowledge concepts relating to a nursing model of health care and the relationship and application to NP practice
 - » knowledge concepts relating to primary health care principles and contexts
 - » knowledge concepts relating to a suitable clinical development theory such as capability theory and how this relates to the NP
 - » knowledge concepts relating to sciences that underpin elements of nurse practitioner practice
 - » knowledge concepts and application relating to clinical decision-making and person-centred health care.
- Explanation and examples of how the nursing concepts will be practically implemented within the program (for example, subjects, content, learning outcomes and assessments).
- Demonstration that the program incorporates research throughout, including the development of research and its translation into practice.

3.4 The program's electives, if included, are at the required level and complement nurse practitioner practice.

- Curriculum document detailing how electives, if included, are at the required level and complement nurse practitioner practice.
- Provide rationales for program electives (if included).

3.5 The program's teaching and learning strategies reflect contemporary practices in nursing, health and education.

- A curriculum document detailing how learning and teaching strategies are underpinned by the education philosophy and reflect contemporary practices in nursing, health and education.

STANDARD 3**EVIDENCE GUIDE****3.6 The program's content and subject learning outcomes ensure:**

- a. achievement of NMBA Nurse practitioner standards for practice
- b. integrated knowledge of national and regional health priorities, research, policy and reform
- c. knowledge of digital health and its role in supporting health care
- d. advanced holistic health assessment and diagnostics that includes requesting and interpreting results in pathology and imaging
- e. knowledge and application of clinical research and practice improvement methodologies
- f. therapeutic practice approaches grounded in a nursing model of care
- g. knowledge of socio-economic, geographical, and political factors that influence nurse practitioner service models
- h. building of clinical leadership and clinical scholarship
- i. advanced decision-making skills
- j. ability to demonstrate independent practice and to work with self-confidence

- A completed Anmac Content Mapping Template including subject learning outcomes and program content (with examples) to support integrated knowledge of:
 - » national and regional health priorities, research, policy and reform
 - » digital health and its role in supporting health care
 - » advanced holistic health assessment and diagnostics including pathology, imaging, requested and interpreting results
 - » clinical research and practice improvement methodologies
 - » therapeutic practice approaches grounded in a nursing model of care
 - » socio-economic, geographical and political factors that influence nurse practitioner service models
 - » building of clinical leadership and clinical scholarship
 - » advanced decision-making skills
 - » ability to demonstrate independent practice and to work with self-confidence
 - » diagnostic reasoning
 - » pharmacotherapeutics.

3.7 The program's content is mapped against the Prescribing Competencies Framework (9) and clearly identifies the links between learning outcomes, assessments and required graduate competencies.

- Documented map of subjects against the National Prescribing Competencies Framework (9) which clearly identifies the links between learning outcomes, assessments and required graduate competencies.

STANDARD 3

EVIDENCE GUIDE

3.8 The program includes simulated learning experience to prepare students for integrated professional practice.

- Curriculum document describing how simulation is used across the program to support student experience and how it will prepare students for integrated professional practice.
 - Program structure and plan demonstrating sequencing of subjects and scheduled integrated professional practice.
 - Program timetable demonstrating how theory and simulated practice is scheduled across the program to prepare students for integrated professional practice.
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STANDARD 3

EVIDENCE GUIDE

3.9 The program provides each student with a minimum of 300 hours of integrated supernumerary clinically based practice at an advanced level that provides exposure to:

a. a range of health care experiences relevant to the students' learning needs which enable students to achieve the NMBA Nurse Practitioner standards for practice

- Curriculum document with an integrated professional practice plan that:
 - » specifies a minimum of 300 hours of supernumerary integrated clinically based professional advanced practice
 - » exposes students to a range of health care experiences relevant to their learning needs
 - » enables student achievement of the NMBA Nurse practitioner standards for practice (2)
 - » is conducted in Australia
 - » excludes simulation.
- An integrated professional practice policy and procedure.
- Documented processes for managing integrated, clinically based, professional advanced practice, ensuring all students complete the required 300 hours.
- Documented processes for establishing and maintaining communication between the education provider and health services where students undertake integrated professional practice.
- An integrated professional practice record demonstrating that each student has relevant integrated professional practice that provides opportunities for achievement of NMBA Nurse practitioner standards for practice (2) and subject learning outcomes.

b. opportunities for intra-professional and interprofessional learning, the development of knowledge and skills and their application for collaborative practice.

- Learning and reflective activities that prepare students for [intra-professional and interprofessional learning and practice](#).
- A completed Anmac Content Mapping Template.

STANDARD 3**EVIDENCE GUIDE****3.10 The program includes content that gives students:**

- a. deep appreciation of the diversity of Australian culture, to further develop and engender their knowledge of cultural respect and safety**
- b. knowledge of the health needs of people with geographically, or culturally, socially and linguistically diverse backgrounds.**

- A curriculum document including a definition and explanation of cultural diversity and cultural safety principles and how these translate into relevant subject learning outcomes and program content.
- A completed Anmac Content Mapping Template, including subject learning outcomes and program content (with examples) that prepares students to practice cultural safety and work with people from geographically, or culturally, socially and linguistically diverse backgrounds.
- Assesses students' ability to work in culturally safe ways.

3.11 The program includes discrete content specifically addressing Aboriginal and Torres Strait Islander peoples' histories, health, wellness and culture. Health conditions prevalent among Aboriginal and Torres Strait Islander peoples and communities are appropriately embedded across the curriculum and linked to subject objectives, learning outcomes and assessment based on the Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework (10).

- Mapping across the program of content relevant to health outcomes of Aboriginal and Torres Strait Islander peoples based on national health priorities (example, National Aboriginal and Torres Strait Islander Health Plan 2021–2031 (11)).

3.12 The program's resources are sufficient to facilitate student achievement of the NMBA Nurse practitioner standards for practice. Attention is paid to human and physical resources supporting all teaching and learning environments, including simulated practice and integrated professional practice.

- A statement about the proposed annual student population across the five years of accreditation.
- A program timetable demonstrating sufficient physical resources and classes for the proposed student population across the five years of accreditation.
- A description of the online learning environment and how it will be used by students and staff in teaching and learning.
- A description of the types of health and associated services where students will be placed for integrated professional practice.

STANDARD 3

EVIDENCE GUIDE

- An outline of available simulated learning environments and inventory of available simulation equipment.
- Description of the process by which the supply of consumables will support the requirements of the proposed student population.
- Description of library resources available to the nurse practitioner student population and details on how the library is managed.
- Outline of affirmative action strategies for recruiting, employing, supporting and retaining Aboriginal and Torres Strait Islander staff engaged with program delivery.
- Explanations of staffing models for academic and clinical learning environments, including simulation and integrated professional practice.
- Completed Anmac Staff Matrix Template supporting assessment of the quality and quantity of human resources allocated to program delivery.

3.13 Staff teaching and assessing nurse practitioner specific subjects have relevant clinical and academic qualifications and advanced practice experience. Subjects include cultural safety, pharmacology, advanced health assessment and diagnostics (pathology and medical imaging) content.

- Policies and/or processes to support and monitor professional and academic development for staff teaching into the program, and evidence of implementation.
- Documented processes for verifying and monitoring academic and professional credentials and NMBA registration, including ongoing currency.
- Position descriptions for staff teaching into the program.

3.14 Each student's integrated professional practice clinical and professional support team is qualified for their level of teaching and/or supervision.

- Documented processes for verifying and monitoring academic and professional credentials for integrated professional practice, clinical, and professional support team.

Standard 4: Student experience

STANDARD 4	EVIDENCE GUIDE
<p>4.1 Students are provided with easy access to program of study information that is relevant, timely and transparent.</p>	<ul style="list-style-type: none"> • Information provided to students and how this information is accessed, incorporating: <ul style="list-style-type: none"> » admission and enrolment information » student or program handbook » subject outlines » integrated professional practice information » policies and procedures relating to assessment, integrated professional practice, student progression and appeals. • Examples of student journeys.
<p>4.2 Aboriginal and Torres Strait Islander registered nurses are actively encouraged to apply for enrolment. Targeted supports are offered to these students and provided as needed.</p>	<ul style="list-style-type: none"> • Demonstration of affirmative action strategies for student enrolment and support and retention strategies for Aboriginal and Torres Strait Islander students.
<p>4.3 Students have sufficient and timely access to academic and clinical teaching staff, including nurse practitioners, to support their learning.</p>	<ul style="list-style-type: none"> • Information provided to students about: <ul style="list-style-type: none"> » types of academic support services and how to access them » how to access academic and clinical teaching staff, including nurse practitioners (for example, in subject outlines, student handbook or Learning Management System).
<p>4.4 Students are informed of, and have access to, grievance and appeals processes.</p>	<ul style="list-style-type: none"> • Examples of mechanisms used for informing students about grievance and appeals policies and procedures. • Description of how students can access grievance and appeals policies and procedures.
<p>4.5 Students are informed of, and have access to, pastoral and/or personal support services.</p>	<ul style="list-style-type: none"> • Mechanism for informing students about pastoral and/or personal support services. • Description of how students can access pastoral and/or personal support services.

STANDARD 4**EVIDENCE GUIDE****4.6 Student experiences observe and promote equity and diversity principles, including cultural safety principles in support of Aboriginal and Torres Strait Islander students.**

- Demonstration of how enrolment, assessment and progression policies promote equity and diversity principles. This includes cultural safety principles to support Aboriginal and Torres Strait Islander students.
 - Information promoting equity and diversity principles available to students (for example, in a subject guide or outline, student handbook, Learning Management System, integrated professional practice handbook or log).
 - Policies and procedures addressing equity and diversity principles and examples of implementation and monitoring by staff.
-

Standard 5: Student assessment

STANDARD 5	EVIDENCE GUIDE
5.1 The program of study's learning outcomes and assessment strategies are aligned.	<ul style="list-style-type: none">• A curriculum document explaining the alignment between program learning outcomes and assessment strategies.• A completed Anmac Assessment Mapping Template demonstrating the links between the NMBA Nurse practitioner standards for practice (2), subject learning outcomes and subject assessments.
5.2 The program's subject learning outcomes, with associated subject assessments, are clearly mapped to the NMBA Nurse practitioner standards for practice (2).	<ul style="list-style-type: none">• A curriculum document explaining how learning outcomes and assessments will prepare students for practice as a nurse practitioner.• A completed Anmac Assessment Mapping Template demonstrating the links between the NMBA Nurse practitioner standards for practice , subject learning outcomes and subject assessments.

STANDARD 5**EVIDENCE GUIDE**

5.3 The integrity of the program's theoretical and clinical assessments is ensured through the use of a range of contemporary, validated assessment tools, modes of assessment, sampling and moderation processes.

- A curriculum document explaining the strategies in place to ensure assessment integrity.
- An assessment policy addressing assessment tools, modes of moderation and progression rules.
- A completed Anmac Assessment Mapping Template showing all modes and contexts of assessments.
- Documented processes for:
 - » moderating and sampling assessments at subject and/or program level, including across teaching sites where relevant
 - » validating assessment tools.
- Theoretical assessments and marking rubrics.
- Simulated assessments and marking rubrics.
- Integrated professional practice assessment tools with explanations of how they were validated.
- Security measures (including information technology security) used to protect the integrity of all modes of assessment (for example, documented policy, processes, screen shots and software used).

5.4 The program's formative and summative assessment enhances individual and group learning and informs student progression.

- A curriculum document explaining how formative and summative assessments will be used to enhance learning and inform student progression.

STANDARD 5**EVIDENCE GUIDE****5.5 Assessments include:**

- a. comprehensive portfolio of learning and integrated professional practice**
- b. viva voce clinical assessment**
- c. contextualised, scenario-based strategies**
- d. observational assessment against the NMBA Nurse practitioner standards for practice in the context of integrated professional practice.**

- A completed Anmac Assessment Mapping Template showing formative and summative assessments used across the program.
- Documented processes that ensure early detection and responsiveness to students experiencing difficulties.
- Process to inform students about formative and summative assessments and how they will be used to support and evidence student learning.
- Examples of formative and summative assessments and associated marking rubrics for viva voce assessment.
- Examples of formative and summative assessments and associated marking rubrics with contextualised, scenario-based strategies.
- A completed Anmac Assessment Mapping Template showing observational assessment against the NMBA Nurse practitioner standards for practice (2) in the context of integrated professional practice.

STANDARD 5**EVIDENCE GUIDE****5.6 The education provider is ultimately accountable for the assessment of students in relation to their integrated professional practice.**

- A curriculum document explaining how the education provider ensures ultimate accountability for student assessment in relation to integrated professional practice.
 - Student placement agreements detailing roles and responsibilities of health service and education providers.
 - Documented clinical supervision models used throughout the program.
 - A clinical facilitator guide with information about the roles of the education provider and supervising nurse practitioners in relation to student assessment during integrated professional practice.
 - Integrated professional practice record used for assessment. The document should clarify the role of the education provider and supervising nurse practitioners in student assessment and indicating assessment sign off is to be by a nurse practitioner.
 - Documented communication processes between the education provider and students, clinical facilitators and health service education managers enabling oversight of student assessment and supervision during integrated professional practice.
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Additional resources used in the development of this Evidence Guide can be found in the complementary documents:

- Anmac Nurse Practitioner Accreditation Standards 2026
- Anmac Nurse Practitioner Accreditation Standards 2026 Consultation Report

The logo for Anmac features a stylized letter 'A' on the left, composed of two overlapping curved shapes in shades of purple and blue. To the right of the 'A', the letters 'nmac' are written in a bold, blue, sans-serif font.

Anmac