



Nurse Practitioner Accreditation Standards 2026

**Australian
Nursing & Midwifery
Accreditation Council**

© Anmac 2026

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within your organisation. Apart from any use as permitted under the Copyright Act 1968, all other rights are reserved. Requests and inquiries concerning reproduction and rights should be addressed to Copyright, Anmac, GPO Box 400, Canberra ACT 2601

ISBN: 978-0-6487395-3-1

Published by the Australian Nursing and Midwifery Accreditation Council (Anmac), Canberra, 2026.

This document is online at
<https://anmac.org.au/accreditation-standards>

For further information, contact:

Anmac
GPO Box 400
Canberra City ACT 2601

T: +61 2 6257 7960

E: Anmac@anmac.org.au

www.Anmac.org.au

Contents

Acknowledgements	2
1. Introduction	3
2. Use of accreditation standards	4
2.1 Use of the Nurse Practitioner Accreditation Standards	4
2.2 Evidence Guide	4
2.3 Glossary	4
3. Nurse Practitioner Accreditation Standards	5
Standard 1: Safety of the public	5
Standard 2: Governance	6
Standard 3: Program of study	7
Standard 4: Student experience	9
Standard 5: Student assessment	10
4. Reference list	11

Acknowledgements

The Board of the Australian Nursing and Midwifery Accreditation Council (Anmac) gratefully acknowledges the expertise, time and commitment contributed by each member of the Regulatory Advisory Group, Anmac staff and stakeholders who contributed to the review of the Nurse Practitioner Accreditation Standards 2026

1. Introduction

The Nurse Practitioner Accreditation Standards 2026 (the Standards) are used to accredit and assess education programs leading to accreditation of a nurse practitioner program of study with the Nursing and Midwifery Board of Australia (NMBA).

The Standards allow registered nurses who have completed programs approved against these Standards to apply to the NMBA for endorsement as a nurse practitioner (1).

These Nurse Practitioner Accreditation Standards 2026 replace the Nurse Practitioner Accreditation Standards 2015 (2).

The Health Practitioner Regulation National Law Act 2009 (the National Law) (3) legislates the National Registration and Accreditation Scheme for health practitioners.

Section 4 of the schedule in the National Law (3) sets out the six 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 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 innovation in the education of, and service delivery by, health practitioners.

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

Wide-ranging consultation was undertaken to develop these Standards. Stakeholders had the opportunity to contribute in two separate consultation stages. They could contribute through an online survey, by written submission or face-to-face. Further details can be found in the supporting Nurse Practitioner Accreditation Standards 2026 Consultations document.

The Department of the Prime Minister and Cabinet, Regulatory Impact Analysis Guide for Ministers' Meetings and National Standard Setting Bodies (2021) (4) and the Ahpra Procedures for the development of accreditation standards (5) were considered during the review with regards to regulatory risk.

The development of these accreditation standards was a collaborative project between the NMBA, Ahpra and Anmac. In alignment with the Procedures for the development of accreditation standards (5) Anmac provided advice on the likely regulatory impact of the proposed accreditation standards within the parameters of the collaborative project. The NMBA, as the decision maker defined in the procedures, did not request that a regulatory impact statement be undertaken.

2. Use of accreditation standards

2.1 Use of the Nurse Practitioner Accreditation Standards

The Standards are designed principally for higher education providers seeking accreditation of a nurse practitioner program of study.

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 (3).

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 with the NMBA (1).

2.2 Evidence Guide

Essential evidence set out in the Evidence Guide supports the Standards and was developed by Anmac in conjunction with stakeholders.

The Evidence Guide 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 guide is addressed.

2.3 Glossary

Glossary terms in the Nurse Practitioner Accreditation Standards 2026 and Evidence Guide are in Anmac's online glossary on <https://anmac.org.au/glossary>

3. Nurse Practitioner 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 of study's admission requirements are fair, equitable and transparent. Before making an offer for enrolment, education providers inform applicants of the requirements:
- to meet the program's inherent requirements
 - to hold current general registration as a registered nurse with the NMBA
 - to have a minimum of 3600 hours of clinical practice as a registered nurse
 - 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)
 - to hold a clinically relevant postgraduate qualification at Australian Qualifications Framework Level 8 (6)
 - specified by health services where integrated professional practice is undertaken
 - specified in the NMBA's Endorsement as a nurse practitioner registration standard (1).
- 1.4** The education provider ensures that organisations in which students undertake integrated professional practice have:
- evidence-based quality and safety policies and processes that meet relevant jurisdictional requirements and standards
 - 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 (7) at the appropriate advanced practice level.
- 1.5** The education provider ensures there are policies relating to:
- credit transfer
 - recognition of prior learning, that are consistent with Australian Qualifications Framework national principles and the graduate's ability to meet the Nurse practitioner standards for practice.
- 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.

Standard 2: Governance

- 2.1** The academic governance arrangements for the program of study include current registration by the Tertiary Education Quality and Standards Agency as an Australian university or other higher education provider.
- 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:
- academic oversight of the program
 - promoting high-quality teaching and learning experiences for students to enable graduate competence
 - ensuring staff and students are adequately indemnified for relevant activities undertaken as part of program requirements.
- 2.3** The education provider ensures consultative and collaborative approaches to:
- curriculum design
 - program organisation
 - 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.
- 2.4** At least one nurse practitioner is a member of academic staff that teaches into the nurse practitioner program of study and 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.
- 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.
- 2.6** The program's quality improvement mechanisms incorporate evaluation information from various sources and address:
- risk assessment of student learning environments
 - student evaluations
 - internal and external, academic and health professional evaluations
 - evidence-based developments in health professional education
 - evidence-based developments in health care.

Standard 3: Program of study

- 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.
- 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-centered and culturally safe health service to people. This is service that:
- is within a range of health care contexts
 - complies with national and relevant jurisdictional legislative frameworks
 - incorporates principles of primary health care.
- 3.3** The program has a clearly documented and explained curriculum philosophy that is integrated throughout. This philosophy includes knowledge concepts relating to:
- a nursing model of health care
 - primary health care principles and contexts
 - a suitable clinical development theory (such as capability theory)
 - sciences underpinning all elements of nurse practitioner practice
 - clinical decision making and person-centered health care.
- 3.4** The program's electives, if included, are at the required level and complement nurse practitioner practice.
- 3.5** The program's teaching and learning strategies reflect contemporary practices in nursing, health and education.
- 3.6** The program's content and subject learning outcomes ensure:
- achievement of the NMBA Nurse practitioner standards for practice (6)
 - integrated knowledge of national and regional health priorities, research, policy and reform
 - knowledge of digital health and its role in supporting health care
 - advanced holistic health assessment and diagnostics that includes requesting and interpreting results in pathology and imaging
 - knowledge and application of clinical research and practice improvement methodologies
 - therapeutic practice approaches grounded in a nursing model of care
 - knowledge of 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.
- 3.7** The program's content is mapped against the Prescribing Competencies Framework (7) and clearly identifies the links between learning outcomes, assessments and required graduate competencies.
- 3.8** The program includes simulated learning experience to prepare students for integrated professional practice.

- 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 range of health care experiences relevant to the students' learning needs which enable students to achieve the NMBA Nurse Practitioner standards for practice (6)
 - opportunities for intra-professional and interprofessional learning, the development of knowledge and skills and their application for collaborative practice.
- 3.10** The program includes content that gives students:
- deep appreciation of the diversity of Australian culture, to further develop and engender their knowledge of cultural respect and safety
 - knowledge of the health needs of people with geographically, culturally, socially and linguistically diverse backgrounds.
- 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.
- 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.
- 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.
- 3.14** Each student's integrated professional practice clinical and professional support team is qualified for their level of teaching and/or supervision.

Standard 4: Student experience

- 4.1** Students are provided with easy access to program of study information that is relevant, timely and transparent.
- 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.
- 4.3** Students have sufficient and timely access to academic and clinical teaching staff, including nurse practitioners, to support their learning.
- 4.4** Students are informed of, and have access to, grievance and appeals processes.
- 4.5** Students are informed of, and have access to, pastoral and/or personal support services.
- 4.6** Student experiences observe and promote equity and diversity principles, including cultural safety principles in support of Aboriginal and Torres Strait Islander students.

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

1. Nursing and Midwifery Board of Australia. Registration standard: Endorsement as a nurse practitioner. Australian Health Practitioner Regulation Agency; 2016. Available from: <https://www.nursingmidwiferyboard.gov.au/Registration-Standards/Endorsement-as-a-nurse-practitioner.aspx>
2. Australian Nursing and Midwifery Accreditation Council. Nurse Practitioner Accreditation Standards. 2015. Available from: https://anmac.org.au/sites/default/files/2025-08/Nurse_Practitioner_Accreditation_Standard_2015.pdf
3. Queensland Government. Health Practitioner National Law Act 2009. Available from: <https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-045>
4. Commonwealth of Australia, Department of the Prime Minister and Cabinet. Regulatory Impact Analysis Guide for Ministers' Meetings and National Standard Setting Bodies. 2021. Available from: <https://oia.pmc.gov.au/sites/default/files/2021-06/regulator-analysis-guide.pdf>
5. Australian Health Practitioner Regulation Agency. Procedures for the development of accreditation standards. 2023. Available from: <https://www.ahpra.gov.au/Resources/procedures.aspx>
6. Australian Qualifications Framework Council. The Australian Qualifications Framework. 2013. Available from: <https://www.aqf.edu.au/>
7. Nursing and Midwifery Board of Australia. Nurse practitioner standards for practice. 2021. Available from: <https://www.nursingmidwiferyboard.gov.au/codes-guidelines-statements/professional-standards/nurse-practitioner-standards-of-practice.aspx>
8. NPS MedicineWise. Prescribing Competencies Framework: embedding quality use of medicines into practice (2nd ed.). 2021. Available from: https://www.nps.org.au/assets/NPS/pdf/NPSMedicineWise_Prescribing_Competerencies_Framework.pdf
9. Commonwealth of Australia, Department of Health. Aboriginal and Torres Strait Islander Health Curriculum Framework. 2014. Available from: <https://www.health.gov.au/resources/publications/aboriginal-and-torres-strait-islander-health-curriculum-framework>

Additional resources used in the development of these accreditation standards can be found in the complementary documents:

- Anmac Nurse Practitioner Accreditation Standards 2026 Evidence Guide
- 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 lines in shades of purple and blue. To the right of the 'A', the word 'nmac' is written in a bold, blue, sans-serif font.

Anmac