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| Application Pack |
| Re-entry to the Register Registered Nurse Accreditation Standards 2014 |

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# Submission preparation

The relevant accreditation standards for this application pack are the:

[*Re-entry to the Register Registered Nurse Accreditation Standards 2014.*](http://www.anmac.org.au/sites/default/files/documents/Re-entry_Registered_Nurse_Accreditation_Standards_2014_0.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 |  |
| 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 | Non-award |
| PROGRAM TYPE | Re-entry to the Register |
| 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 LENGTHPart 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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# 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 submissionI, [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 demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Current registration with one of the following:
1. TEQSA as an Australian university or other higher education provider[[1]](#footnote-1) offering an entry to practice registered nurse program.[[2]](#footnote-2)
 |  |  |
| * 1. TEQSA as an Australian university or other higher education provider not offering an entry to practice registered nurse program that has a formal agreement in place with an Australian university or other higher education provider with current TEQSA registration and offering an entry to practice registered nurse program.
 |  |  |
| 1. AQSA as an Australian registered training organisation that has a formal governance arrangement in place with an Australian university or other higher education provider, which has current registration with TEQSA and offers an entry to practice registered nurse program.
 |  |  |
| * 1. Current accreditation of the Re-entry to the Register—Registered Nurse program 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. Meeting the AQF requirements for a minimum level 7 award program, and having been issued with a statement of completion and/or attainment by the governing Australian university or higher education provider.
 |  |  |
| * 1. Current documented academic governance structure for the university (or other higher education provider) and program provider that illustrates academic oversight of the Re-entry to the Register—Registered Nurse program and promotes high-quality teaching and learning, scholarship, research and ongoing evaluation.
 |  |  |
| * 1. Terms of reference for relevant program advisory committees demonstrating partnership with key stakeholders, 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 making decisions related to the program.
 |  |  |
| * 1. Governance arrangements between the university or higher education provider and the program provider that ensures responsiveness to accreditation requirements for ongoing compliance with accreditation standards.
 |  |  |
| * 1. Policies confirming that credit transfer or the recognition of prior learning, consistent with AQF national principles, are not available to students seeking entry into the proposed program.
 |  |  |

# 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 the curriculum.
 |  |  |
| * 1. The incorporation of contemporary Australian and international best practice teaching, learning and assessment methodologies and technologies designed 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
		2. facilitate the integration of theory and practice
 |  |  |
| * + 1. encourage the application of critical thinking frameworks and problem-solving skills
 |  |  |
| * + 1. enable achievement of stated learning outcomes
 |  |  |
| * + 1. scaffold learning appropriately throughout the program
 |  |  |
| * + 1. engender deep rather than surface learning
 |  |  |
| * + 1. encourage students to become self-directed learners
 |  |  |
| * + 1. embed recognition that graduates take professional responsibility for their continuing competence and life-long learning
 |  |  |
| * + 1. instil in students 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 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 must demonstrate evidence of:

| 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.
 |  |  |
| * 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. The program incorporating a minimum of 80 to 240 hours of workplace experience, not inclusive of simulation activities.
 |  |  |
| * 1. Content and sequencing of the program that prepares students for workplace experience and incorporates opportunities for simulated learning.
 |  |  |
| * 1. A skill based workplace challenge test—for students seeking recognition of prior learning—against the current National Competency Standards for the Registered Nurse, conducted by a registered nurse who is registered by the NMBA.
 |  |  |
| * 1. Workplace experience in Australia to consolidate the acquisition of competence and facilitate transition to practice. A summative assessment is conducted 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 (subjects delivered on-campus or in mixed-mode, by distance or by e-learning methods).
 |  |  |

# 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 must demonstrate evidence of:

| 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, learning assessments and national competencies
 |  |  |
| * 1. teaching and learning strategies
 |  |  |
| * 1. a workplace experience plan.
 |  |  |
| * 1. The program’s central focus on nursing practice in the Australian health care context, 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 existing and emerging national and regional health priorities, health research, health policy and reform.
 |  |  |
| * 1. Nursing research and evidence-based inquiry underpinning all elements of curriculum content and delivery.
 |  |  |
| * 1. Program content that supports the development and application of professional knowledge and skills, including but not limited to:
 |  |  |
| 1. critical thinking, analysis and decision making
 |  |  |
| 1. essentials of care[[3]](#footnote-3)
 |  |  |
| 1. professional culture and behaviour in the Australian health care context
 |  |  |
| 1. cultural competence
 |  |  |
| 1. delegation, supervision and leadership
 |  |  |
| 1. quality improvement methodologies
 |  |  |
| 1. research appreciation and translation
 |  |  |
| 1. legal and ethical obligations, responsibilities and issues in health care and research
 |  |  |
| 1. health informatics and health technology
 |  |  |
| 1. social determinants of health and wellbeing
 |  |  |
| 1. rural and remote health
 |  |  |
| 1. mental health
 |  |  |
| 1. chronic disease and self-management
 |  |  |
| 1. primary health care
 |  |  |
| 1. health professional regulation and health policy
 |  |  |
| 1. pharmacokinetics and pharmacodynamics
 |  |  |
| 1. National Safety and Quality Standards[[4]](#footnote-4), including but not limited to:
* documentation and communication
* recognition of and response to the patient’s deteriorating health
* infection control
* quality use of medicines
* prevention of risk and promotion of safety
* clinical monitoring and management.
 |  |  |
| * 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 discrete subject matter specifically addressing Aboriginal and Torres Strait Islander peoples’ history, health, wellness and culture.
 |  |  |
| * 1. A curriculum that embeds health conditions prevalent among Aboriginal and Torres Strait Islander peoples.
 |  |  |

# 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 must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Consistent approaches used for student assessment across teaching sites and modalities and how this approach is periodically reviewed and updated.
 |  |  |
| * 1. Clear statements about assessment and progression requirements that are provided to students at the start of the program.
 |  |  |
| * 1. The level, number and context of assessments that are consistent with determining the achievement of the stated learning outcomes.
 |  |  |
| * 1. Formative and summative assessment types and tasks that exist across the program to enhance individual and collective learning as well as inform student progression.
 |  |  |
| * 1. Assessment approaches used across a range of contexts to evaluate competence in the essential knowledge, skills and behaviours required for professional nursing practice.
 |  |  |
| * 1. Assessment approaches used to evaluate student communication competence and English language proficiency before workplace experience begins.
 |  |  |
| * 1. Validated instruments used in workplace experience assessments to evaluate student knowledge, skills, behaviours and competence.
 |  |  |
| * 1. Ultimate accountability mechanisms in place for assessing students on their workplace experience.
 |  |  |
| * 1. Assessments included in the appraisal of competence in the quality use of medicines.
 |  |  |
| * 1. Procedural controls, fairness, reliability, validity and transparency in place to assess students.
 |  |  |
| * 1. Processes to ensure the integrity of online assessment.
 |  |  |
| * 1. Collaboration between health service providers (where relevant) and teaching staff in selecting and implementing assessment methods.
 |  |  |
| * 1. Summative assessments of student achievement of competence against the current National Competency Standards for the Registered Nurse conducted by a registered nurse (registered by the NMBA and who has demonstrated current experience in conducting the summative assessment of students in an entry to practice program) 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 must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Applicants being informed of the following before accepting an offer of enrolment:
 |  |  |
| 1. specific requirements for entry to the program, including English language proficiency
 |  |  |
| 1. how education providers will, under the National Law, register students with the NMBA and notify the AHPRA 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 being selected for the program based on clear, justifiable and published admission criteria.
 |  |  |
| * 1. Students having met the NMBA English language proficiency requirements before entering the program and having demonstrated they have the communication skills needed to successfully undertake academic and workplace experience requirements throughout the program.
 |  |  |
| * 1. Students being informed about, and having access to, appropriate support services, including counselling, health care and educational advisory services.
 |  |  |
| * 1. Processes in place enabling early identification of and support for students who are not performing well.
 |  |  |
| * 1. Students having equal opportunity to meet the National Competency Standards for the Registered Nurse without any influence of the program mode of delivery or program location.
 |  |  |
| * 1. Processes in place for student representation in and feedback on matters relating to governance and program management, content, delivery and evaluation.
 |  |  |

# 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 meet the current National Competency Standards for the Registered Nurse.

### Criteria

The program provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Staff, facilities, equipment and other teaching resources being in place in sufficient quality and quantity for the anticipated student population and any planned increase.
 |  |  |
| * 1. Students having sufficient and timely access to academic and clinical teaching staff to support their learning.
 |  |  |
| * 1. A balanced academic, clinical, technical and administrative staff complement being in place that is appropriate to meeting teaching, research and governance commitments.
 |  |  |
| * 1. Staff recruitment strategies being in place that are culturally inclusive and reflect population diversity in Australia.
 |  |  |
| * 1. Documented position descriptions for teaching staff being in place that clearly articulate roles, reporting relationships, responsibilities and accountabilities.
 |  |  |
| * 1. The head of program being a registered nurse who holds a current Australian general registration, who has no conditions on their registration relating to conduct, and who holds a relevant post-graduate qualification.
 |  |  |
| * 1. Staff teaching and assessing subjects, including workplace experience, who are registered nurses with relevant clinical and academic experience.
 |  |  |
| * 1. Academic staff being qualified in the relevant discipline for their level of teaching, to at least one qualification standard higher than the program being taught or with equivalent professional experience.
 |  |  |
| * 1. Qualifications and experience relevant to the subject areas being taught in cases where an academic staff member’s tertiary qualifications do not include nursing.
 |  |  |
| * 1. Processes being in place to ensure academic staff have a sound understanding of contemporary scholarship and professional practice in the subject areas they teach.
 |  |  |
| * 1. Teaching and learning taking place in an active research environment in which academic staff are engaged in research and/or scholarship and/or generating new knowledge and in which publications, grants and conference papers are documented.
 |  |  |
| * 1. Policies and processes being in place to verify and monitor the academic and professional credentials and registration of current and incoming staff and evaluate their performance and development needs.
 |  |  |

# Standard 8: Management of workplace experience

### The program provider ensures that every student is given supervised workplace experiences conducted in an environment(s) providing suitable opportunities and conditions for students to meet the current National Competency Standards for the Registered Nurse.

### Criteria

The program provider must demonstrate evidence of:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Constructive relationships and clear contractual arrangements being in place with all health providers through which students gain their workplace experience, and processes being in place to ensure these arrangements are regularly evaluated and updated.
 |  |  |
| * 1. Risk management strategies being in place in all environments in which students are placed to gain workplace experiences, and processes being in place to ensure these strategies are regularly reviewed and updated.
 |  |  |
| * 1. Workplace experiences being in place that are appropriate to enable students to meet the current National Competency Standards for the Registered Nurse.
 |  |  |
| * 1. Each student being provided with: quality and appropriate workplace experiences that reflect major health priorities and contemporary nursing practice; opportunities 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 being in place to enable students to achieve required learning outcomes and meet the National Competency Standards for the Registered Nurse.
 |  |  |
| * 1. Academics, nurse clinicians and other health professionals being engaged in supervising and supporting students during workplace experiences are adequately prepared for this role, and seeking 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 being undertaken by appropriately qualified and prepared registered nurses practicing in Australia with current skills needed to assess undergraduate students against the National Competency Standards for the Registered Nurse.
 |  |  |
| * 1. Appropriate resources being 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 must demonstrate evidence of:

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

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| Further comments |

1. For explanation of provider categories: Tertiary Education and Quality Standards Agency (2011), *Higher Education Standards (Threshold Standards) 2011 Legislative Instrument, Chapter 2*. Accessed on 7 June 2013: <http://www.teqsa.gov.au/higher-education-standards-framework> [↑](#footnote-ref-1)
2. Entry to practice program: For registration as a registered nurse, the minimum qualification must be a Bachelor Degree (or where relevant, a postgraduate qualification) delivered by a university or higher education provider and the minimum length of the course is equivalent to six semesters of full-time study. [↑](#footnote-ref-2)
3. Essentials of care are the aspects of care that are fundamental to a person’s health and wellbeing (New South Wales Health Essentials of Care program. Accessed on 23 July 2013: <http://www0.health.nsw.gov.au/nursing/projects/eoc>. These may include, but are not limited to, personal care, promotion of self-care, fluid and nutritional management, clinical interventions including wound management, acute and chronic health care. [↑](#footnote-ref-3)
4. Australian Commission on Safety and Quality in Health Care (2012), *The National Safety and Quality Health Service Standards.* Accessed on 23 July 2013: <http://www.safetyandquality.gov.au/wp-content/uploads/2011/09/NSQHS-Standards-Sept-2012.pdf> [↑](#footnote-ref-4)