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| Application Pack |
| Registered Nurse Accreditation Standards 2009 |

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# Submission preparation

The relevant accreditation standards for this application pack are the:

[*Registered Nurse Accreditation Standards 2009*](https://anmac2.sharepoint.com/research/projects/RegisteredNurse/Stage3/Standard_NMBA_review/ANMC_Registered_Nurse%20Standards.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

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| --- | --- |
| PROGRAM |  |
| PROGRAM ABBREVIATION |  |
| PROGRAM OF STUDY COURSE CODE |  |
| REGISTRATION TYPE | Registered Nurse |
| QUALIFICATION TYPE | Bachelor of Nursing |
| PROGRAM TYPE | Entry |
| ACCREDITATION TYPE | Choose an item. |
| SITES WHERE PROGRAM IS TO BE OFFERED |  |
| NO. OF STUDENTS TO BE ENROLLED PER COHORT |  |
| NO. OF COHORTS PER YEAR |  |
| PROGRAM LENGTH  Part time, full time where applicable |  |
| MODES OF DELIVERY |  |
| ENTRY LEVEL ENGLISH LANGUAGE PROFICIENCY REQUIREMENT |  |

### ANMAC use only

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| 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 OT EDUCATION PROVIDER |  |
| DATE OF SITE VISIT(S) |  |
| DATE(S) FURTHER EVIDENCE RECEIVED |  |
| DATE(S) OF FOLLOW UP MEETINGS |  |

1. Program/units – theoretical and experiential learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program/unit codes (list all) | Program/unit title | No. 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 submission  I, [insert name] declare that all documentation in this submission, or in support of this submission, is true and correct and is the original work of [insert name of education provider] except in so far as acknowledgement is made to other sources. I acknowledge that any reporting requirements, including the submission of an Annual Declaration confirming that the program is being delivered as accredited, is a general condition of accreditation.  Signature:  Date: |

# Standard One: Governance

The course provider demonstrates policies, procedures, processes and practices in regard to: quality assurance and improvement; course design and management; consultation and collaboration; and ensuring resources adequate to course implementation.

### Statement of Intent

That courses have adequate governance arrangements to produce graduates with the required graduate competency outcomes, as detailed in the ANMC National Competency Standards for the Registered Nurse.

### Criteria

The course provider is required to demonstrate or confirm:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| 1. current quality assurance and accreditation in the relevant education sector in Australia—Bachelor degree in nursing courses must show evidence of Australian university quality assurance and accreditation   *Evidence Guide:*  *Confirmation of successful completion of the Australian Universities Quality Agency (AUQA) audit report, including date of expiration of approval (M). Listing on the current AQF register. Account of any restrictions on accreditation status (M).* |  |  |
| 1. course development, monitoring, review, evaluation and quality improvement   *Evidence Guide:*  *Current template for school course review documentation, such as evaluation, quality improvement plan, reports or descriptions of ways in which these processes have impacted or will impact on course design and delivery. Documentation of the need for and viability of the course relative to the jurisdiction in which the course is to be delivered: e.g., evidence of consultation with industry and support for course in region(s) where it is to be offered; Scoping study.* |  |  |
| 1. collaborative approaches to course organisation and curriculum design between academic staff, students, consumers and key stakeholders   *Evidence Guide:*  *Collaboration activities—Advisory committee membership and monitoring committee membership. Documentation of collaborative curriculum development—Terms of Reference for committees and minutes of meetings.* |  |  |
| 1. that students are provided with facilities and resources sufficient in quality and quantity to the attainment of the required graduate competency outcomes   *Evidence Guide:*  *Evidence of resources (cross reference with standard 8, criterion 3).* |  |  |
| 1. how shared formal agreements between the education provider and any health service providers where students gain their professional experience are developed and reviewed, and justification of their requirements   *Evidence Guide:*  *Guidelines that prescribe content of agreements. Meeting minutes of negotiation of agreements.* |  |  |
| 1. how risk assessments of and risk minimisation strategies for any environment where students are placed to gain their professional experience are developed   *Evidence Guide:*  *Guidelines or policies for risk assessments and risk minimisation strategies.* |  |  |
| 1. that credit transfer or the recognition of prior learning (RPL) is consistent with both AQF national principles and the expected outcomes of regulatory authorities for practice   *Evidence Guide:*  *Credit transfer/RPL policies, including description of how curriculum is ‘matched’ to determine RPL (M). Examples of RPL for an overseas registered nurse. Documentation that identifies process and outcomes for RPL.* |  |  |
| 1. the equivalence of course outcomes for courses taught in Australia in all delivery modes in which the course is offered (courses delivered on-campus or in mixed-mode, by distance or by e-learning methods)   *Evidence Guide:*  *Description of processes to ensure equivalence of course outcomes—documentation of arrangements for online courses to satisfy professional experience component of course (M).* |  |  |
| 1. the equivalence of course outcomes for cross-border education in all delivery modes in which the course is offered (courses delivered on-campus or in mixed-mode, by distance or by e-learning methods)   *Evidence Guide:*  *Description of processes to ensure equivalence of course outcomes—documentation of arrangements for offshore courses to satisfy professional experience component of course (M)—e.g., breakdown of onshore and offshore teaching. Declaration regarding teaching and assessment in English (also standard 4, criterion 7, final placement in Australia).* |  |  |
| 1. monitoring of staff performance and ongoing academic staff development, and of staff having current relevant professional registration.   *Evidence Guide:*  *Copies of policies and descriptions of processes for staff performance review, for identifying and dealing with staff non-compliance of requirements for maintaining nursing registration (or other professional registration where applicable). Descriptions of staff professional development activities. Policies regarding personal staff performance development plans.* |  |  |

# Standard Two: Academic Staffing

The course provider demonstrates policies, procedures, processes and practices to demonstrate that staff are qualified and prepared for their roles and responsibilities in relation to educating and supervising students.

### Statement of Intent

That staff are qualified and sufficient in number to provide students with the support and the expertise necessary to attain their graduate competency outcomes.

### Criteria

The course provider is required to demonstrate that:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| 1. the Head of Discipline and academic staff members hold a tertiary qualification relevant to their nursing profession as a minimum qualification   *Evidence Guide:*  *Position descriptions indicating minimum qualifications. Sample copies of curriculum vitae.* |  |  |
| 1. the Head of Discipline and academic staff are registered nurses with a current practising certificate   *Evidence Guide:*  *Position descriptions indicating requirement for current practising certificate. Description of processes for checking that staff maintain current practising certificate. Sample copies of relevant current practising certificates.* |  |  |
| 1. in cases where an academic staff member’s qualifications do not include nursing their qualifications are relevant to the education of the given students (e.g., in cross-disciplinary courses)   *Evidence Guide:*  *List of current academic staff, including teaching experience, qualifications and courses taught (M).* |  |  |
| 1. academic staff hold a qualification that is higher than the qualification for which the students they educate are studying (or justification of where exceptions to this criterion should be made)   *Evidence Guide:*  *As per criterion 3*. |  |  |
| 1. academic staff are qualified to fulfil their teaching responsibilities, including current competence in area of teaching   *Evidence Guide:*  *As per criterion 3*. |  |  |
| * staffing arrangements around course delivery are aligned with course outcomes.   *Evidence Guide:*  *Policies for staff recruitment; justification of staff selection against course delivery (cross reference with standard 8, criterion 6).* |  |  |

# Standard Three: Students

The course provider demonstrates policies, procedures, processes and practices which establish: equal opportunities for students to successfully meet the requirements for registration as a nurse; that students are informed pre-enrolment of specific entry requirements or learning styles that the course may require and that they are aware of regulatory authorities’ requirements for entry to practice.

### Statement of Intent

That courses are underpinned by equal opportunity principles in terms of recruitment, enrolment and support of students and establish that students are given the opportunity to make informed course selections pre-enrolment, understanding any:

specific requirements of the provider for entry to the course

specific teaching and learning approaches through which the course is delivered, or

regulatory authorities’ requirements for authorisation (or endorsement or registration).

### Criteria

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| Recruitment | | |
| 1. that students are informed of specific requirements for right of entry to professional experience placements   *Evidence Guide:*  *Course handbook or equivalent with details of requirements for police checks, vaccination etc. for professional experience placement, including processes for non-compliance (M).* |  |  |
| 1. that students are informed of regulatory authorities’ criteria for registration to practice.   *Evidence Guide:*  *Course handbook or equivalent with details of requirements—English language requirements, demonstration of good character, immunisation compliance—and links to regulatory authority information and criteria for registration to practice (M).* |  |  |
| Enrolment | | |
| 1. that Aboriginal and Torres Strait Islander students are encouraged to enrol   *Evidence Guide:*  *Equal opportunity policies with regard to admission. Evidence of university policy and course application (M).* |  |  |
| 1. that students from other groups under-represented in the nursing profession, especially those from culturally and linguistically diverse groups, are encouraged to enrol   *Evidence Guide:*  *As per criterion 3.* |  |  |
| 1. that students who have diverse academic, work and life experiences are encouraged to enrol.   *Evidence Guide:*  *As per criterion 3*. |  |  |
| Support | | |
| 1. that the range of support needs are provided for Aboriginal and Torres Strait Islander students   *Evidence Guide:*  *Description of student support services for Aboriginal and Torres Strait Islander student. University policy and course application (M).* |  |  |
| 1. that provision is made for the range of support needs of students: from other groups under-represented in the nursing profession; from diverse academic, work and life experiences and achievements; of diverse social and cultural backgrounds; and of diverse ages   *Evidence Guide:*  *Description of student support services for students from diverse cultural and linguistic backgrounds, for mature age students etc; disability support services. University policy and course application (M).* |  |  |
| 1. that all students have equal opportunity to gain all graduate competency outcomes regardless of the mode of course delivery.   *Evidence Guide:*  *Course handbook or equivalent with details of mode(s) of delivery of courses, including professional experience requirements and information technology (IT) requirements (M).* |  |  |

# Standard Four: Course Length and Structure

The course provider demonstrates policies, procedures, processes and practices to establish that the total length of the course and the time and place in the course allocated to professional experience is appropriate to the graduate competency outcomes to be developed, with evidence of an integration of theory and professional experience.

### Statement of Intent

That the course structure is sufficient to achieve the graduate competency outcomes and that professional experience is incorporated into the course to promote early engagement and to allow a final preparation for transition to work.

### Criteria

The course provider is required to demonstrate that:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| 1. for courses leading to registration as a nurse, the minimum qualification must be a university-based bachelor degree (or where relevant a post-graduate qualification) and the minimum length of the course is equivalent to six semesters full-time   *Evidence Guide:*  *Course handbook or equivalent with details of course length and structure (M).* |  |  |
| 1. the total length and structure of the course are sufficient to allow all the graduate competency outcomes to be met   *Evidence Guide:*  *Copy of full course outline (M).* |  |  |
| 1. total professional experience hours are sufficient to allow graduate competency outcomes to be met   *Evidence Guide:*  *Map, grid and/or table of total professional experience outcomes in relation to graduate competency outcomes (M).* |  |  |
| 1. the inclusion of professional experience is as early as is educationally sound in the first year of study to facilitate early engagement with the professional context   *Evidence Guide:*  *Description of professional experience arrangements in the first year of the course.* |  |  |
| 1. the academic content of the course prepares students for the timing and length of professional experience placements   *Evidence Guide:*  *As per criterion 3.* |  |  |
| 1. total professional experience placement hours amount to no less than 800 hours   *Evidence Guide:*  *Statement of total professional experience placement hours across the course (M).* |  |  |
| 1. an extended final professional experience placement in Australia in included towards the end of the course/last semester of study to consolidate graduate competency outcomes and to facilitate transition to practice   *Evidence Guide:*  *Description of length and timing (date) of last professional experience placement of course. Location of placement (cross reference with standard 1, criteria 8 and 9 on course equivalence).* |  |  |
| 1. where the structure of the course allows for qualifications for entry and exit these are outlined and that the exit points meet standards for exit qualifications.   *Evidence Guide:*  *Documentation of exit processes and standards.* |  |  |

# Standard Five: Curriculum content

The course provider demonstrates policies, procedures, processes and practices to establish that the curriculum: comprehensively addresses the graduate competency outcomes and matters connected with nursing inquiry; encompasses ‘foundation’, ‘professional’ and ‘contemporary’ content; and reflects particular priorities or circumstances in the jurisdiction or region and specialisations of the course or provider.

### Statement of Intent

That the curriculum takes as its primary focus nursing practice, that it includes national health priorities and contemporary issues in health care and that its specialist or elective content is complementary to the disciplines of nursing.

### Criteria

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| 1. mapping of the curriculum against the ANMC National Competency Standards for the Registered Nurse to demonstrate how the graduate competency outcomes are to be achieved (cross reference to Standard 4)   *Evidence Guide:*  *Map, grid and/or table of competency standards against specific curriculum content/ units, including cross referencing with standard 4, criterion 3 (M), where applicable.* |  |  |
| 1. that selection, organisation, sequencing and delivery of learning experiences provides students with the opportunity to attain all the required graduate competency outcomes   *Evidence Guide:*  *Rationale and philosophy for course content and organisation of units.* |  |  |
| 1. that the curriculum addresses specifically Aboriginal and Torres Strait Islander Peoples history, health and culture and incorporates the principles of cultural safety   *Evidence Guide:*  *Identification of Aboriginal and Torres Strait Islander content in the course with explicit reference to ANMC position statement on ‘Inclusion of Aboriginal and Torres Strait Islander Peoples Health and Cultural Issues in Courses Leading to Registration and Enrolment’ (M).* |  |  |
| 1. that the central focus of the course is on nursing and contemporary nursing practice addressing, across the length of the course, foundation, professional and contemporary nursing knowledge and skills |  |  |
| Foundation knowledge and skills | | |
| * establish that the central focus of the course is on nursing and contemporary nursing practice understood in terms of nursing models and traditions of healthcare which emphasise health promotion, illness prevention and care of individuals, across the lifespan, sick or well |  |  |
| * the focus on nursing and nursing practice should involve but not be limited to: promotion and maintenance of health and prevention of illness, assessment, planning, implementation and evaluation of consumers’ health needs, collaboration with individual/s and the multidisciplinary health care team; delegation and supervision, leadership and coordination in different healthcare contexts. (adapted from ANMC National Competency Standards for the Registered Nurse (2006) p. 1) |  |  |
| Professional knowledge and skills | | |
| * demonstrate that the curriculum comprehensively addresses knowledge and skills associated with nursing practice including but not limited to: the professional, legal and ethical responsibilities of nursing practice; an understanding of cultural safety; and an understanding of regulation and health policy issues as they relate to nursing practice |  |  |
| Contemporary knowledge and skills | | |
| * demonstrate that the curriculum is responsive to and reflects healthcare matters that have national and international significance, including but not limited to the national health priorities; remote and rural health; mental health and chronic disease self-management; aged care; and primary health care |  |  |
| * demonstrate that the curriculum incorporates any regional or local healthcare priorities where the course is offered or any specialist research or practice available to the course provider that complements the study of nursing.   *Evidence Guide:*  *Detailed description of course content relative to the requirements indicated, including reference to relevant current reports (report on mental health in pre-registration nursing courses and chronic disease self-management report/toolkit). Identification of contemporary legal, professional and published information sources in support of the content (M) (cross reference with standard 4, criterion 2, where applicable).* |  |  |
| 1. that nursing inquiry is integral to the curriculum   *Evidence Guide:*  *Identification of content focused on/related to research and application of research across the course (M).* |  |  |
| 1. that technology, including information technology and information management, to support health care is integral to the curriculum   *Evidence Guide:*  *List of content focused on/related to health/nursing informatics across the course.* |  |  |
| 1. that the curriculum addresses knowledge in pharmacology and therapeutic medication management for registered nurses   *Evidence Guide:*  *Identification of content focused on or related to pharmacology and therapeutic medication management across the course (M).* |  |  |
| 1. that electives in the course are complementary to nursing; and   *Evidence Guide:*  *List and description of electives and their relevance to nursing and nursing practice, where applicable*. |  |  |
| 1. curriculum, approaches to teaching and learning and assessment procedures are developed cognisant of best practice research and practice.   *Evidence Guide:*  *Benchmarking against selected examples of national and international best practice. Examples of research and evidence-led curriculum*. |  |  |

# Standard Six: Approaches to teaching and learning

The course provider demonstrates policies, procedures, processes and practices to establish that the course is consistent with contemporary teaching and learning best practice.

### Statement of intent

That contemporary, relevant and varied approaches to teaching and learning underpin the course and teaching and learning approaches provide Australian and international best practice perspectives on nursing.

### Criteria

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| 1. a course curriculum design and framework and expected learning outcomes   *Evidence Guide:*  *Curriculum framework with teaching and learning outcomes identified—cross reference with standard 4 criteria 2 and 3 (M). Examples of unit outlines (M).* |  |  |
| 1. congruence between content, practical application, competency achievement and teaching and learning strategies   *Evidence Guide:*  *Description of how congruence between content, practical application, competency achievement and teaching and learning strategies is achieved. Copy of course vision and/ or philosophy (M).* |  |  |
| 1. understanding of current Australian and international best practice teaching and learning approaches   *Evidence Guide:*  *Statement/description of current Australian and international teaching and learning approaches relative to course teaching and learning approaches (cross reference with standard 5, criterion 9). Staff publications in teaching and learning (cross reference with standard 9).* |  |  |
| 1. a commitment to the development of graduates who are safe and competent for beginning level practice   *Evidence Guide:*  *Final statements of students having achieved graduate competency outcomes.* |  |  |
| 1. a commitment to the development of graduates who have the capacity to continue to learn throughout their careers   *Evidence Guide:*  *Lesson plans indicating strategies used to promote development of graduates who continue to learn throughout their careers. Examples of modelling of lifelong‑learning philosophy*. |  |  |
| 1. a commitment to the development of graduates who understand their professional responsibility for their continuing competence   *Evidence Guide:*  *Examples of staff modelling of continuing competence. Description of course content on continuing competence. Lesson plans indicating strategies to promote development of graduates with a commitment to continuing competence.* |  |  |
| 1. teaching and learning approaches that promote communication, collaboration and leadership skills expected of registered nurses   *Evidence Guide:*  *Lesson plans indicating teaching and learning approaches that promote students with communication and collaboration skills.* |  |  |
| 1. interprofessional learning and practice   *Evidence Guide:*  *Lesson plans indicating interprofessional learning and teaching approaches. Examples from curriculum of opportunities for interprofessional learning.* |  |  |
| 1. varied and relevant learning experiences that accommodate differences in student learning styles   *Evidence Guide:*  *Description and examples of range of learning experiences used across the course. Lesson plans indicating range of learning experiences used across the course.* |  |  |
| 1. that approaches to teaching and learning achieve stated course outcomes.   *Evidence Guide:*  *Identification and examples of evaluation strategies for teaching and learning approaches. Reports and results of these strategies. Course experience questionnaires. Student destination surveys.* |  |  |

# Standard Seven: Student assessment

The course provider demonstrates policies, procedures, processes and practices to establish that the course incorporates a variety of approaches to assessment that are suited to the nature of the learning experiences and that achieve the required learning outcomes.

### Statement of intent

That assessment is explicitly and comprehensively linked to the attainment of the graduate competency outcomes, is consistent with best practice assessment approaches and uses diverse assessment techniques.

### Criteria

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| 1. that graduates have achieved each graduate competency outcomes on completion of the course   *Evidence Guide:*  *Matrix/statement of achievement demonstrating where competency standards have been met within the course (cross reference with standard 6, criterion 4).* |  |  |
| 1. that the level and number of assessments are consistent with determining the achievement of the graduate competency outcomes   *Evidence Guide:*  *Examples of how competence is being assessed across the curriculum, aligned with mapping of competencies against content as required in standards 4 and 5.* |  |  |
| 1. a variety of assessment types and tasks across the course to enhance individual and collective learning   *Evidence Guide:*  *Description and list of range of assessment types used. Lesson plans/unit outlines indicating range of assessment types used.* |  |  |
| 1. a variety of assessment contexts to ensure demonstration of targeted skills leading to competence   *Evidence Guide:*  *Description and list of range of assessment contexts used. Lesson plans and unit outlines indicating range of assessment contexts used, including those in structured or simulated environments. Lesson plans and unit outlines indicating range of assessment contexts used.* |  |  |
| 1. assessment in the professional experience context to establish the combination of skills, knowledge, attitudes, values and abilities that underpin quality outcomes of performance   *Evidence Guide:*  *Identification and description of formative and summative assessments undertaken in professional experience context. Examples of assessments. Lesson plans and unit outlines indicating assessments used in professional experience context.* |  |  |
| 1. that assessment includes the assessment of pharmacology competence   *Evidence Guide:*  *Description/list and unit outlines indicating the assessment of pharmacology competence (cross reference with standard 5, criterion 7).* |  |  |
| 1. procedural fairness, validity and transparency of assessment   *Evidence Guide:*  *Validation models for assessment. Description and justification for chosen assessment tools. Policies for dealing with lack of progression, misadventure, grievance. Identification of how this is demonstrated within university quality assurance process.* |  |  |
| 1. that the education provider remains ultimately accountable for the assessment of students in relation to their professional experience assessment   *Evidence Guide:*  *Statement acknowledging education provider’s accountability for student assessment in the professional experience context.* |  |  |
| 1. that assessments reflect collaborative arrangements between students, nurses, academics, and health service providers.   *Evidence Guide:*  *List of collaborative activities and stakeholders involved. Description of processes to engage stakeholders* |  |  |

# Standard Eight: Professional experience

The course provider demonstrates policies, procedures, processes and practices to establish that professional experience is conducted in an environment that provides conditions for students to gain the graduate competency outcomes.

### Statement of intent

That professional experience is quality‑focused, promotes learning, and that the conditions in which it is provided are risk assessed and risk managed.

### Criteria

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| 1. that professional experience supports learning activities and provides opportunities to attain learning outcomes (cross reference with standard 4)   *Evidence Guide:*  *As per standard 4, criterion 3.* |  |  |
| 1. that professional experience provides opportunities for experiential learning of curriculum content (cross reference with standard 4, criterion 5)   *Evidence Guide:*  *List of agreed health service providers with which students will undertake professional experience placements (M). Description and examples of opportunities for experiential learning of curriculum content (cross reference with standard 4, criterion 3 and standard 7. criterion 4).* |  |  |
| 1. shared formal agreements between the education provider and all health service providers where students gain their professional experience (cross reference with standard 1, criterion 5)   *Evidence Guide:*  *Shared formal agreements, or a sample signed copy of a formal agreement together with a register of agreements (including date when agreements were first developed and when they are due to expire), between the education provider and any health service providers where students gain their professional experience, based on the policies demonstrated in relation to standard 1, criterion 5 (M).* |  |  |
| 1. risk assessment of and risk minimisation for all environments where students are placed to gain their professional experience (cross reference with standard 1, criterion 6)   *Evidence Guide:*  *Description and guidelines for parameters of student activity when on professional experience placement, based on the policies demonstrated in relation to standard 1, criterion 6 (M).* |  |  |
| 1. collaborative approaches to evaluation of student professional experience placements   *Evidence Guide:*  *Post‑placement evaluation of students’ experience of the professional experience environment for quality improvement purposes, cross reference with standard 6, criterion 10, where applicable.* |  |  |
| 1. supervision models for professional experience placement and their relationship to the achievement of learning outcomes (cross reference with standard 2, criterion 6)   *Evidence Guide:*  *Description and justification of how students are supervised on professional experience placement with reference to how nature/degree of supervision impacts on learning outcomes.* |  |  |
| 1. that academic staff engaged in supporting and/or assessing students on professional experience placements are experienced in and prepared for the role (cross reference with standard 2)   *Evidence Guide:*  *Outline of preparation programs and resources for staff. Policies regarding minimum experience and qualifications. Preparation and development of models and resources for assessors.* |  |  |
| 1. that nurses and other health professionals who are engaged in supporting and/or assessing students on professional experience placements are prepared for the role.   *Evidence Guide:*  *Outline of preparation programs and resources for nurses conducting student assessment in the professional experience context. Policies regarding their minimum experience and qualifications.* |  |  |

# Standard Nine: Research

The course provider demonstrates policies, procedures, processes and practices to establish that graduates are educated in nursing inquiry and that the contribution of the academic staff to the education course is informed by research and scholarship.

### Statement of intent

That students are exposed to, and their learning informed by, current research and that students develop the skills themselves to understand the value of research and apply it to their practice.

### Criteria

The course provider is required to demonstrate that:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| 1. academic staff use current research in teaching and learning   *Evidence Guide:*  *Description of current research relative to course teaching and learning approaches. Description of processes of course development committees*. |  |  |
| 1. academic staff are actively engaged in research and/or scholarship   *Evidence Guide:*  *List of staff research activities, including publications (cross reference with standard 6, criterion 3). Teaching portfolios.* |  |  |
| 1. students develop an understanding of all aspects of nursing inquiry and skills in applying research to their practice   *Evidence Guide:*  *Lesson plans/unit outlines identifying content focused on or related to nursing inquiry across the course.* |  |  |
| 1. students develop an understanding of the ethics of research and of applying research to practice   *Evidence Guide:*  *Lesson plans/unit outlines identifying content focused on or related to the ethics and application of research across the course.* |  |  |
| 1. students are inducted, as future professionals, into a culture of nursing inquiry.   *Evidence Guide:*  *Student seminar series programs. Faculty research grants and activities. Departmental staff‑student forums.* |  |  |

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| --- |
| Further comments |