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Standards and Criteria for the Accreditation of Nursing and Midwifery Courses: Re-entry to the Register Standards Enrolled Nurses

Preamble

The development of the *Standards and Criteria for Accreditation of Courses leading to Re-entry to Register (Re-entry to the Register Courses Project) for Nurses and Midwives* complements the ANMC *Standards and Criteria for the Accreditation of Nursing and Midwifery Courses Leading to Registration, Enrolment, Endorsement and Authorisation in Australia* (Standards and Criteria), endorsed by the ANMC Board in 2009. The *Standards and Criteria* Project focused on courses leading to initial registration, enrolment, endorsement and authorisation, consistent with the parameters determined by the *ANMC National Framework for the Accreditation of Nursing and Midwifery Courses Leading to Registration, Enrolment, Endorsement and Authorisation in Australia* (2007) (*Framework*). The *Re-entry to the Register Courses Project* sits alongside the *Standards and Criteria* under the existing *Framework*, in as far as it applies to the *Re-entry to the Register Courses Project*.

The *Re-entry to the Register Courses Project* sets standards for the accreditation of courses leading to re-entry to the register for nurses and midwives previously registered in Australia. It excludes internationally qualified nurses and midwives wishing to enter the register in Australia. Nor does it set pathways/admission criteria for re-entry to the register: the regulatory authority determines admission criteria to a course for re-entry to the register. The ANMC *Re-entry to the Register Courses Project* relates only to where the regulatory authority deems that a course for re-entry to practice is required. Similarly, the Project prescribes no maximum time limit in which the student must complete the course as this needs to be determined by the regulatory authority.

For the purposes of the Project, Re-entry to the Register Courses are those courses accredited by the regulatory authority as preparation for nurses and midwives for re-entry to the register/roll after a lapse in practice and removal from the register/roll for a period exceeding the regulatory recency of practice requirement. The courses contain both a theoretical and a clinical (professional experience) component.

There are **nine standards**, each underpinned by a set of **criteria**.

Each standard has a '**statement of intent**' drawing attention to the underlying motivation for the standard or the principles on which it depends. Each standard is expressed as a requirement for the education provider to produce evidence of the arrangements for aspects of quality assurance. The statement of intent is followed by a list of the '**criteria**' that are pertinent to demonstrating the overarching standard.

Under the list of criteria is an '**evidence guide**', providing suggestions on how compliance with each criterion may be demonstrated. Alternate means of demonstrating compliance with criteria may be found and the education provider is free to use other means. In some cases, evidence is mandatory and this is indicated with an (M). Indications in the evidence guide of cross referencing between the standards and criteria point to the potential to cite evidence otherwise provided on related criteria rather than duplicating evidence. They also provide an aid to understanding and navigating the intersections between the standards and criteria.

The **explanation of terms** clarifies key terminology.

Explanation of Terms

Terms marked with an asterix (*) use definitions in the ANMC (2007 amended 2009) National Framework for the Accreditation of Nursing and Midwifery Courses Leading to Registration, Enrolment, Endorsement and Authorisation in Australia). Where definitions of terms rely on other sources, these sources are identified.

Agreement
A shared formal agreement, or deed of agreement, 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.

ANMC National Competency Standards for the Enrolled Nurse
Establish the benchmark for nursing enrolment. This document refers to the ANMC (2002) *National Competency Standards for the Enrolled Nurse* and any subsequent versions of the document.

Assessment
The process of collecting evidence and making judgements as to whether a *learning outcome* has been met (adapted from 'assessment' Nurses Board of South Australia (nbsa) (2005) *Standards for Approval of Education Providers and Courses*).

Assessment types
Includes *formative assessment (intended to provide feedback for the purposes of future learning, development and improvement) and *summative assessment (that leads to an indication whether or not certain criteria have been met or whether or not certain outcomes have been achieved.)

Assessment tasks
Includes, for instance, written papers or oral presentations

Assessment contexts
Includes the professional practice context and the simulated or laboratory context.

Competence
Competence is the combination of knowledge, skills, attitudes, values and abilities that underpin effective performance in a profession. It encompasses confidence and capability (from ANMC (2007) *National Decision Making Framework – Final Framework*).

Consumer
Consumers are individuals, groups or communities who work in partnership with nurses to plan and receive nursing care. The term consumer includes patients, residents and/or their families/representatives/significant others. Advising consumers of their right to make informed choices in relation to their care, and obtaining their consent, are key responsibilities of all health care professionals (adapted from ANMC (2007) *National Decision Making Framework – Final Framework*).

Continuing competence
The ability of nurses and midwives to demonstrate that they have maintained their competence in their current area and context of practice (from ANMC (2009) *Continuing Competence Framework for Nurses and Midwives*).

Course (Re-entry to the register course)
A course accredited by the NMRAs as preparation for nurses and midwives for re-entry to the register/roll after a lapse in practice and removal from the register/roll for a period exceeding the regulatory recency of practice requirement. It contains both a theoretical and a clinical component.

Cultural Safety
The effective nursing practice of a person or family from another culture, and is determined by that person or family. Culture includes, but is not restricted to, age or generation; gender; sexual orientation; occupation and socioeconomic status; ethnic origin or migrant experience; religious or spiritual belief; and disability.

The nurse delivering the nursing service will have undertaken a process of reflection on his or her own cultural identity and will recognise the impact that his or her personal culture has on his or her professional practice. Unsafe cultural practice comprises any action which diminishes, demeans or disempowers the cultural identity and wellbeing of an individual. (Nursing Council of New Zealand 2005 definition of Cultural Safety, *Guidelines for Cultural Safety, the Treaty of Waitangi and Maori Health in Nursing Education and Practice*.)

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Delivery Mode
The range of alternate means by which courses are made available to students: on-campus or in mixed-mode, by distance or by e-learning methods.

*Education Provider
An Australian: university; other higher education institution; or registered training organisation (RTO) that is responsible for a *course*, the graduates of which are eligible to apply for re-enrolment as a nurse

Enrolled Nurse
Refers to enrolled nurses, registered nurses division 2 and division 5 (mothercraft nurse) in Victoria.

Health service provider
Health units or other appropriate service providers, including aged care service providers, where students undertake a period of supervised professional experience as part of a *course*, the completing students of which are eligible to apply for nursing registration. (adapted from definition for 'clinical facilities' in the ANMC (2007, amended 2009) *National Framework*).

National Health Training Package - HLT07
The HLT07 Health Training Package was collaboratively developed by the Industry Skills Council with funding from the Department of Education, Science and Training, and represents national industry standards for health professionals in the vocational education and training sector, which includes enrolled nurses.

A training package is 'an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.' (Commonwealth of Australia (2007) *Health Training Package Version 1*. vol 1 of 7: Training Package Overview and Assessment Guidelines, p. 74.)

The units listed in the HLT07 for enrolled nurses have been mapped to the ANMC national competency standards for enrolled nurses.

Nursing Inquiry
Three levels: 1. Critical engagement in everyday practice through systematic reflection on processes and outcomes; 2. collaborative and ongoing evaluation of local practices; and 3. nursing research for the advancement of nursing knowledge. (from J Crisp and B McCormack, 'Critical inquiry and practice development' in Jackie Crisp and Catherine Taylor eds., (2008) *Potter and Perry's Fundamentals of Nursing*, 3rd edition. 66.

Practice
Any nursing role which the completing student, having become a licensed practitioner, undertakes. Practice is not restricted to the provision of direct clinical care only. Being 'in practice' therefore includes using nursing knowledge in a direct relationship with consumers, working in nursing management, administration, education, research, professional advice, regulatory or policy development roles, which impact on nursing service delivery (adapted from definition in (from ANMC (2009) *Continuing Competence Framework for Nurses and Midwives*, itself adapted from Nursing Council of New Zealand 2004).

*Procedural fairness
Involves the following principles:

- The decision-maker must be impartial and unbiased regarding the matter to be decided, and must have no pecuniary or [proprietary] interest in the outcome;
- Those who may be adversely affected by a decision must be given prior notice of the case and a fair opportunity to prepare for and answer the case and present their own case;
- The decision must be based on sound argument and evidence; and
- Those affected must be given the reasons for the decision.

Professional Experience
Any nursing learning experience, including in simulated environments or on professional experience placements, that assists students to put theoretical knowledge into practice.

Professional experience placement
The component of nursing education that allows students to put theoretical knowledge into practice within the consumer care environment (adapted from 'clinical placement/ practicum' in Judith Clare, Helen Edwards, Diane Brown and Jill White (2003) *Evaluating Clinical Learning Environments: Creating Education-Practice Partnerships and Clinical Education Benchmarks for Nursing. Learning Outcomes and Curriculum Development in Major disciplines: Nursing Phase 2 Final Report*). It includes, but is not limited to, the hospital setting, and may include general practice, remote and rural health clinics, and community care environments. It excludes simulation.

Quality use of Medicines (QUM)
QUM means:

- Selecting management options wisely;*
- Choosing suitable medicines if a medicine is considered necessary;* and
- Using medicines safely and effectively.

The definition of QUM applies equally to decisions about medicine use by individuals and decisions that affect the health of the population.

The term 'medicine' includes prescription, non-prescription and complementary medicines.
('What is Quality Use of Medicines?' definition under 'National Medicines Policy' at: http://www.health.gov.au/internet/main/publishing.nsf/Content/nmp-quality.htm-copy2)

*Please note that the asterisked items are not within the Enrolled Nurses scope of practice

Regulation
All of those legitimate and appropriate means – governmental, professional, private and individual – whereby order, identity, consistency and control are brought to the profession. The profession and its members are defined; the scope of practice is determined; standards of education and of ethical and competent practice are set; and systems of accountability are established through these means. (International Council of Nurses (ICN) *Regulation Terminology* (2005) version 1).

Regulatory authorities / NMRAs
Nursing and midwifery regulatory authorities, including the state and territory nursing and midwifery boards or equivalent authorities (adapted from 'NMRAs' in ANMC (2007 amended 2009) *National Framework*).

Registered training organisation
(or RTO) an organisation registered by a state or territory recognition authority to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework. (from National Centre for Vocational Education Research (2008) VET Glossary.)

Registration / registered
Refers to registered nurses, divisions 1, 3, and 4 in Victoria, and registered mental health nurses, however titled, in other jurisdictions.

Risk assessment / risk management
An effective risk management system is one incorporating strategies to:

- Identify risks/hazards
- Assess the likelihood of the risks occurring and the severity of the consequences if the risks do occur and
- Prevent the occurrence of the risks, or minimise their impact.

(adapted from ANMC (2007) *National Decision Making Framework – Final Framework*).

Simulation
A teaching and learning strategy to assist students to achieve direct consumer care skills, knowledge and attitudes in relation to a tool or environment (including skills learned in a laboratory setting) which reproduces aspects of the *professional experience* environment.

Student
Any person enrolled in a *course* leading to re-entry to the register as an enrolled nurse.

Supervision / support
Where, a *teaching staff* member or a nurse working in the professional experience context supports and/or supervises a student undertaking a course for entry to the nursing profession on a *professional experience placement*.

Teaching staff
Education provider employees who meet the requirements established in Standard 2 and who are engaged in the teaching/supervision/support/assessment of students in relation to their acquisition of the required skills, knowledge, attitudes, and graduate competency outcomes.

Therapeutic Medicines Management
The quality use of medicines as per the National Medicines Policy on Quality Use of Medicines (QUM)as far as is within the Enrolled Nurses scope of practice, see above

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 ANMC National Competency Standards for the Enrolled Nurse.

Criteria

The course provider is required to demonstrate or confirm:

1. Re-entry courses must show evidence of the relevant education sector quality assurance and accreditation;
2. Course development, monitoring, review, evaluation, and quality improvement;
3. Collaborative approaches to course organisation and curriculum design between teaching staff, students, consumers, regulators and key stakeholders;
4. That students are provided with facilities and resources sufficient in quality and quantity to the attainment of the required graduate competency outcomes;
5. The manner in which shared formal agreements between the education provider and any health service providers where students gain professional experience are developed and reviewed and how the requirements of the formal agreement are justified;
6. How risk assessments of and risk minimisation strategies are developed and managed for any environment where students are placed to gain professional experience;
7. That, where there is provision for credit transfer or the recognition of prior learning (RPL), it is consistent with both Australian Qualifications Framework (AQF) national principles and guidelines and any expected outcomes of regulatory authorities for practice;
8. The equivalence of course outcomes for courses taught 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); and
9. Monitoring of staff performance and ongoing staff development, and of staff having current relevant professional registration.

Evidence Guide

Criterion	Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying 'Mandatory', the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means.
1	Confirmation of successful completion of education sector quality assurance and accreditation, including date of expiration of approval (M); listing on the current Australian Qualifications Framework (AQF) *Register of Recognised Education Institutions and Authorised Accreditation Authorities* (for universities and self-accrediting higher education institutions); state and territory registers for non self-accrediting higher education institutions or evidence of Registered Training Organisation (RTO) status (listing on NTIS site); account of any restrictions on accreditation status (M).
2	Current template for school course review documentation, such as evaluation, quality improvement plan, reports or descriptions of ways in which these processes have impacted/will impact on course design and delivery; Documentation of need for and viability of the course relative to the jurisdiction in which the course is to be delivered: eg. evidence of consultation with industry and support for course in region(s) where it is to be offered; scoping study.
3	Collaboration activities–Advisory committee membership; monitoring committee membership; Documentation of collaborative curriculum development: Terms of Reference for committees, Minutes of Meetings.
4	Evidence of Resources - cross ref Std 8, criterion 2
5	Guidelines that prescribe content of agreements; meeting minutes of negotiation of agreements.
6	Guidelines or policies for risk assessments and risk minimisation strategies.
7	Credit transfer / RPL policies, including description of how curriculum is 'matched' to determine RPL and reference to AQF national principles or guidelines (M); Any documentation that identifies process and outcomes for RPL. RPL may be provided on demonstration of ANMC National Competency Standards for the Enrolled Nurse.
8	Description of processes to ensure equivalence of course outcomes: documentation of arrangements for online/offshore courses to satisfy requirement that professional experience component of course be delivered in Australia, cross ref Standard 8 (M).
9	Copies of policies/descriptions of processes for staff performance review; Policies/processes for identifying and dealing with staff non-compliance of requirements for maintaining nursing registration (or other professional registration where applicable); description of staff professional development activities; policies regarding personal staff performance development plans.

Standard Two: Teaching Staff

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 the ANMC National Competency Standards for the Enrolled Nurse.

Criteria

The course provider is required to demonstrate or confirm:

1. That the course coordinator (or person responsible for course content and delivery) hold a tertiary qualification relevant to their nursing profession as a minimum qualification;
2. That the course coordinator (or person responsible for course content and delivery) and teaching staff are registered nurses with a current practising certificate;
3. That in cases where a teaching staff member's qualifications are not in nursing their qualifications are relevant to the education of the given students (eg. in cross-disciplinary courses); and
4. That teaching staff are qualified to fulfil their teaching responsibilities, including current competence in area of teaching.

Evidence Guide

Criterion	Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying 'Mandatory', the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means.
1	List of Deans, course coordinators and subject coordinators and sample copies of their curriculum vitae.
2	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.
3	List of current teaching staff, including teaching experience, qualifications and courses taught. (M). Position descriptions indicating minimum qualifications; This list to be kept up to date over period of accreditation and available on request by accreditation authority or Nursing and Midwifery Board of Australia.
4	As per criterion 3

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Standard Three: Students

The course provider demonstrates policies, procedures, processes and practices which establish: that students meet the regulatory authority's requirements for admission to the course and that that they have equal opportunities to successfully meet the requirements for re-enrolment as a nurse.

Statement of Intent

That courses are underpinned by equal opportunity principles in terms of support of students and that courses establish the eligibility of students to undertake the course and ultimately to meet the requirements for re-enrolment as a nurse.

Criteria

The course provider is required to demonstrate or confirm:

1. That students meet the regulatory authority's criteria for admission to the course;
2. That students are informed of any specific requirements for right of entry to professional experience placements;
3. Provision for the range of support needs of Aboriginal and Torres Strait Islander students;
4. Provision for the range of support needs of students: from other groups underrepresented in the nursing profession; from diverse academic, work and life experiences and achievements; of diverse social and cultural backgrounds and of diverse ages; and
5. That all students have equal opportunity to develop and/or renew competence in all the ANMC National Competency Standards for the Enrolled Nurse regardless of mode of delivery of course.

Evidence Guide

Criterion	Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying 'Mandatory', the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means.
1	Course handbook or equivalent with details of requirements: English language requirements, demonstration of good character, immunisation compliance; and link to Regulatory Authority information and criteria for registration to practice (M).
2	Course handbook or equivalent with details of requirements for police checks, vaccination etc. for professional experience placement, including processes for non-compliance (M).
3	Description of student support services for Aboriginal and Torres Strait Islander students; university policy and course application (M).
4	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).
5	Course handbook or equivalent with details of mode(s) of delivery of courses, including professional experience requirements and 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 achieving the ANMC National Competency Standards for the Enrolled Nurse, with evidence of the integration of theory and professional experience.

Statement of Intent

That the course structure is sufficient to achieve the ANMC National Competency Standards for the Enrolled Nurse and that professional experience is incorporated into the course in a way that supports the theoretical content of the course.

Criteria

The course provider is required to demonstrate:

1. That the total length and structure of the course is sufficient to allow effective development of all the ANMC National Competency Standards for the Enrolled Nurse;
2. That total professional experience hours are sufficient to allow effective development and/ or renewal of all the ANMC National Competency Standards for the Enrolled Nurse;
3. That total professional experience placement hours amount to no less than 160 hours;
4. That the theoretical content of the course prepares students for the timing of professional experience placements; and
5. That provision is made for students to exit the course early on demonstration of meeting the ANMC National Competency Standards for the Enrolled Nurse.

Evidence Guide

Criterion	Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying 'Mandatory', the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means.
1.	Course handbook or equivalent with details of course length and structure and relationship to the National Health Training Package (M). Copy of full course outline (M).
2.	Statement of total professional experience hours across the course (M).Map / grid / table of total professional experience hours in relation to ANMC National Competency Standards (M).
3.	Statement of total professional experience placement hours across the course (M).
4.	As per criterion 2
5.	Documentation of exit processes and standards. Final statements of students having achieved ANMC National Competency Standards

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Standard Five: Course Content

The course provider demonstrates policies, procedures, processes and practices to establish that the curriculum: comprehensively addresses the ANMC National Competency Standards for the Enrolled Nurse and matters connected with nursing inquiry; that it encompasses 'foundation', 'professional' and 'contemporary' content.

Any student undertaking the enrolled nurse re-entry course must attain required competencies of medication management.

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:

1. Mapping of the curriculum against the ANMC National Competency Standards for the Enrolled Nurse;
2. That selection, organisation, sequencing and delivery of learning experiences provides students with the opportunity to attain all the ANMC National Competency Standards for the Enrolled Nurse;
3. That the central focus of the course is on evidence-based nursing and contemporary nursing practice addressing, across the length of the course, professional and contemporary nursing knowledge and skills;
4. That nursing inquiry is integral to the curriculum;
5. That technology, including information technology and information management, to support health care is integral to the curriculum;
6. That the curriculum addresses knowledge in pharmacology and therapeutic medication management; and
7. Curriculum, approaches to teaching and learning and assessment procedures are developed cognisant of best practice research and practice.

Evidence Guide

Criterion	Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying 'Mandatory', the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means.
1	Map / grid / table of competency standards against specific curriculum content/units, including where applicable cross-ref to Standard 4, criterion 3 (M).
2	Rationale / philosophy for course content and organisation of units. Description of how the curriculum addresses specifically Aboriginal and Torres Strait Islander Peoples history, health and culture and incorporates the principles of cultural safety and respect (M).
3	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).
4	Detailed description of course content and relationship to the National Health Training Package (M). Cross ref Standard 4 criterion 1. Description of how 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. Description of how the curriculum responds to and reflects healthcare matters that have national and international significance.
5	Identification of content focused on/related to research and application of research across the course (M).
6	List of content focused on/related to health/ nursing informatics across the course
7	Identification of content focused on/related to pharmacology and therapeutic medication management (the quality use of medicines) across the course (M).
8	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 and a commitment to the development of graduates who are safe and competent for beginning level practice

Criteria

The course provider is required to demonstrate:

1. A course curriculum design and framework and expected learning outcomes;
2. Congruence between content, practical application, and teaching and learning strategies in achieving the ANMC National Competency Standards;
3. That teaching and learning approaches are informed by evidence of current Australian and international best practice literature;
4. The development of graduates who understand their professional responsibility for their continuing competence; and
5. Varied and relevant learning experiences that accommodate differences in student learning styles.

Evidence Guide

Criterion	Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying 'Mandatory', the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means.
1.	Curriculum framework with teaching and learning outcomes identified, cross ref to Standard 4 (M); examples of unit outlines (M).
2.	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). Identification and examples of evaluation strategies for teaching and learning approaches; reports/results of these; course experience questionnaires; student destination surveys.
3.	Statement / description of current Australian and international teaching and learning approaches relative to course teaching and learning approaches, cross reference to standard 5, criterion 8; staff publications in teaching and learning, cross reference Standard 9.
4.	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.
5.	Description and examples of range of learning experiences used across the course; lesson plans indicating range of learning experiences used across the course. Lesson plans indicating learning about collaborative practices.

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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 ANMC National Competency Standards for the Enrolled Nurse.

Statement of Intent

That assessment is explicitly and comprehensively linked to the attainment of the ANMC National Competency Standards for the Enrolled Nurse, is consistent with best practice assessment approaches and uses diverse assessment techniques.

Criteria

The course provider is required to demonstrate:

1. That graduates have achieved the ANMC National Competency Standards for the Enrolled Nurse on completion of the course;
2. That the variety, complexity and number of assessments are consistent with determining the achievement of the graduate competency outcomes;
3. A variety of assessment types and tasks across the course;
4. A variety of assessment contexts to ensure demonstration of targeted skills leading to competence;
5. Final Assessment on professional experience placement in Australia to establish the combination of skills, knowledge, attitudes, values and abilities that underpin quality outcomes of performance;
6. Procedural fairness, validity and transparency of assessment;
7. That the education provider remains ultimately accountable for assessment of students in relation to their professional experience assessment; and
8. That assessments reflect collaborative arrangements between students, nurses (registered and enrolled), teaching staff, and health service providers.

Evidence Guide

Criterion	Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying 'Mandatory', the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means.
1.	Final statements of students having achieved the ANMC National Competency Standards for the Enrolled Nurse.
2.	Examples of how competence is being assessed across the curriculum, aligned with mapping of competencies against content as required in standards 4 and 5.
3.	Description / list of range of assessment types used; lesson plans/unit outlines indicating range of assessment types used. Assessment must include the assessment of pharmacology competence. Identification and description of formative and summative assessments undertaken in professional experience context; examples of assessments; lesson plans/ unit outlines indicating assessments used in professional experience context.
4.	Description / list of range of assessment contexts used, including those in structured or simulated environments; lesson plans/unit outlines indicating range of assessment contexts used, including those in structured or simulated environments.
5.	Description of arrangements for final assessment to take place on professional experience placement in Australia.
6.	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 the education provider's quality assurance processes.
7.	Statement acknowledging education provider's accountability for student assessment in the professional experience context.
8.	List of collaborative activities/ 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 ANMC National Competency Standards for the Enrolled Nurse.

Statement of Intent

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

Criteria

The course provider is required to demonstrate:

1. That professional experience is conducted in Australia, supports learning activities and provides opportunities to attain learning outcomes;
2. Formal agreements between the education provider and all health service providers where students gain their professional experience;
3. Risk assessment of and risk minimisation for all environments where students are placed to gain their professional experience;
4. Collaborative approaches to evaluation of student professional experience placements;
5. Supervision models for professional experience placement and their relationship to the achievement of learning outcomes;
6. That teaching staff engaged in supporting and/or assessing students on professional experience placements are experienced in and prepared for the role; and
7. That nurses and other health professionals engaged in supporting and/or assessing students on professional experience placements are prepared for and supported in the role.

Evidence Guide

Criterion	Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying 'Mandatory', the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means.
1.	As per Standard 4 criterion 2 and Standard 7 criterion 5.
2.	List of agreed health service providers with which students will undertake professional experience placements (M); 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).
3.	Description/guidelines for parameters of student activity when on professional experience placement, based on the policies demonstrated in relation to standard 1, criterion 6 (M).
4.	Post-placement evaluation of students' experience of the professional experience environment for quality improvement purposes
5.	Description and justification of how students are supervised on professional experience placement with reference to how nature/degree of supervision impacts on learning outcomes.
6.	Outline of preparation programs / resources for staff; policies re minimum experience/qualifications; preparation and development models/resources for assessors.
7.	Outline of preparation programs / resources for nurses conducting student assessment in the professional experience context; policies re their minimum experience/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 teaching staff to the course is informed by research and scholarship.

Statement of Intent

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

Criteria

The course provider is required to demonstrate:

1. That teaching staff involved in course development and delivery use current research and scholarship to inform this process;
2. That teaching staff use current research in teaching and learning;
3. That students are introduced to or renew skills in nursing inquiry; and
4. That students are introduced to or renew an understanding of the ethics of research and its application to practice.

Evidence Guide

Criterion	Examples of evidence that may be produced to demonstrate compliance with criterion. Except where indicated with an (M) signifying 'Mandatory', the evidence guide represents suggestions only and the provider may demonstrate the criterion with reference to other means.
1.	Description of current research relative to course teaching and learning approaches; description of processes of course development committees.
2.	As per criterion 1.
3.	Description / lesson plans / unit outlines identifying content to introduce or renew skills in nursing inquiry across the course.
4.	Description / lesson plans / unit outlines identifiying content focused on/related to the ethics and application of research across the course.

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Australian Nursing and Midwifery Council
PO Box 873
Dickson ACT 2602
Australia

T: 02 6257 7960
F: 02 6257 7955
W: www.anmc.org.au