

Consultation questions

Accreditation Standards Framework – moving to five standards

Question 1

Do the draft accreditation standards cover the required knowledge, skills and attitudes to ensure that the new graduate meets the Registered Nurse Standards for Practice (Nursing and Midwifery Board of Australia, 2016)? Please provide an explanation for your answer.

The reduction in repetition by the move to five streamlined standards down from the nine-standard framework is a great improvement and covers the requirements to ensure contemporary accreditation of education institutions.

Question 2

Are there any additional criteria that should be included?

A criterion to safeguard the standard of professional competence of academics seems to be missing; the head of school is mentioned and the registered nurses during professional experience but no criterion against which to audit the teaching staff.

Question 3

Are there any criteria that could be deleted or amalgamated with another criterion?

In relation to criterion 1.2 Person receiving care gives informed consent to care provided by students. I am not clear on how an education provider will demonstrate compliance with this and so would it be better as part of 1.5 Health services providing students with professional experience placements have robust quality and safety policies and processes and meet relevant jurisdictional requirements and standards.

Question 4

Does the draft structure reduce duplication within the standards? If not, which areas of duplication still exist?

Nil comment.

Question 5

Please provide any other feedback about the structure and/or content of the draft standards.

Should the criterion below refer to "students" demonstrating the RN standards for practice rather than "graduates"

3.7 Teaching and learning environments, including simulated learning environments and professional experience placements, are sufficiently equipped and resourced to enable **graduates** to meet the standards for practice.

Prescribing for graduates of an entry-to-practice program

Question 6

Do the draft standards continue to capture the learning outcomes required to enable graduates to safely supply and administer medicines via a protocol and/or standing order (prescribing via a structured prescribing arrangement)?

There is some hesitation from acute care health service providers on the ability of students to gain sufficient exposure and experience within the 800hours of clinical placements to adequately be deemed competent as novice practitioners to safely supply medicines when a continued incidence of medication errors in administration are seen by new graduates. Could the standards assist to ensure Education providers are building in at every opportunity overlearning / repetition of safe medication administration practices.

Simulated learning

Question 7

Should the proposed definition of simulation be adopted for the RN Accreditation Standards?

The definition is appropriate, however the word "replace" in the definition is of concern and could be interpreted that simulation can replace clinical placement hours - it needs to be made clear what the word "replace" is referring to.

*Simulation is a technique, not a technology, to **replace** or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner. [12,p.i2].*

Health informatics and health technology

Question 8

How can the accreditation standards better support the inclusion of health informatics and digital health technologies in entry-to-practice nursing programs?

As the inclusion of health informatics and digital health technologies increases but at a different pace in regional / remote / acute / sub-acute / primary services, the best way to support this from a course accreditation standard is to ensure it is explored in curriculum however not necessarily an outcome measured in clinical practice.

Quality professional experience

Question 9

Do the draft standards capture the learning outcomes required to ensure quality professional learning experiences in entry-to-practice nursing programs?

No comment.

Question 10

Are there any other issues that should be considered?

No comment.