

## Accreditation standards review

### Written submission form

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### Feedback: Registered Nurse Accreditation Standards – Consultation paper 3.

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The executive of the University of Adelaide, Adelaide Nursing School have considered the accreditation standards. Most standards are acceptable and self-explanatory however we have comments regarding the items indicated below:

#### Standard 1: Safety of the public

Item	Proposed Registered Nurse Accreditation Standards	Feedback
1.3 a)	The education provider ensures that organisations in which students undertake professional experience placement have: a) evidence-based quality and safety policies and processes that meet relevant jurisdictional requirements and standards.	What degree of responsibility do the education providers have for this criterion? There are some details in the clinical placement agreements.
1.3 b)	Registered nurses who are prepared for the role and are able to supervise and assess students during all professional experience placements.	This criterion needs to be discussed more fully regarding the degree of responsibility. E.g. programs can be provided and RN can attend but still may not be prepared for the role.
1.5	The education provider undertakes screening and management of students who present with an impairment and reports to the NMBA as required.	The meaning of the word 'present' is ambiguous. Currently students are required to make a declaration, but it is beyond the capacity of the university to screen all students for 'physical or mental impairment, disability, condition or disorder (including substance abuse or dependence)'. '

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1.7	Program progression policies allow student access to professional experience placement where the student is deemed competent to attend.	The criterion could be reworded. Our interpretation is: if students are not deemed competent in a professional experience placement, they are not able progress. Perhaps it could read 'should only allow students to progress...'
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#### Standard 3: Program of study

Item	Proposed Registered Nurse Accreditation Standards	Feedback
3.2	Teaching and learning reflects contemporary practices in health and education, and responds to emerging trends based on research, technology and other forms of evidence. No more than one semester of the program is completed outside Australia.	Query why the term semester has been chosen rather than a percentage of the program. A full time student may study twice the units of a part time student.
3.7	Program content and subject learning outcomes prepares students to supply under a structured prescribing arrangement.	As yet, there is no understanding of the amount of content required to address this criterion and whether it can be accommodated in current programs.
3.10 a)	The program includes: A minimum of 800 hours of professional experience placement, exclusive of simulation and not exceeding 130 hours (one-sixth) undertaken outside Australia	Clarification is required whether the placement of 130 hours outside Australia needs to be under the supervision of an Australian Registered Nurse.
3.12 c)	Staff teaching into the program: Hold one qualification higher than the program of study being taught.	Equivalent also needs to be considered. TEQSA states '...or have equivalent relevant academic, professional or practice-based experience and expertise, except for staff who are supervising doctoral degrees, who must have a doctoral degree or equivalent research experience'.

## Feedback: Registered Nurse Accreditation Standards – Consultation paper 3.

### Standard 5: Student assessment

5.6	The education provider is ultimately accountable for ensuring students are supervised and assessed by a registered nurse while on professional experience placement.	This may preclude valuable interdisciplinary placements with an oral hygienist, dietician etc.
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