



## ***Accreditation Project Consultation Questionnaire***

July 2008

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Organisation Represented              Australian Nursing Federation, Federal Office

Date Sent to ANMC:                      9 September 2008

[Date Received ANMC]:

Please indicate which profession-specific document you are providing feedback on (please complete a **separate questionnaire** for each document **if you are responding to more than one**):

**Registered Nurses**

Nurse Practitioners

Midwives

Enrolled Nurses

## Questionnaire

1. Is the overall format of the Standards and Criteria clear and easy to understand? Please comment

Yes. The discussion for each standard was helpful in providing the rationale for the development of the content.

2. Are the Standard statements clear and easy to understand? Please comment.

Yes

3. Are the Statements of Intent clear and easy to understand? Please comment.

Yes

4. Are the Criteria clear and easy to understand? Please comment.

Yes, although there is overlap/duplication in one criteria in Standard One and Standard Eight.

5. Are the criteria congruent with the standard statements and the statements of intent? Please comment?

Yes

6. Is the Explanation of Terms clear and easy to understand? Please comment.

Yes, in the most part.

As this section is at the end of the document, it would be helpful for terms to be referenced to the explanation of terms when they first arise in the document so that it can be used as a progressive reference.

The term professional experience placement is confusing given most people would use the terminology “clinical placement”. See question 8 for further discussion.

Competence – the term decision making framework should be used before using the DMF acronym.

Consumer – the last word of the final sentence should be changed from ‘personnel’ to ‘professionals’.

Cultural security – the last sentence of the first paragraph should read ‘...that no one person is afforded a less favourable outcome because of the cultural outlook they hold.’ This change is suggested to avoid locating one cultural outlook as ‘different’ or ‘the other’.

Education provider – should remove reference to ‘a recognised training organisation (RTO)’ for these Standards as RTO’s do not prepare undergraduate students to be registered nurses (division 1 in Victoria).

Procedural fairness – dot point 2 – should be amended to ‘...a fair opportunity to prepare for, and answer ...’

Supervision/support – delete ‘for instance’.

7. Are there any terms missing from the Explanation of Terms?

No

8. Other general comments, if any:

The Draft National Accreditation Standards and Criteria for Registered Nurses are well presented and organised. They provide clear indicators for determining whether Bachelor of Nursing courses will fulfil the defined requirements to prepare graduates for entry to practice and fit logically within the ANMC’s national framework.

The ANF does have concerns regarding the use of the term “professional experience” in Standards Four and Eight. Whilst it is appreciated that this term may be intended to include the breadth of professional domains of nursing and therefore the professional experiences that students may have in the course of their studies, use of this term and the related

standards are not sufficiently clear in articulating the requirements for ***actual clinical experience***.

The discussion (p.31) acknowledges the critical need for nursing students to undertake actual clinical experience to achieve the competencies required of registered nurses and “notes that graduates’ ability to function as competent beginning clinicians on graduation is dependent on students having the opportunity for real world practice”. Consequently, the criteria for Standard Eight appear to have been developed to reflect this viewpoint and recognise the need for students to be provided with opportunities which allow them to develop their graduate competency fully.

However, the discussion also supports the concept that this outcome can be achieved through exposure to the “professional experience context”, which may include environments that are “under-supplied by health professionals”, with the rationalisation that “these areas can offer different professional experiences to nurses and can help to attract nurses to those roles where they have had good placement experiences”.

Whilst it is agreed that new graduate nurses may be attracted back to places where they have had good experiences, the ANF cannot support the concept of any student undertaking ‘professional experience’ in an environment where they are not appropriately supported and supervised or where the clinical learning that should be clearly available to them in that experience is not appropriately structured. Professional experience must not replace or be offered in lieu of any clinical learning which is required for students to achieve the graduate competency outcomes.

The Standards should clearly articulate the need for course providers to demonstrate how students will be provided with sufficient and appropriate clinical experience opportunities to achieve the graduate competency outcomes required for effective and safe beginning practice.

## Feedback Template

Please use this table to provide any comments on specific aspects of the document to which you are responding.

	Suggested Changes to Standard Statement	Suggested Changes to Statement of Intent	Suggested Changes to Criteria (please indicate by number)	General Comments
<b>Standard 1</b>			<p>3. This point should require education providers to demonstrate <b><i>their processes for</i></b> course development, monitoring, review, evaluation, and quality improvement.</p> <p>6. Should detail that the students have these facilities and resources 'provided' and that they would not be expected to fund or subsidise the opportunity to participate in clinical placements.</p> <p>7. It is unclear what is meant by 'requirements' in this point, or whether the 'requirements' are related to the 'formal agreements' – the intention here needs to be articulated more clearly.</p> <p>9. The requirements of regulatory authorities for approval of credit transfer and RPL should be more explicit, including the requirement for course providers to provide evidence of their policies regarding RPL.</p>	<p>Some health services are charging providers for clinical placement. These costs should not be passed on to the student by the providers as additional fees or charges.</p>

			<p>12. As above, course providers need to demonstrate <b>their processes for</b> monitoring of staff performance and ongoing staff development etc</p> <p>There should also be an additional requirement for course providers to demonstrate that their staff are, as well as how they are, provided with sufficient and appropriate supports and resources to deliver the course fully, i.e. to enable students to meet graduate outcomes.</p>	
<b>Standard 2</b>		Should read 'That staff are appropriately qualified ...'	Staff also need to be able to demonstrate recency and currency of theoretical and clinical knowledge and practice. This needs to be required explicitly in the criteria.	
<b>Standard 3</b>				
<b>Standard 4</b>	Professional experience – see general comments.		3. Clinical placements <b>should not just complement</b> the academic content of the course, but should be overtly correlated to theoretical studies and should incrementally	

			<p>prepare student to meet approved competencies and graduate outcomes.</p> <p>6. The first, or any, clinical placement in an undergraduate nursing degree should occur as soon as is educationally appropriate <b><i>not as early as practicable</i></b> – this should be achieved with a realistic period of clinical experience in the first year but only when the student has been appropriately prepared to undertake placement safely.</p>	
<b>Standard 5</b>	The standard should include reference to nursing inquiry <b><i>and practice</i></b>	The curriculum should also demonstrate a theoretical foundation, based on appropriate evidence to underpin nursing practice.	The criteria should express more directly the requirement of course providers to develop a curriculum which will prepare graduates to practise contemporary and competent nursing skills in a variety of a settings, e.g. across the life span and in both acute and chronic stages of illness and disability.	
<b>Standard 6</b>			7. This point should include communication, collaboration and <b><i>leadership skills expected of registered nurses.</i></b>	

<p><b>Standard 7</b></p>			<p>5. It is not sufficient to state only 'quality' of assessors etc. Course providers must demonstrate that assessors are both appropriately qualified and experienced so that they may be able to undertake quality assessments.</p>	<p>This section could include some reference to the use of student feedback regarding the curriculum and assessment by the course provider to review course content.</p>
<p><b>Standard 8</b></p>	<p>Professional experience – see general comments.</p>		<p>1. Clinical placements <b><i>should not just complement</i></b> the learning activities, but should be overtly correlated to theoretical studies and should incrementally prepare student to meet approved competencies and graduate outcomes. 4. This criteria is duplicated in Standard 1 criteria 7.</p>	
<p><b>Standard 9</b></p>				

Thank you for your valuable feedback.