

**SELF-EVALUATION REPORT**

**WORKPLACE-BASED NURSING EDUCATION**

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| **Title of Programme/Course** | **:** |  |
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| **Name of Applicant** | **:** |  |
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| **Applicant’s Designation** |  |  |
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| **Name of Institution** | **:** |  |
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| **Date of Submission** | **:** |  |

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| **Standard One: Institutional Governance** |

The institution that provides education for nurses shall ensure policies and practices reflect professional nursing standards and meet the needs and expectations of the community. Policies and practices are consistent with the Accreditation Standards for Workplace-Based Nursing Education of the National Nursing Academy (NNA).

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| **SN** | **Quality Indicators** | **Evidence**  (make references / page no. in curriculum or supporting documents) | **Indicators** (additional indicators can be included) |
| 1.1 | The Head of Nursing Services or Training Department or equivalent shall be responsible for maintaining nursing professional standards and accreditation requirements in all aspects of the programme as stipulated by NNA. |  | Job description of Head of Training Department or equivalent  (For initial application only) |
| 1.2 | The nursing programme or course is led by a Registered Nurse. |  | * Curriculum vitae or/and job description * Practising Certificate issued by SNB |
| 1.3 | There is evidence that current policies and procedures guide the programme/course administration, management, and evaluation, which should also include the administration, management, and evaluation of candidates from ***external institutions***. |  | * Written policies and procedures   Policy must guide the administration of training, including identifying learning needs, managing, facilitating, and administering training, assessments, On-the-Job Training (OJT), passing criteria, completion of practical or skills competency assessment (if involved), certification, and type.  The policy must stipulate the roles of trainers and assessors, as well as their responsibilities in teaching and assessment.  For courses open to external participants, it should indicate how the training will be delivered and how the OJT will be facilitated for this group of external participants. Ensure that there are trained assessors in the respective external institution for trainees from external institutions attending the training.  Detail how the training records of the trainees will be maintained and the duration of retention. |
| 1.4 | Nursing clinical faculty are involved in the development, review and revision of programme policies and practices. |  | * Written policies and procedures |
| 1.5 | A record of the learner’s education in the programme or course maintained for verification shall include:   1. attendance records 2. assessment outcomes or results; and 3. modules completed |  | 1. Submit Attendance records 2. Submit Certificate template for **Certificate of Competence** with institution and NNA logos, to be used upon successful accreditation 3. Sample document indicating completed modules and assessment results (if applicable) |

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| **Standard Two: Curriculum Development** |

The curriculum provides correlated theory and practice to prepare learners with a level of competence required for safe and effective nursing care at the level relevant to the programme or course offered.

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| **SN** | **Quality Indicators** | **Evidence**  (make references / page no. in curriculum) | **Indicators** (additional indicators can be included) | |
| 2.1 | The programme or course shall specify the target learners. |  | Specify the target learners | |
| 2.2 | The curriculum is developed by **Registered Nurses who have formal education or experience in curriculum development or both, subject matter expert(s),** and are currently practicing. |  | List of members who developed the curriculum (including their designation, area(s) of expertise and role in curriculum development) | |
| 2.3 | The curriculum provides evidence of:   1. assessment of needs 2. a focus on the nursing response to healthcare needs of the population 3. nursing as the primary focus of the programme 4. integration of theory with practice 5. linkages between subject objectives, content, workplace-based assessments and learning outcomes 6. teaching and learning strategies that enable the development of clinical reasoning, problem-solving and critical thinking to achieve the expected outcomes of the programme or course 7. there is evidence of a logical sequence of learning experiences 8. the programme or course is aligned with nationally recognised nursing competency frameworks and/or NNA core curriculum. |  | Complete curriculum which includes:   1. need for the course is supported by industry needs 2. clearly stated purposes and objectives of the programme or course that are appropriate to the scope of practice 3. list of teaching and learning strategies 4. list of measurable learning outcomes 5. table showing the alignment of subject objectives, content, workplace-based assessments and learning outcomes with nursing competency frameworks where applicable 6. table summarising number of modules, hours of learning, theory, eLearning, practical, clinical practice, workplace-based assessment modes etc. | |
| 2.4 | The clinical practice allows for purposeful or focussed learning where the learner is guided or supervised in the application and integration of knowledge and skills, and acquisition of professional attitudes. (Applicable to programmes or courses that require clinical practice.) |  | Clinical portfolio or log | |
| 2.5 | There is evidence of representation from nurses in practice to review or revise the programme or course. (Not applicable for initial accreditation.) |  | Meeting minutes of curriculum review or/and development committee or any forms of documentary evidence | |
| **Standard Three: Assessment** | | | |

The curriculum incorporates a variety of approaches to workplace-based assessment. The workplace-based assessment and evaluation of learning is a continuous process of providing feedback on learners’ progress and achievement of learning outcomes.

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| **SN** | **Quality Indicators** | **Evidence**  (make references / page no. in curriculum) | **Indicators** (additional indicators can be included) |
| 3.1 | The assessment of workplace-based learning:   1. is based on a variety of strategies that are aligned with the subject area, learning objectives, competencies, and expected learning outcomes; 2. measures the integration and application of knowledge, skills, attitude and behaviours required for professional nursing practice; 3. has **explicit marking rubric** for each workplace-based assessment component; and 4. has a consistent approach to workplace-based assessment across modules or subjects that are periodically reviewed and updated. 5. Should also include the management of underperforming candidates, e.g., the remedial action and maximum attempts. |  | 1. Workplace-based assessment tools or forms, or 2. Marking rubrics, or 3. Competency checklists, etc. |
| 3.2 | The assessors shall have experience or expertise in the subject area. They shall **show evidence** **of completion of a preparatory course** on workplace-based assessment. |  | Curriculum Vitae (CV) of assessors |

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| **Standard Four: Clinical Teaching Faculty** |

The institution has sufficient qualified and capable clinical teaching faculty to provide leadership and to teach and guide learners to attain the objectives and outcomes of the nursing programme or course.

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| **SN** | **Quality Indicators** | **Evidence**  (make references / page no. in curriculum) | **Indicators** (additional indicators can be included) |
| 4.1 | The clinical teaching faculty have **appropriate professional qualifications and experience** for the subject they teach. |  | 1. Curriculum Vitae (CV) of teaching faculty |
| 4.2 | Clinical teaching faculty shall show **evidence** of completion of a preparatory course or equivalent in teaching, learning and assessment. |  | Relevant qualifications, certifications indicated in curriculum vitae |
| 4.3 | There shall be evidence of ongoing competence and development in teaching and learning for clinical teaching faculty:   1. periodical evaluation by learners or peers, or both 2. Continuing education applicable and appropriate to the subject they teach, context and scope of practice 3. Continuing Professional Education (CPE) applicable and appropriate to the subject matter, context, and scope of practice |  | 1. Programme or course evaluation form or/and record 2. Peer assessment, feedback form 3. CPE Records of last 2 years downloaded from SNB website 4. Training records (workshop, seminar, conference, etc.) including year of attendance. |

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| **Standard Five: Resources** |

The institution has adequate and appropriate facilities and resources to support the programme or course objectives and outcomes.

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| **SN** | **Quality Indicators** | | **Evidence**  (make references / page no. in curriculum) | **Indicators** (additional indicators can be included) |
| 5.1 | There is evidence of:   1. human resources to support the development and implementation of the programme or course 2. physical resources (e.g. classroom, laboratories, tools and materials, equipment, library, instructional technology facilities, audio-visual aids, offices and spaces) that are accessible to faculty and learners to enable the achievement of programme outcomes |  | | 1. List of resources and facilities to support the programme or course 2. List of teaching or learning aids |

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| **Standard Six: Programme or Course Effectiveness and Quality Improvement** |

The education institution utilises a systematic process to determine programme or course effectiveness with an emphasis on continually improving the quality of teaching and learning experience and the competence of its learners.

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| **SN** | **Quality Indicators** | **Evidence**  (make references / page no. in curriculum) | **Indicators** (additional indicators can be included) |
| 6.1 | Feedback obtained from the quality improvement processes is incorporated into the programme or course to improve both theoretical and practical learning for learners. (Not applicable for initial accreditation.) |  | Table of revisions or improvements made to the curriculum following:   1. feedback and evaluation by stakeholders e.g. learners, subject matter experts, clinical practitioners, employers. 2. emerging issues/trends surrounding nursing practice, healthcare trends and policy reforms. |
| 6.2 | There is evidence of regular review, monitoring evaluation and revision of programme or course contents and learning methodologies to incorporate emerging issues surrounding nursing practice, healthcare trends and policy reforms. (Not applicable for initial accreditation.) |  |