



*Accreditation Guidelines for
Workplace-based Nursing Education*

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Accreditation Standards and Guidelines

The National Nursing Academy (NNA) standards and accreditation process are applicable to all educational programmes and courses developed and delivered at the workplace that demonstrate a high level of quality and adhere to the NNA standards for workplace-based nursing education.

NNA accreditation will help healthcare organisations or equivalent establishment(s) that have developed educational programmes and courses for continuing professional education for nurses to meet the following objectives:

1. To ensure the quality of the programmes and courses meet the NNA standards for workplace-based nursing education
2. To facilitate the portability of competencies across healthcare institutions or settings
3. To facilitate recognition of prior learning between healthcare and academic institutions through advanced standing (i.e. transfer of credits to recognise workplace-based learning)

Process for Seeking Accreditation

Please refer to Appendix 1 for the NNA accreditation process for workplace-based nursing education.

Documents to be submitted

The application comprises the following documents

1. Application form

2. Curriculum Template (refer to Appendix 2)

This comprises the programme or course needs statement and how it is translated to the required aims and learning outcomes. Assessment methodologies and component weightage should be identified in order to provide a formal measurement of learning outcomes and to provide an indication of successful programme or course completion. Programme or course evaluation strategy should be stated for the purpose of improving the programme or course.

3. Self-Evaluation Report (refer to Appendix 3)

This is a checklist which will be used by the NNA panel when evaluating the application. It includes a list of sources of evidence, which must demonstrate how the nursing programme or course has met the NNA's standards for workplace-based nursing education.

4. Other Documents

Evidence to support the need for the programme or course, which directs the aims and learning outcomes and includes a list of sources of evidence stated in 3.

The respective institution's educators or equivalent should review the application for completeness prior to submission. Incomplete applications will be returned and a new submission is required.

Submission Deadline

Applications for course accreditation can be submitted within the first week of every odd-numbered month. An additional day will be added for months with public holidays within the first week. Applications received by this deadline will be evaluated in the same calendar month. Submissions received after the deadline will be evaluated in the next cycle.

The application must be received by the NNA secretariat at least four months prior to the programme commencement date.

Notes on submission

1. The curriculum must be bound and pages numbered sequentially
2. By submitting the above documents to NNA, the applicant agrees that NNA may collect, use and disclose the organisation and personal data, as provided in the documents to facilitate the accreditation process.
3. The NNA reserves the right to make on-site visits and review relevant programme or course documents.
4. The education and training provider shall notify NNA of major ad-hoc curriculum revisions e.g. addition or removal of module(s) in writing stating the changes and reason(s) for revision. NNA reserves the right to request for re-submission of curriculum or on-site visits.

Evaluation and Decision-Making

The NNA secretariat will convene and appoint an evaluation panel comprising an education administrator and appointed NNA evaluators to conduct the evaluation.

All accreditation decisions made by NNA are final and no correspondence or appeal will be entertained.

The NNA secretariat will inform the applicants of the outcome of the accreditation.

Validity of Accreditation Status

When accreditation is awarded in writing by the NNA, the accreditation status is effective on the date of the award. The validity of accreditation is as follows:

- **Initial or First Accreditation:** three-year period
- **Subsequent Accreditation:** five-year period

Application for re-accreditation should be made four months before the end of the existing validity period.

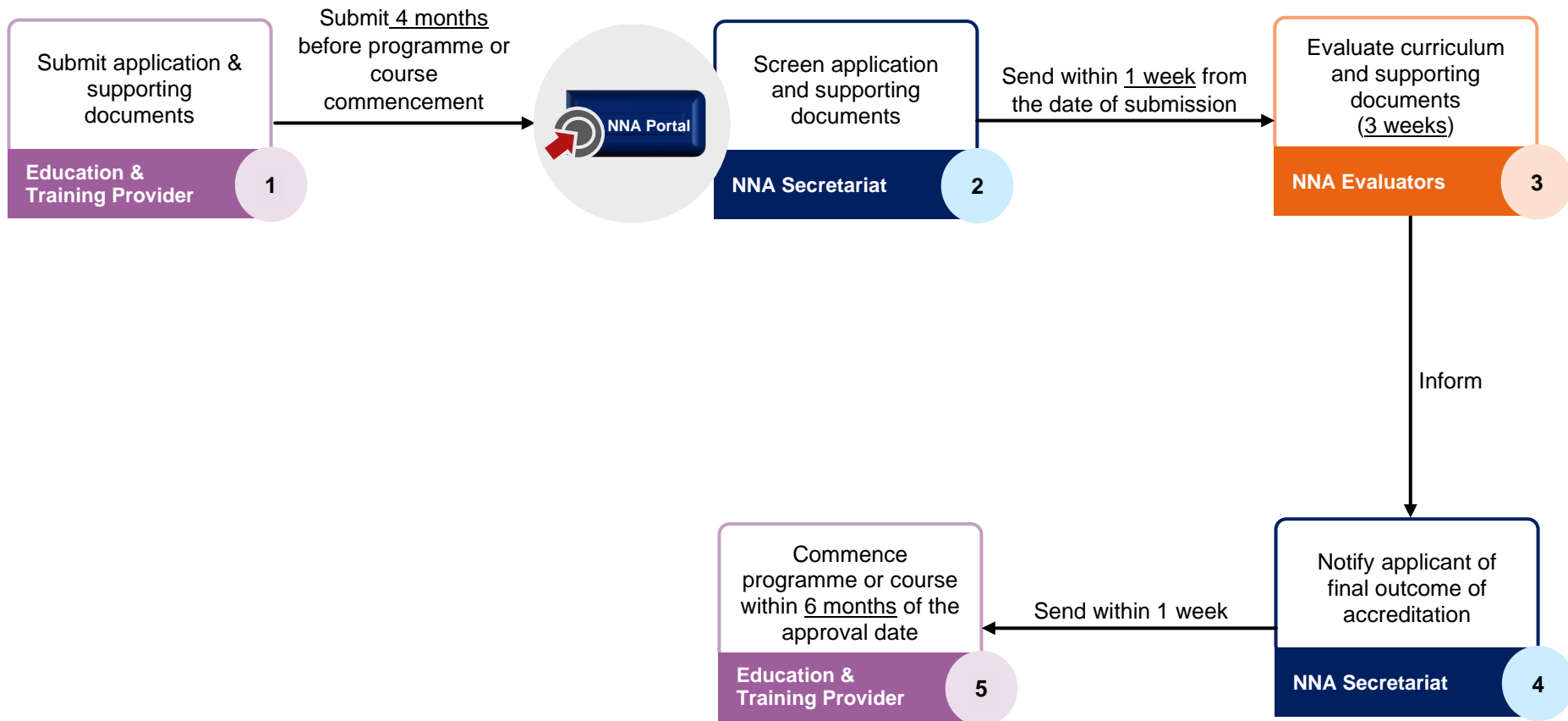
Requesting Delay in Programme or Course Commencement

The programme or course must commence within six months of accreditation being awarded. If there have been operational changes or events beyond the control of the institution that may delay the commencement of programme or course previously declared to the NNA, the programme or course co-ordinator may make a formal written request for a delay in commencement date for up to six months. The formal written request must be submitted to the NNA secretariat one month before the original course commencement date. Only one request for delay may be granted during the current validity period of the programme's accreditation status.

The NNA may revoke the accreditation if the programme is not launched within the given period.

Appendixes

Appendix 1 – National Nursing Academy (NNA) Accreditation Process for Workplace-based Nursing Education



***Note:** NNA reserves the right to modify the accreditation timeline and requirements from time to time at its discretion. All changes will be posted on the NNA website. Applicants should check the website for updates before submitting applications.

Appendix 2 – Curriculum Template

NAME OF INSTITUTION

(Institution championing this programme)

TITLE OF PROGRAMME

TITLE OF CERTIFICATE AWARD

(Certificate of Competence / Certificate of Completion)

PROGRAMME / COURSE COORDINATOR

(e.g. Nurse Educator, Nursing Division or equivalent)

The programme / course is led by (name) a Registered Nurse..... with (xx) qualifications in (xx areas)

CURRICULUM PLANNING COMMITTEE

[List of members who developed the curriculum (including their designation and area(s) of expertise]

NEED FOR THE COURSE

(Describe why there is a need for this programme or course, and the findings of the needs assessment.)

DURATION OF THE COURSE

XX months/weeks/days

Theoretical component:

XX hours (XX%)

Clinical component:

XX hours (XX%)

Total

XXX hours (100%)

TARGET GROUP OF LEARNERS:

(State the level of nurses (designation), and number of learners per run/class.)

ENTRY REQUIREMENT(S)

(List the experience required and/or other prerequisites of the learners for enrolment into the programme or course. Certification in Basic Cardiac Life Support)

OVERVIEW OF THE COURSE

*(Provide a general overview of the course - what it entails and what the learners will be learning. **Note:** It is a good practice to ensure that the aims, educational strategies and contents are structured according to an underpinning philosophy of teaching and learning that is best suited for teaching the required subject matter.)*

AIM OF THE PROGRAMME / COURSE

(State overarching aim(s) or goal(s) that address or meet the needs identified in the needs assessment.)

This course aims to equip the registered nurses to.....

EXPECTED LEARNING OUTCOMES OF THE PROGRAMME OR COURSE

(Identify general objectives that will meet the aim(s) of the course. Use action verbs.)

Upon completion of this course, the learner will be able to:

1. apply
2. integrate
3. engage
4. analyse
5. perform

CORE CONTENT

(The content should align with the relevant competency framework.)

COURSE STRUCTURE

Module	Title	Lecture	Practical/ Tutorial	Self- Directed	Total (Hours)
1					
2					
3					
4					
Theory hours					
Clinical practicum hours					
TOTAL HOURS					

TEACHING AND LEARNING STRATEGIES

(Describe the mode of delivery for the course, how learners are expected to learn and what strategies are applied to enhance retention and application of learned concepts.)

ASSESSMENT METHODOLOGY AND WEIGHTAGE

(Describe the modes of assessment, passing scores, remediation and follow-up action for weak learners who fail assessments).

Module	Title	Mode of Assessment	Weightage (%)
1			
2			
3			
	TOTAL		100%

Remediation for underperforming learners (during formative stage):

Passing mark and remediation for those who fail the summative assessment:

The passing mark for the theoretical component is XX% out of 100%. Learners who score below the passing mark shall (describe remediation) and (follow up action).

COURSE EVALUATION

(Describe how the course will be evaluated, how data will be collected and reported, what are the follow-up actions and plans for course management based on the evaluation.)

PHYSICAL FACILITIES

(What is available and utilised to facilitate teaching and learning?)

DETAILS OF MODULES

Please provide details for each module

MODULE x – (Module title – e.g. INTRODUCTION TO)

Duration

Theory	xxhrs
Practicum	xxhrs
Total	xxhrs

Module Description

e.g. This module focuses on the scope of / introduces the concept of...

Learning Objectives

Upon completion of this module, the learner will be able to:

1. Relate....
2. Conduct
3. Determine
4. Appraise

Course Content

1.
 -
 -

2.

Assessment Methodology and Weightage

(List the assessments used and attach a sample of the forms)

Written Assignment

e.g. 200-word case study

Competency

(List the assessments used and attach a sample of the forms)

1. (Form 1)
2. (Form 2)

Teaching Methodology

(Add to the list or delete as applicable)

Lecture

Case discussions

Clinical facilitation practice

Group Discussion

Micro-teaching

Peer evaluation

Role-Play

Lecturers

(Add to the list or delete as applicable)

Senior Nurse Educators

Doctors

Allied Health Professionals



SELF-EVALUATION REPORT WORKPLACE-BASED NURSING EDUCATION

Title of Programme/Course : _____

Name of Applicant : _____

Applicant's Designation : _____

Name of Institution : _____

Date of Submission : _____

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).

SN	Quality Indicators	Evidence (make references / page no. in curriculum)	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 Nursing Services or Training Department or equivalent (For initial application only)
1.2	The nursing programme or course is led by a Registered Nurse.		<ul style="list-style-type: none"> Curriculum vitae or/ 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.		Written policies and procedures
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: <ul style="list-style-type: none"> (i) attendance records (ii) assessment outcomes or results; and (iii) modules completed 		<ul style="list-style-type: none"> (i) Attendance records (ii) Sample certificate of competence or completion (iii) Sample document indicating completed modules and assessment results (applicable to programmes only)

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.

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 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 and area(s) of expertise)
2.3	The curriculum provides evidence of: <ul style="list-style-type: none"> (i) assessment of needs (ii) a focus on the nursing response to healthcare needs of the population (iii) nursing as the primary focus of the programme (iv) integration of theory with practice (v) linkages between subject objectives, content, workplace-based assessments and learning outcomes (vi) 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 (vii) there is evidence of a logical sequence of learning experiences (viii) the programme or course is aligned with nationally recognised nursing competency frameworks. 		Complete curriculum which includes: <ul style="list-style-type: none"> • need for the course is supported by industry needs • clearly stated purposes and objectives of the programme or course that are appropriate to the scope of practice • list of teaching and learning strategies • list of measurable learning outcomes • table showing the alignment of subject objectives, content, workplace-based assessments and learning outcomes with nursing competency frameworks. • 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.)		Notes of meeting of curriculum development or review workgroup 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.

SN	Quality Indicators	Evidence (make references / page no. in curriculum)	Indicators (additional indicators can be included)
3.1	The assessment of workplace-based learning: (i) is based on a variety of strategies that are aligned with the subject area, learning objectives, competencies, and expected learning outcomes; (ii) measures the integration and application of knowledge, skills, attitude and behaviours required for professional nursing practice; (iii) has explicit marking rubric for each workplace-based assessment component; and (iv) has a consistent approach to workplace-based assessment across modules or subjects that are periodically reviewed and updated.		<ul style="list-style-type: none"> Workplace-based assessment tools or forms Marking rubrics (where applicable)
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

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.

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.		<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> periodical evaluation by learners or peers, or both continuing professional education 		<ul style="list-style-type: none"> Programme or course evaluation Peer assessment, feedback Record of continuing education

Standard Five: Resources

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

SN	Quality Indicators	Evidence (make references / page no. in curriculum)	Indicators (additional indicators can be included)
5.1	There is evidence of: (i) human resources to support the development and implementation of the programme or course (ii) 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		<ul style="list-style-type: none"> List of resources and facilities to support the programme or course List of teaching or learning aids

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.

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.		Table of revisions or improvements made to the curriculum following: <ul style="list-style-type: none"> feedback and evaluation by stakeholders e.g learners, subject matter experts, nurses in practice 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.		