



*Accreditation Guidelines for  
Workplace-based Nursing Education*

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## 2 Accreditation Standards and Guidelines

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

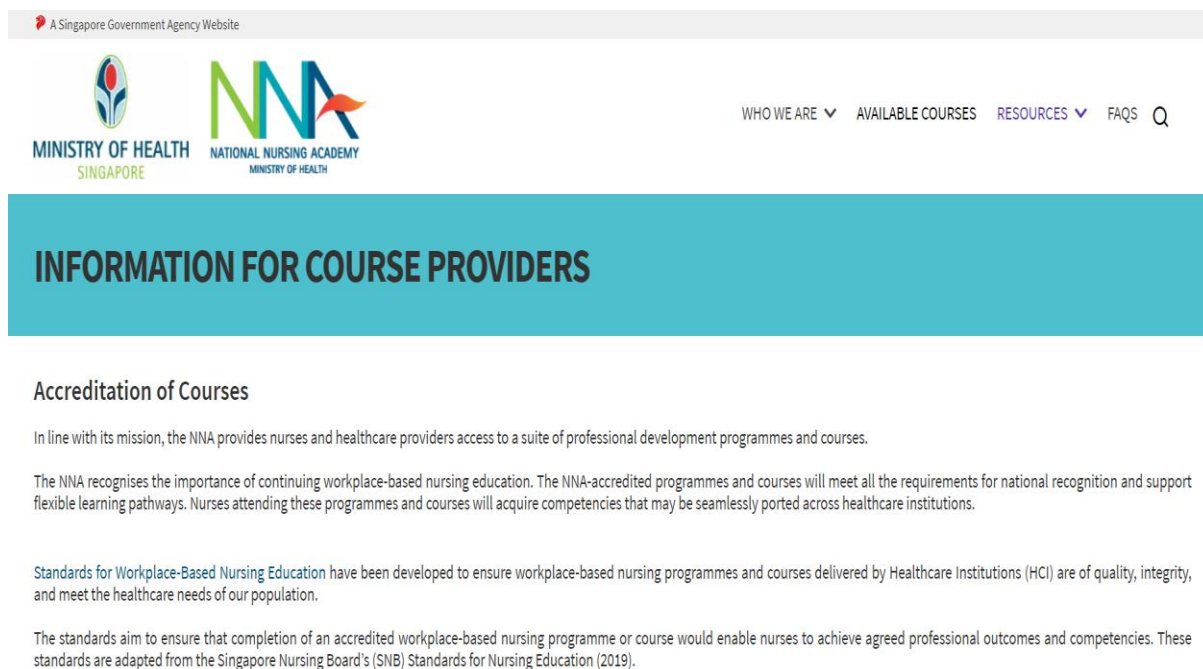
NNA accreditation will help healthcare organisations or equivalent establishment(s) that have developed educational programmes for continuing professional education for nurses to meet the following objectives:

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

For more information on NNA's Accreditation Standards and Guidelines, please refer to document "Standards for Workplace-Based Nursing Education".

## 3 Process for Seeking Accreditation

3.1 For information on the course accreditation process, please visit NNA website – "Resources → Information for Course Providers"  
(<https://www.nna.gov.sg/resources-tools/nursing-education-providers>)



The screenshot shows the top navigation bar of the NNA website, including the Singapore Government Agency Website logo, the Ministry of Health and National Nursing Academy logos, and a menu with options: WHO WE ARE, AVAILABLE COURSES, RESOURCES, and FAQs. Below the navigation bar is a large teal banner with the text "INFORMATION FOR COURSE PROVIDERS". Underneath the banner, the page title "Accreditation of Courses" is displayed. The main content area contains three paragraphs of text:

In line with its mission, the NNA provides nurses and healthcare providers access to a suite of professional development programmes and courses.

The NNA recognises the importance of continuing workplace-based nursing education. The NNA-accredited programmes and courses will meet all the requirements for national recognition and support flexible learning pathways. Nurses attending these programmes and courses will acquire competencies that may be seamlessly ported across healthcare institutions.

Standards for Workplace-Based Nursing Education have been developed to ensure workplace-based nursing programmes and courses delivered by Healthcare Institutions (HCI) are of quality, integrity, and meet the healthcare needs of our population.

The standards aim to ensure that completion of an accredited workplace-based nursing programme or course would enable nurses to achieve agreed professional outcomes and competencies. These standards are adapted from the Singapore Nursing Board's (SNB) Standards for Nursing Education (2019).

3.2 Prior to online application, please visit NNA website – “Resources → Downloads” (<https://www.nna.gov.sg/resources-tools/downloads>) to download the following documents:

- i. Standards for Workplace-Based Nursing Education [For info]
- ii. Accreditation Guidelines for Workplace-based Nursing Education [For info]
- iii. Curriculum Template [For action]
- iv. Self-Evaluation Report for Workplace-Based Nursing Education [For action]
- v. CV Template [For action]

A Singapore Government Agency Website

MINISTRY OF HEALTH SINGAPORE NATIONAL NURSING ACADEMY MINISTRY OF HEALTH

WHO WE ARE ▾ AVAILABLE COURSES RESOURCES ▾ FAQS Q

## DOWNLOADS

**NNA Accreditation Framework**

1. Standards for Workplace-Based Nursing Education
2. Accreditation Guidelines for Workplace-based Nursing Education

**Documents to be submitted for accreditation**

1. Application Form
2. Curriculum Template
3. Self-Evaluation Report for Workplace-Based Nursing Education
4. CV Template

**Competency Framework(s)**

1. Community Nursing Competency Framework

**Curriculum Requirement(s) for Core Skills**

1. Curriculum Requirement for Intravenous Administration of Medications (IVAM) Course
2. Curriculum Requirement for Venepuncture and Peripheral Intravenous Cannulation (VPIC) Course

3.3 Complete an online application form ([www.go.gov.sg/nnaaccreditation](http://www.go.gov.sg/nnaaccreditation)). Please note that either the URL link to course webpage or the course brochure must be provided as this info will be linked to the course listing. Nurses who are interested to find out more or to apply for the course will be redirected to the course provider.

MINISTRY OF HEALTH SINGAPORE

## Application Form for NNA Accreditation of Nursing Courses

10 mins estimated time to complete

3.4 Combine all supporting documents into **one** single PDF file **not more than 10MB** and upload at Q17 of the online application form. Please number the pages sequentially and label the annexes clearly. The sequence of documents is as follows:

- i. Curriculum
- ii. Self-Evaluation Report
- iii. Annex Document – please follow the sequence of information required for respective quality indicators (QI) listed under the six standards and label the documents as “Standard One – QI 1.1 – File Name (e.g. CV, sample certificate of completion)”
- iv. Sample of course brochure/pamphlet (if available)

#### 17. Documents Required for NNA Accreditation

Application for accreditation shall provide evidence of compliance with NNA’s Standards for Workplace-Based Nursing Education. It should be submitted in a soft copy following the sequence below with pages numbered sequentially and annexes labelled clearly. Please compile all required documents into a single PDF file not more than 10MB.

1. Curriculum
2. Self-Evaluation Report
3. Annex Document – please follow the sequence of information required for respective quality indicators (QI) listed under the six standards and label the documents as “Standard One – QI 1.1 – File Name (e.g. CV, sample certificate of completion)”
4. Sample of course brochure/pamphlet (if available)

Note: For curriculum vitae, please follow the NNA template which can be found under "Downloads" (<https://www.nna.gov.sg/resources-tools/downloads>).



Max File Size: 10 MB

3.5 Please upload a clear JPEG/PNG image at Q18 of the online application form. The image could be a photo of the course or institution logo.

#### 18. JPEG/PNG image

Please provide a HD image (1280 x 720 pixels) for course listing on the NNA website. If there is no suitable course image, please provide a HD copy of your institution logo.



Max File Size: 2 MB

3.6 Should you require further assistance, please reach out to NNA Secretariat at [Enquiry\\_NNA@moh.gov.sg](mailto:Enquiry_NNA@moh.gov.sg).

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

## 4 Documents to be submitted

The application comprises the following documents. Training providers should consolidate all the documents and use a table of contents to allow readers navigate easily between different sections.

### 4.1 Application form

### 4.2 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.

### 4.3 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.

### 4.4 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.

## 5 Submission Deadline

Applications for course accreditation can be submitted within the first week of every quarter (e.g. 1-7 January, April, July, October). An additional day will be added for months with public holidays within the first week. Applications received by this deadline will be reviewed in the same quarter. Submissions received after the deadline will be reviewed in the next cycle.

***For new courses developed by training providers, the application for course accreditation must be received by the NNA secretariat at least four months prior to the programme commencement date.***

## 6 Notes on submission

- a) The curriculum and supporting documents should be combined into one PDF with either a contents page or clear headings/description for each document.

- b) 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.
- c) The NNA reserves the right to make on-site visits and review relevant programme documents.
- d) The education and training provider shall notify NNA of major ad-hoc curriculum revisions, such as the addition or removal of module(s), in writing within five working days, stating the changes and reason(s) for revision. NNA reserves the right to request for re-submission of curriculum or conduct on-site visits.

## 7 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.

## 8 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

Training providers should submit the required documents for re-accreditation at least four months before the end of the existing validity period.

## 9 Requesting Delay in Programme or Course Commencement

For new courses, the commencement date must be within six months of accreditation being awarded. If there have been operational changes or events beyond the control of the institution or cluster 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. Only one request for delay may be granted during the current validity period of the programme's accreditation status.

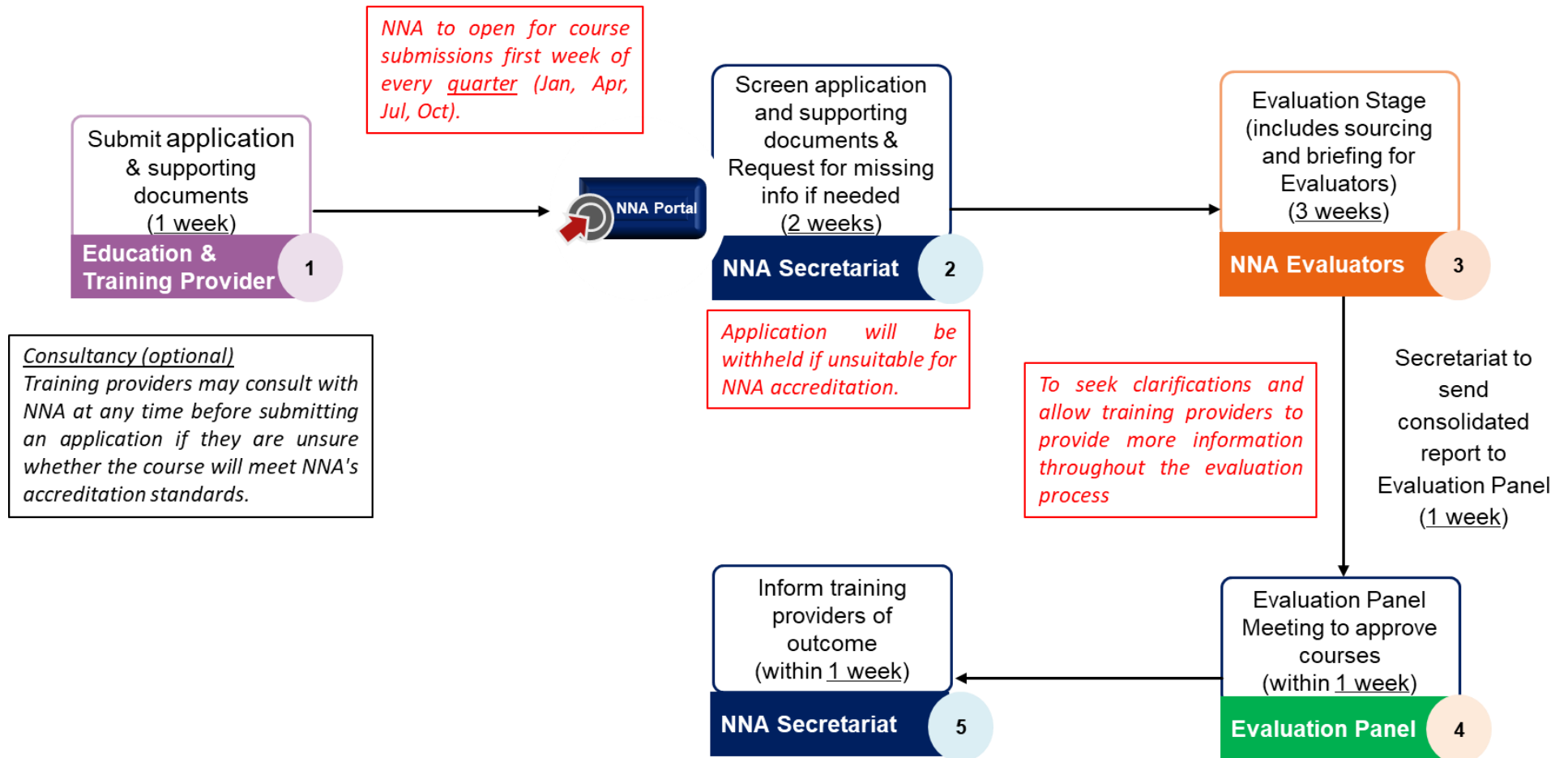
For existing courses, the NNA Secretariat must be informed of any course cancellation or postponement of NNA accredited courses.

The formal written request must be submitted to the NNA secretariat one month before the original course commencement or course cancellation/postponement date.

The NNA may revoke the accreditation if the programme is not launched within the given period or informed of its cancellation or postponement.

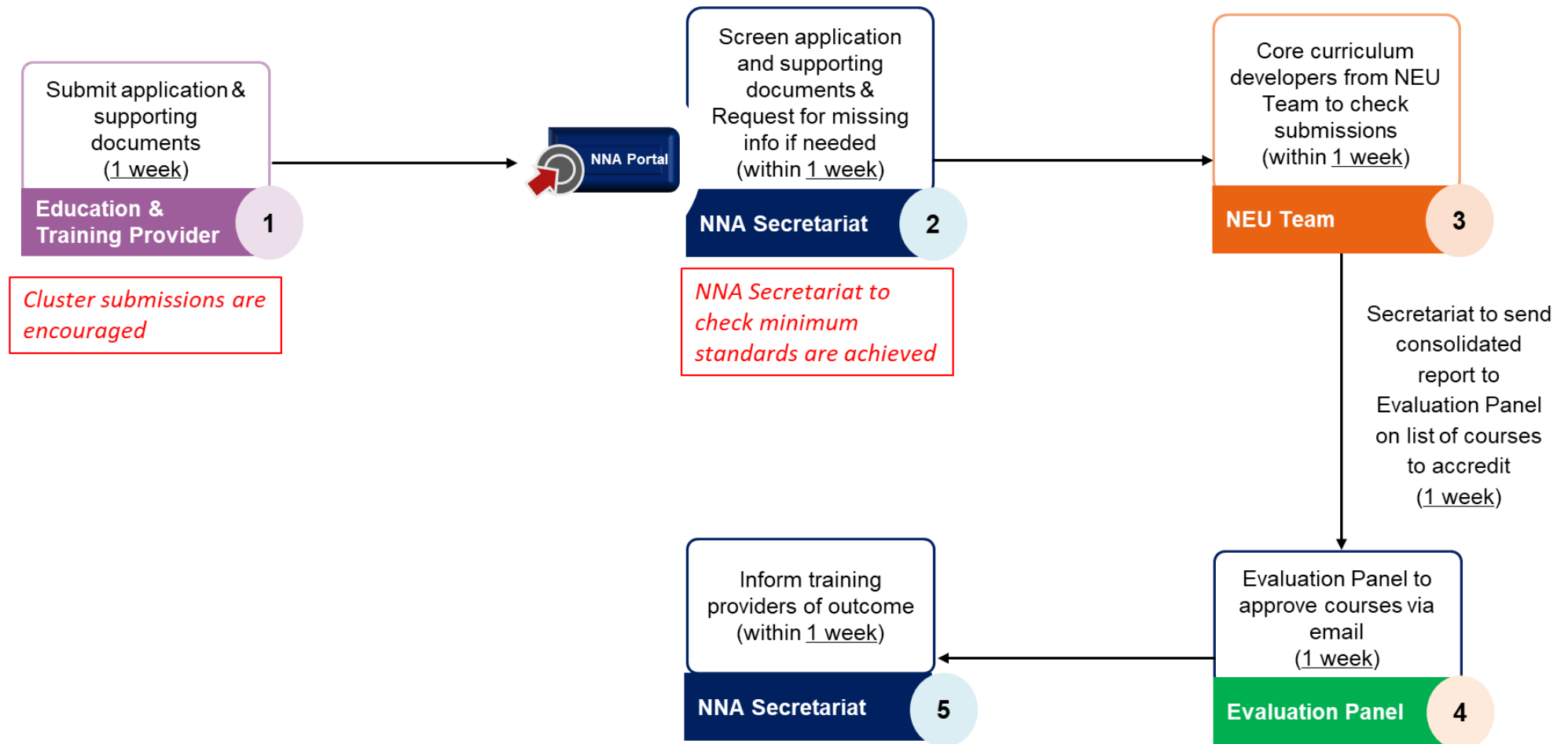
# 10 Appendixes

## 10.1 Appendix 1a – National Nursing Academy (NNA) Accreditation Process for Workplace-based Nursing Education (for most courses including specialist courses)





## 10.2 Appendix 1b – National Nursing Academy (NNA) Accreditation Process for Workplace-based Nursing Education (for core curricula)



## 10.3 Appendix 2 – Curriculum Template

### NAME OF INSTITUTION

*(Institution championing this programme or all institutions contributing to a curriculum as a cluster representative)*

### TITLE OF PROGRAMME

### TITLE OF CERTIFICATE AWARD

*(Certificate of Competence)*

### PROGRAMME / COURSE COORDINATOR

*(e.g. Nurse Educator, Assistant/Deputy Director of Nursing (education))*

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

### CURRICULUM PLANNING COMMITTEE

*(The composition of the committee should include experts with relevant clinical knowledge and experience, as well as individuals with an educational background in curriculum development and/or instructional design.)*

Name	Designation	Area(s) of Expertise	Role <sup>1</sup>	Institution <sup>2</sup>

### 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/hours<sup>2</sup>**

Theoretical & practical component:      XX hours (XX%)

Clinical component:                              XX hours (XX%)

**Total**    **XXX hours (100%)**

### TARGET GROUP OF LEARNERS:

<sup>1</sup> For example, curriculum developer, curriculum reviewer or curriculum advisor, etc.

<sup>2</sup> Include institution's name if contributing to the curriculum as a cluster representative.

<sup>3</sup> Delete where appropriate.

*(State the level of nurses (designation), and number of learners per run/class. Target group of learners must be appropriate for the programme. Do not indicate ancillary staff (non-nursing as learners).*

### **ENTRY REQUIREMENT(S)**

*(List the experience required and/or other prerequisites of the learners for enrolment into the programme or course.)*

### **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**

*(Identify learning outcomes (LO) that will meet the aim(s) of the course. Ensure that the LOs align with the relevant competency framework and/or the Skills Framework for Trainees where necessary.)*

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

1. apply ....
2. integrate .....
3. engage ....
4. analyse ....
5. perform ....
6. create .....
7. reflect ....
8. demonstrate
9. illustrate

### **CORE COURSE CONTENT**

*(The main topics should align with the relevant NNA core curriculum or competency framework, or with the skills framework for nursing where necessary.)*

### **COURSE STRUCTURE**

*(To ensure alignment between course content, course structure and module content.)*

Module	Title	Theory (hours)	Practical (hours)	OJT (hours)	Total Hours
1					
2					

3					
4					
<b>Total Theory Hours</b>					
<b>Total Laboratory Practical Hours</b>					
<b>Total On-Job-Training (OJT) Hours</b>					
<b>TOTAL COURSE HOURS</b>					

### TEACHING AND LEARNING STRATEGIES (T&L)<sup>3</sup>

*(Based on the learning outcomes and assessment methods, identify the appropriate T&L strategies which should explain the instructional methods, strategies, and approaches used to deliver the content.)*

### ASSESSMENT METHODOLOGY AND WEIGHTAGE

*(Describe the assessment method<sup>4</sup>, include the passing scores, remediation and follow-up action for weak learners who fail assessments, and submit Competency checklists for programme/content requiring skills assessment. Selected strategies must be appropriate to the module/content.)*

Module	Assessment Item	Assessment Method <sup>4</sup>	Weightage (%)
1			
2			
3			
4			
<b>TOTAL</b>			<b>100%</b>

**Indicate Teacher-student ratio for skills lab sessions if applicable:**

**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), (follow up action), and pass the assessment in (duration or the stipulated time period).

<sup>3</sup> Common teaching and learning strategies include scenario-based learning, workplace-based learning, ICT-enabled learning, blended learning, problem-based learning, case-based learning, flipped classroom learning, project-based learning, experiential learning, etc.

<sup>4</sup> Assessment methods refer to information on how learner learning will be assessed and evaluated within the module. This may include examinations, presentations, assignments, practical assessment, reflection, theory tests (e.g. MCQs, short-answer questions, quizlets), OSCE, mini-CEX, competency-based assessment, essay, etc.

## **COURSE EVALUATION**

*(Please describe the course evaluation process, including a copy of the evaluation form, data collection method, reporting, and follow-up actions undertaken for course review to maintain its quality based on the evaluation report.)*

## **PHYSICAL FACILITES**

*(Please specify the teaching facilities that will be utilised to facilitate teaching and learning.)*

## **DETAILS OF MODULES**

*Please provide details for each module below.*

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

#### **Duration**

**Theory:** xx hours  
**Practical:** xx hours  
**OJT:** xx hours  
**Total:** xx hours

#### **Module Description and Aim(s)**

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

#### **Learning Outcomes**

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

1. apply ....
2. integrate ....
3. engage ....
4. analyse ....
5. perform ....
6. create ....
7. reflect ....
8. Demonstrate ....
9. Illustrate ....

#### **Module Content**

*(A detailed outline or breakdown of the topics, sub-topics, themes, concepts, or skills covered in the module.)*

<b>SN</b>	<b>Topics &amp; Sub-topics</b>	<b>Hours</b>	<b>Mode of Delivery<sup>5</sup></b>
1			
2			
3			
4			
5			

<sup>5</sup> Mode of delivery includes face to face, asynchronous e-learning, synchronous online, blended learning.

### **Assessment Methodology and Weightage**

*(List the appropriate assessment method/s, type of assessment, instructions, marking rubrics/criteria and weightage. Attach relevant forms and competency checklists as appendices. The competency checklist should outline skill steps, indicators of achievement (e.g., met or not met), feedback for assessors to highlight strength and areas for improvement. Include spaces for names and signature of participants, assessors, and supervisors where necessary.)*

<b>Assessment Method<sup>4</sup> &amp; Instructions</b>	<b>Type of Assessment</b> (Formative or Summative)	<b>Weightage</b> (If applicable)

Please include the marking rubrics/criteria, relevant forms, and competency checklists below where necessary.

### **Teaching & Learning Strategies<sup>3</sup>**

*(Based on the content requirements and learning objectives outcomes, identify the appropriate T&L)*

### **Teaching Faculty**

*(Please include their CV in appendix 2. Teaching faculty must show evidence of attainment of educational courses in teaching/learning, assessment & evaluation, as well as demonstrate expertise in the subject matter.)*

<b>Full Name</b>	<b>Designation</b>

### **Assessors**

*(Please include their CV in appendix 2. Assessors should have experiences in the subject matter and trainee assessment.)*

<b>Full Name</b>	<b>Designation</b>

### **References and Extra Reading Resources if required**

*(References can be inserted for each module or at the end of the entire modules. They must not be more than 5 years. If references are more than 5 years and still valid when new ones aren't available, please indicate there are no new references.)*

E.g.,

National Narcotics Agency (Singapore). (n.d.). Course curriculum [PDF]. Retrieved from <https://www-nna-gov-sg-admin.cwp.sg/docs/default-source/default-document-library/ci-course-curriculum.pdf?sfvrsn=b1aec2f1>



## 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 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.		<ul style="list-style-type: none"> <li>Curriculum vitae or/and job description</li> <li>Practising Certificate issued by SNB</li> </ul>
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 <b>external institutions</b> .		<ul style="list-style-type: none"> <li>Written policies and procedures</li> </ul> <p>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.</p> <p>The policy must stipulate the roles of trainers and assessors, as well as their responsibilities in teaching and assessment.</p> <p>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.</p> <p>Detail how the training records of the trainees will be maintained and the duration of retention.</p>
1.4	Nursing clinical faculty are involved in the development, review and revision of programme policies and practices.		<ul style="list-style-type: none"> <li>Written policies and procedures</li> </ul>



1.5	<p>A record of the learner's education in the programme or course maintained for verification shall include:</p> <ul style="list-style-type: none"> <li>(i) attendance records</li> <li>(ii) assessment outcomes or results; and</li> <li>(iii) modules completed</li> </ul>		<ul style="list-style-type: none"> <li>(i) Submit Attendance records</li> <li>(ii) Submit Certificate template for <b>Certificate of Competence</b> with institution and NNA logos, to be used upon successful accreditation</li> <li>(iii) Sample document indicating completed modules and assessment results (if applicable)</li> </ul>
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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.

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 <b>Registered Nurses who have formal education or experience in curriculum development or both, subject matter expert(s)</b> , 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: <ul style="list-style-type: none"> <li>(i) assessment of needs</li> <li>(ii) a focus on the nursing response to healthcare needs of the population</li> <li>(iii) nursing as the primary focus of the programme</li> <li>(iv) integration of theory with practice</li> <li>(v) linkages between subject objectives, content, workplace-based assessments and learning outcomes</li> <li>(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</li> <li>(vii) there is evidence of a logical sequence of learning experiences</li> <li>(viii) the programme or course is aligned with nationally recognised nursing competency frameworks and/or NNA core curriculum.</li> </ul>		Complete curriculum which includes: <ul style="list-style-type: none"> <li>a) need for the course is supported by industry needs</li> <li>b) clearly stated purposes and objectives of the programme or course that are appropriate to the scope of practice</li> <li>c) list of teaching and learning strategies</li> <li>d) list of measurable learning outcomes</li> <li>e) table showing the alignment of subject objectives, content, workplace-based assessments and learning outcomes with nursing competency frameworks where applicable</li> <li>f) table summarising number of modules, hours of learning, theory, eLearning, practical, clinical practice, workplace-based assessment modes etc.</li> </ul>
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.

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 <b>explicit marking rubric</b> 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. (v) Should also include the management of underperforming candidates, e.g., the remedial action and maximum attempts.		a) Workplace-based assessment tools or forms, or b) Marking rubrics, or c) Competency checklists, etc.
3.2	The assessors shall have experience or expertise in the subject area. They shall <b>show evidence of completion of a preparatory course</b> 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 <b>appropriate professional qualifications and experience</b> for the subject they teach.		a) Curriculum Vitae (CV) of teaching faculty
4.2	Clinical teaching faculty shall show <b>evidence</b> 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: (i) periodical evaluation by learners or peers, or both (ii) Continuing education applicable and appropriate to the subject they teach, context and scope of practice (iii) Continuing Professional Education (CPE) applicable and appropriate to the subject matter, context, and scope of practice		a) Programme or course evaluation form or/and record b) Peer assessment, feedback form c) CPE Records of last 2 years downloaded from SNB website d) Training records (workshop, seminar, conference, etc.) including year of attendance.

## 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		a) List of resources and facilities to support the programme or course b) 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. (Not applicable for initial accreditation.)		Table of revisions or improvements made to the curriculum following: (i) feedback and evaluation by stakeholders e.g. learners, subject matter experts, clinical practitioners, employers. (ii) 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.)		