CASN Accreditation Framework and Standards for Practical Nursing Programs

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CASN Accreditation
Agrément de l'ACESI

CASN
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CASN Accreditation Framework and Standards for Practical Nursing Programs

Preface and Acknowledgement

In 1972, the Canadian Association of University Schools of Nursing (CAUSN) assumed the mandate of ensuring the quality of undergraduate nursing education programs through accreditation in Canada. The accreditation program was first implemented in 1987.

In 2017 and upon request of several CASN members who wished to have their practical nurse education program accredited along with their baccalaureate programs; the CASN Board of Directors established a Practical Nurse Accreditation Program Advisory Committee to develop a voluntary accreditation program for diploma practical nursing programs. This framework is a result of the work of that committee.

The term "practical nurse" education program is utilized throughout this document. In this context it refers to educational programs that prepare students for the role of licensed practical nurse or registered practical nurse as both terms exist in Canada.

Accreditation Framework, Standards and Evidence Guidelines

The CASN practical nurse accreditation program is characterized by the following:

- It is guided by core values and fundamental principles.
- Quality dimensions provide overarching quality guidelines for accreditation standards, their descriptors, and key elements.
- The standards are divided into two sets; one set applies to the school of nursing itself, referred to as the educational unit, and the other applies to the program of nursing, referred to as the education program.
- The unit of an accreditation review is a single practical nursing education program, assessed using the education program standards, and a single educational unit delivering the program, assessed using the educational unit standards.
- Schools of nursing undergoing an accreditation review carry out a self-study against the key elements of the standards and provide evidence to demonstrate how they are meeting the standards.
- Peer reviewers conduct an on-site or virtual visit and collect evidence through interviews, a review of documents, and observations to validate the self-study report.
- The Practical Nurse - CASN Accreditation Bureau (PN-CAB) is the decision-making body that determines the accreditation status and terms of the educational unit and education program under review. It functions independently and at arms length from the CASN Board of Directors and the CASN Council.

Core Values

Values underpinning CASN's accreditation programs guide the review process itself and all those involved in the implementation of the accreditation program, including the CASN board of directors, reviewers, members of the Practical Nurse - CASN Accreditation Bureau, the accreditation advisory committee, and accreditation staff.

Table 1: CASN Accreditation Program Values

Respect	Regard for and appreciation of others
Fairness	Openness to reason, freedom from bias, objective, and equitable
Confidentiality	Protection of identity, privacy rights, and anonymity of individuals and sources of information
Transparency	Clear articulation of the structure, process, and steps of the accreditation program, and an accreditation review and provision of relevant and timely information
Accountability	Responsibility and answerability for following policies, processes, and procedures of the accreditation program
Integrity	Honesty and adherence to moral and ethical principles

Guiding Principles

The following principles underpin the CASN accreditation practical nursing program.

1. The role of accreditation is to enhance the quality of practical nursing programs by fostering **continuous quality improvement** and providing **quality assurance**.
2. Quality expectations of a practical nursing program encompass both the educational unit delivering the program and the education program.
3. Quality of practical nursing programs represents **fitness of purpose**.
4. The quality dimensions identified for practical nursing programs and their educational units to achieve fitness of purpose are:
    a. Relevance;
    b. Accountability;
    c. Relatedness; and,
    d. Uniqueness.

Quality Dimensions

What quality represents has been debated extensively. Fitness of purpose is the most generally accepted understanding of the concept in accreditation of higher education (Council for Higher Education Accreditation, 2016). In terms of fitness of purpose, practical nursing programs have the responsibility to appropriately prepare generalists to enter a regulated, and evolving health care profession in diverse sectors of health care delivery and in various geographic regions.

These quality dimensions are defined below.

- **Relevance:** The structure, processes, and constituents of the educational unit and the education program under review are pertinent, appropriate, and responsive to the current and emerging needs of society and the profession.

  Thus, current societal and professional policies, technologies, and services are integrated into standards related to the governance, administration, and delivery of the program. Contemporary societal and professional needs, including the need for graduates to be prepared for the future, are incorporated in the education program standards.

- **Accountability:** The educational unit takes responsibility for the quality of its programs and is answerable in all its relationships. The education program prepares students to be life-long learners who take responsibility for a professional practice that is safe, competent, ethical, and legal.

  The educational unit, therefore, is expected to demonstrate a commitment to quality improvement through strategic planning, human resource planning, ongoing assessment, and evaluation of processes, teaching, and services. The education program is expected to foster ethical practice, self-regulation, life-long learning, and a commitment to person-centred, collaborative, and safe care and to conduct ongoing assessment and evaluation of curricula and outcomes.

- **Relatedness**: There is an alignment and inter-connectedness of all components of the educational unit and education program that promotes the achievement of goals and specified outcomes.

  The interconnectedness includes the alignment of the educational unit with the education program such as, for example, the connectedness of the teaching and the information resource needs of a given program. It also includes the interconnections within the education program such as the alignment of the vision, mission, goals, learning activities, and outcomes.

- **Uniqueness:** While the structure, processes, and constituents of an educational unit and education program are expected to meet standards, how these expectations are met may be of a distinctive or unique character that allows for innovation as well as responsiveness to a particular context.

  Since education programs must continually evolve, innovation in nursing education is important for the profession (Council for Higher Education Accreditation, 2016). Moreover, the contexts of schools of nursing vary considerably across the country, and different approaches may be used to meet the specific quality expectations of the standards. Practical nursing education programs are encouraged to innovate and to develop ways of meeting standards that are aligned with their context.

Quality Dimensions
Relevance
Accountability
Relatedness
Uniqueness

Educational Unit **Standard**

Nursing Education Program **Standard**

Educational Unit **Descriptors**

Nursing Education Program **Descriptors**

Educational Unit **Key Elements**

Nursing Education Program **Key Elements**
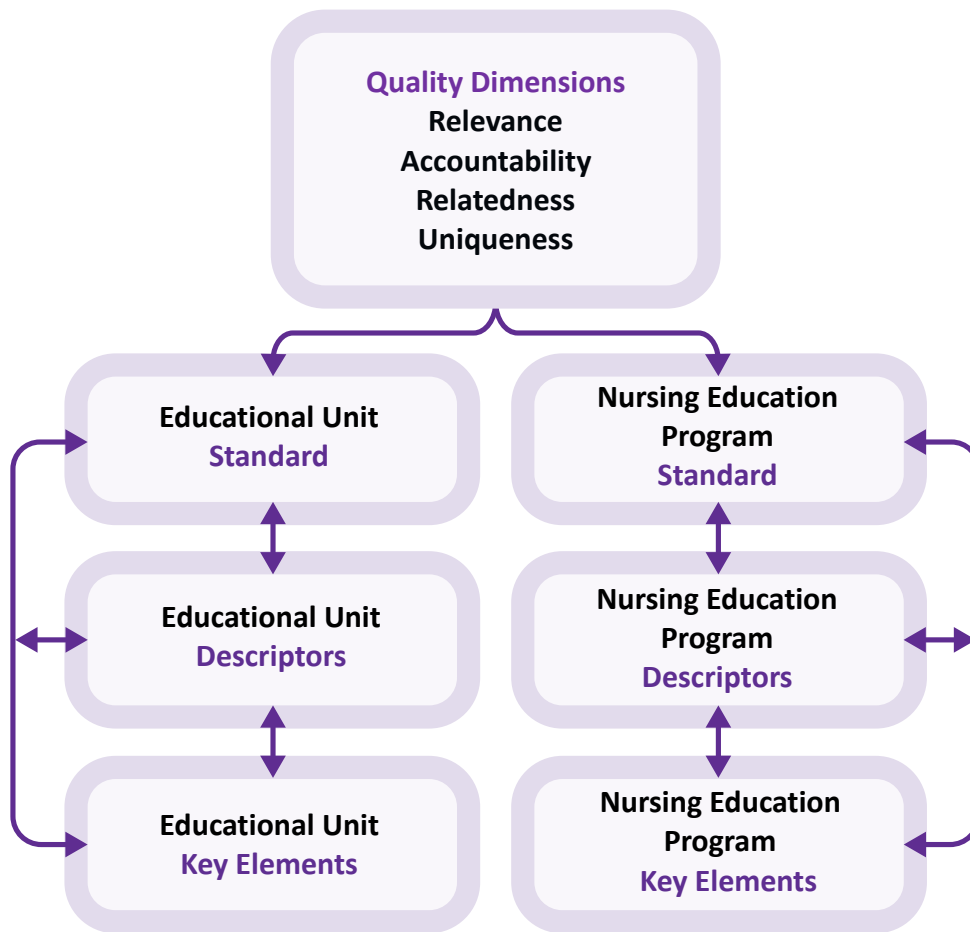
Accreditation Unit

The unit of an accreditation review and subsequent accreditation status is of a given education program, delivered by a given educational unit. Schools offering practical nursing programs may offer more than one practical nursing education program including, for example, a basic diploma program and others for graduates of an international diploma program or a bridging program that prepares personal support workers to become practical nurses. As they may vary in quality, each education program is reviewed against the education program standards.

Educational Unit Standards

The educational unit refers to the faculty, school, or department of a post-secondary institution or a private educational institute delivering a practical nursing program. The educational unit includes the leadership, organizational and administrative structures, policies, processes, faculty, resources, and environment of the education program under review.

The educational unit standards are:

1. Leadership, Governance, & Administration
2. Resources & Environment
3. Teaching & Learning

Diagram 2: Unit Standards

Quality Dimensions
Relevance
Accountability
Relatedness
Uniqueness

Standards
- **Leadership, Governance & Administration**
- **Resources & Environment**
- **Teaching & Learning**

Descriptors

Key Elements
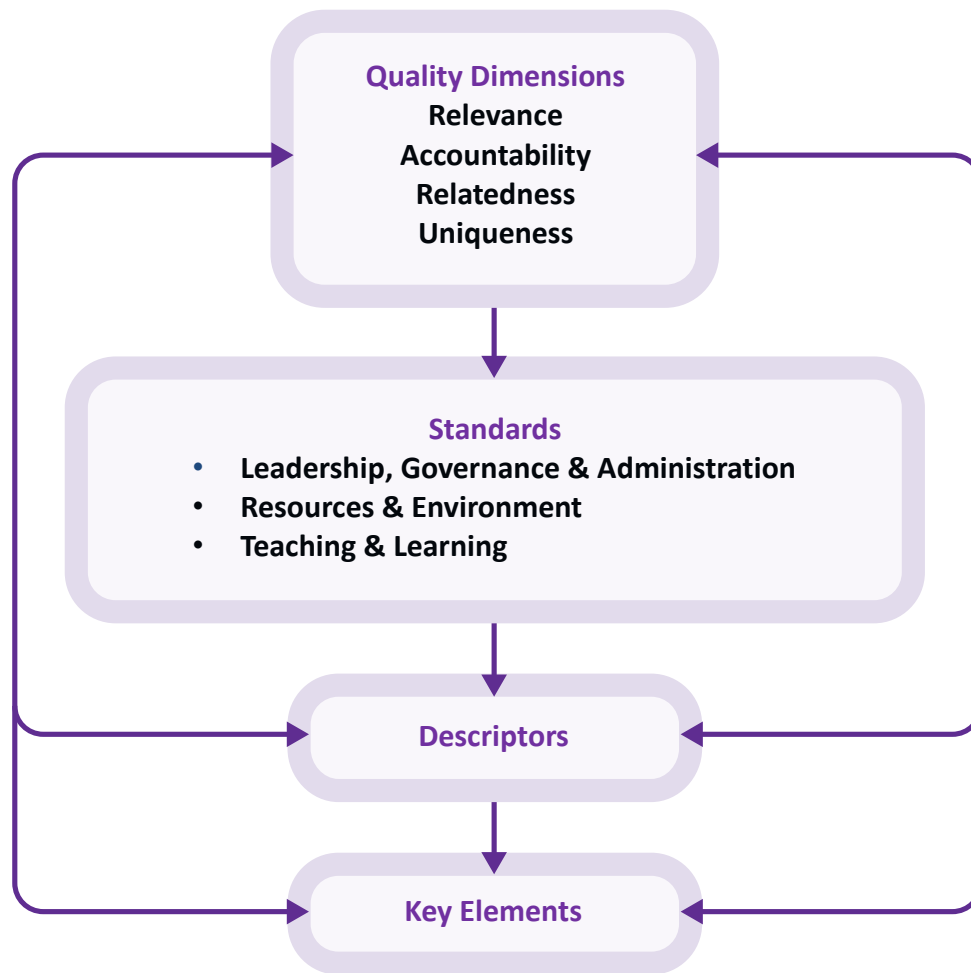
Educational Unit Criteria

The following criteria delineate an educational unit:

- A faculty, school, department, or educational institution (public or private) that delivers part or all of a practical nursing education program;
- A faculty, school, department or educational institution (public or private) that is authorized to grant diplomas in nursing; and,
- The faculty, school, department or educational institution (pubic or private) is part of a post-secondary or academic institution authorized by a regulatory or government body to deliver practical nursing education program(s).

An educational unit may deliver a practical nursing education program in several **sites** such as those in a distributed model of education. A site is a location in which classes and/or laboratory sessions take place. A site is not separated out for an accreditation review, but each site of an educational unit is visited by the peer reviewers in an accreditation review to ensure that the quality of the educational program is consistent. When a distributed model is utilized for program delivery, the Practical Nurse - CASN Accreditation Bureau members will read the information provided and make a decision about which of the sites are to be visited. Only sites which offer a program annually may be accredited.

Practical Nursing Education Program

A practical nursing education program prepares students for a health professional career as a licensed practical nurse or a registered practical nurse. For convenience, as the terminology varies from jurisdiction to jurisdiction, the term practical nurse education program refers to a program that prepares students for either designation. It provides learning opportunities for students to develop the knowledge, skills, and attitudes they will need initially to enter practice as a practical nurse. It must also develop the academic, interpersonal, and clinical knowledge and abilities that graduates need to grow and advance in the profession. The education program must also develop the generic, analytical, reflective, and critical thinking skills expected of college graduates. The practical nursing program is an entry-to-practice program and must therefore integrate the entry-level competencies required by the regulatory body in the jurisdiction of the program.

The education program standards are:
1. Program Framework & Curriculum;
2. Program Outcomes; and,
3. Program Quality Improvement.

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              ┌─────────────────────────┐
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    │         │     Accountability      │         │
    │         │      Relatedness        │         │
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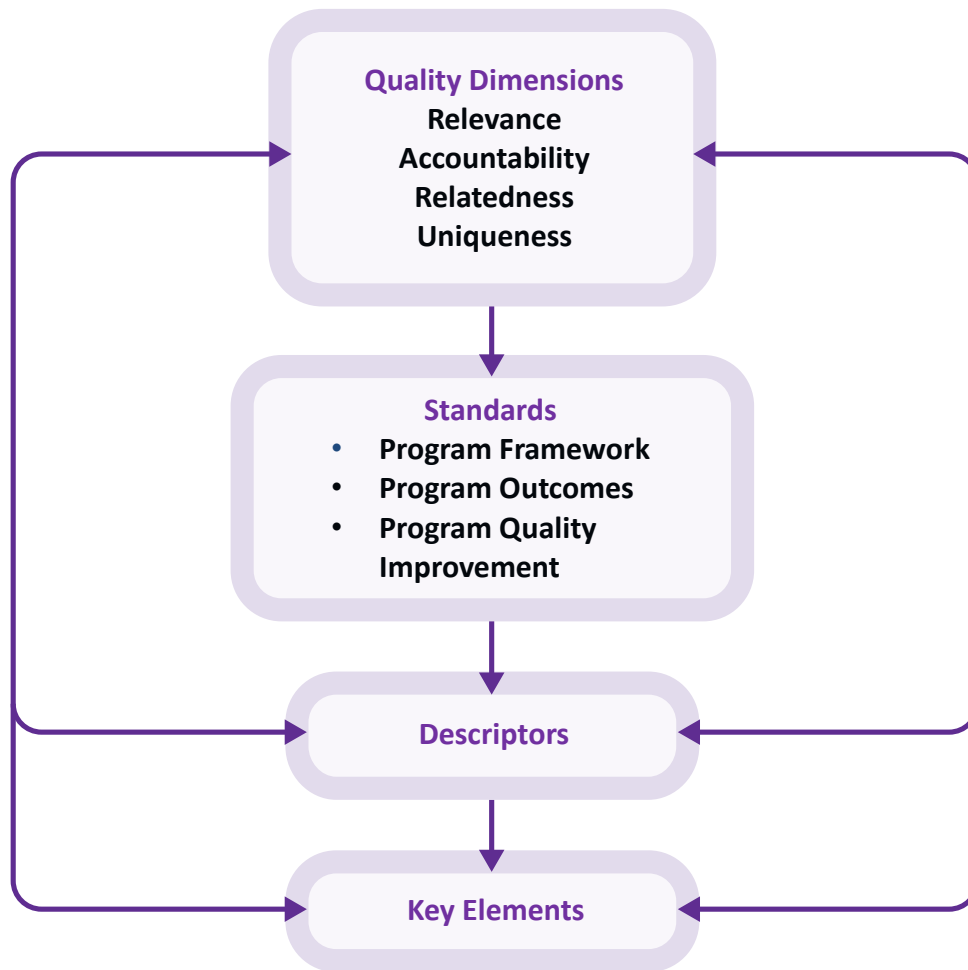
Practical Nursing Education Program Criteria

A practical nursing education program is delineated by the following criteria:

- A set of specific admission requirements;

- A single and unique college diploma;

- A single diploma-granting institution;

- A course of study with a single framework and curriculum; and,

- A single sequence of defined courses with single course descriptions and specified options designed to meet a single and specified set of program outcomes.

A **stream** of a practical nursing education diploma program refers to a cohort of students following a minor variation of the program. A stream is the same as a "track." A stream shares the unique college diploma, the courses, the course descriptions, and the admission

requirements. Overall, the sequence of courses is shared, however, there may be some variation in the order of courses. Some course requirements may have been taken elsewhere prior to admission. There may be only a few students following the stream. A stream of a program is not separated out for an accreditation review but is a part of the education program under review.

Educational Unit and Education Program Accreditation

To obtain accreditation, a practical nursing education program undergoes a review of both the educational unit delivering it and the nursing education program. The educational unit and education program are assessed against a separate set of predetermined standards and receive a separate accreditation decision.

Both sets of standards, however, are essential to the quality of the program. Both must therefore be accredited for the practical nursing program to be accredited. If there is a difference in the length of the accreditation term accorded to the unit and the program, the shorter term prevails. Similarly, if one receives a probationary status, this applies to the other. Thus, although the Practical Nurse - CASN Accreditation Bureau makes an accreditation decision for the educational unit and for the education program, a single accreditation status is published for the program and the educational unit delivering it. As noted, it is the weaker status that prevails if there is a difference between the accreditation decision for the educational unit and for the education program.

Standards, Descriptors, Key Elements

The four quality dimensions of relevance, accountability, relatedness, and uniqueness guide the quality expectations for the standards of both the educational unit and the education program. Each standard has a descriptor and key elements.

- **Standards** are stated broadly;
- **Descriptors** provide additional and more specific information to further delineate standards; and,
- **Key elements** are the qualitative and quantitative indicators of the standard descriptors that are used to determine whether the standard is being met.

Evidence

The educational unit provides evidence to show how each key element of each standard is being met in a self-study report. In addition, peer reviewers collect additional evidence for the key elements during an on-site or virtual visit through interviews and observation. The source of evidence, therefore, includes documentation, interview data, and reviewers' observations. The type of evidence required for each key element is specified. It falls into the following categories:

- **Documentation**
  - Information the school is requested to provide in the application form for an accreditation review;

- Information the school provides on each key element in the self-study report;
- Core documents that the school is required to submit with the self-study report;
- Supplementary documentation the school may choose to provide with the self-study report; and
- Documents the school provides to reviewers at the time of the review team visit.

- **On-site/virtual interviews conducted by reviewers**
  - Leadership (of the unit and the institution)
  - Administrative staff
  - Curriculum and program evaluation related committees
  - Faculty/teachers/instructors
  - Preceptors
  - Students
  - Employers/representatives of placement services
  - Recent graduates

- **On-site/virtual observation by reviewers**
  - Classroom teaching
  - Simulation teaching
  - Clinical placements
  - Library, digital, online courses, teaching, and learning resources
  - Facilities and other resources

Eligibility

Eligibility for a CASN accreditation review of a practical nursing education program is based on a diploma in nursing being conferred by a diploma-granting institution that is formally recognized as such by the appropriate governmental authority and the regulatory jurisdiction. The eligibility criteria include the following:

- Diploma program, delivered by or in collaboration with a post-secondary institution that is recognized as such by the governmental and regulatory authorities in the jurisdiction of the program.

Table 2: Accreditation Standards

Relevance	Accountability	Relatedness	Uniqueness
Educational Unit		**Education Program**	
Leadership, Governance, & Administration Resources & Environment Teaching & Learning		Program Framework & Curriculum Program Outcomes Program Quality Improvement	

Educational Unit Standards and Evidence Guidelines

Standard 1: Leadership, Governance, & Administration

Standard 1:	Leadership, Governance, & Administration
STANDARD STATEMENT	**The leadership, governance, and administration of the educational unit are effective and facilitate the achievement of the education program outcomes.**
Descriptor	The educational unit is committed to continuous quality improvement; is accountable, takes responsibility for achieving the education program's mission, goals and outcomes; and provides operational processes including partnerships that are aligned with the education program and relevant in the context of current sociocultural trends.
Key Elements	1. Faculty/teachers engage in systematic strategic planning for the unit and its education programs. 2. There is a current strategic plan(s) that reflects societal, cultural, academic, and practice trends and facilitates achievement of optimum student outcomes. 3. The leadership of the educational unit makes decisions through shared governance and consultation with faculty, staff, and students. 4. The leadership of the educational unit promotes, advocates for, and advances the achievements of the faculty, staff, and students in its education program(s). 5. The nursing leader/academic head of the educational unit is accountable for decision-making in human resources, finances, and policy. 6. The nursing leader/academic head possesses the experience and academic qualifications to provide academic leadership. 7. Clearly defined, transparent organizational structures, policies, and processes facilitate the effective functioning of the educational unit and its practical nursing education program(s). 8. Clearly defined, appropriate and transparent policies and processes guide student admission to the practical nursing education program(s) and student progression in the program(s).

Standard 1:	Leadership, Governance, & Administration
	9. Ethical, legal, and regulatory standards of the socio-political context are reflected in the policies, procedures, and practices of the educational unit.
	10. Security, confidentiality, and privacy are ensured by policies and procedures that reflect current legislation, regulations, and target digital, paper, and oral forms of communication.
	11. Student complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.
	12. Faculty complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.
	13. Written agreements for clinical placements are current and specify expectations for all parties.
	14. Joint evaluations of clinical placements with service agency partners are conducted in a manner that supports reciprocity in the partnership.

Evidence: Standard 1- Leadership, Governance, & Administration

Leadership, Governance, & Administration Key Element 1

Faculty/teachers engage in systematic strategic planning for the unit and its education programs.

Documentation

Accreditation Self-Study Report:

- A brief summary of the strategic planning and review processes must be provided and should include how faculty are involved in their planning and review.

Supporting Document Section:

- Meeting agendas, minutes, or other documents **may** be submitted with the self-study if they specifically and clearly demonstrate the involvement of faculty / instructors / teachers in developing, reviewing, and/or updating the strategic plan.

Interviews

- Interviews with the unit leader and faculty/instructors/teachers will be conducted to ascertain how the faculty/teachers in the practical nursing education program(s) are engaged in the strategic planning process for the unit.

Leadership, Governance, & Administration Key Element 2

There is a current strategic plan(s) that reflects societal, cultural, academic, and practice trends and facilitates achievement of optimum student outcomes.

<u>**Documentation**</u>

Application for Accreditation:

- The mission and goals of the school must be outlined in the application for accreditation.

Accreditation Self-Study Report:

- A brief overview of the strategic plan for the unit should be provided.
- A brief statement should be provided regarding how the strategic plan is aligned with the mission and goals of the unit and its program(s).

Core Document Section:

- The strategic plan for the unit **must** be submitted in the core document section of the self-study report.

Leadership, Governance, & Administration Key Element 3

The leadership of the educational unit makes decisions through shared governance and consultation with faculty, staff, and students.

<u>**Documentation**</u>

Accreditation Self-Study Report:

- A brief description of how governance is shared and how leadership consultation guides decision-making related to the practical nursing education program(s) under review.

<u>**Interviews**</u>

- Interviews with the unit's nursing leader/academic head, faculty, staff, and students will be conducted to ascertain whether there is shared governance and whether the decision making involves a consultative process.

Leadership, Governance, & Administration Key Element 4

The leadership of the educational unit promotes, advocates for, and advances the achievements of the faculty, staff, and students in the education program(s).

<u>**Documentation**</u>

Accreditation Self-Study Report:

- A brief description of how the leadership of the unit advocates for and advances the achievements of faculty, staff, and students involved in the practical nursing education program(s) under review.

Interviews

- Interviews with the unit's nursing leader/academic head, faculty, staff, and students in the program will be conducted to ascertain that leadership promotes, advocates for, and advances the achievement of faculty, staff, and students.

Leadership, Governance, & Administration Key Element 5

The nursing leader/academic head of the educational unit is accountable for decision-making in human resources, finances, and policy.

Documentation

Accreditation Self-Study Report

- A brief outline of the responsibilities of the nursing leader/academic head related to decision-making in human resources, finances, and policy.

Core Document Section

- An organization chart that identifies the governance structure and provides a description of the leadership position **should be** submitted in the core document section of the self-study.

Interviews

- Interviews will be conducted with the nursing leader/academic head and with senior administration regarding the responsibilities of the academic head for decision-making related to human resources, finances, and policy.

Leadership, Governance, & Administration Key Element 6

The nursing leader/academic head possesses the experience and academic qualifications to provide academic leadership.

Documentation

Accreditation Self-Study Report

- The academic qualifications of the nursing leader/academic head of the unit should be outlined.
- A brief description of the nursing leader/academic head's work experience in relation to academic leadership should be provided.

Core Document Section

- A curriculum vitae (CV) of the nursing leader/academic head of the education unit **should** be submitted in the core document section of the self-study to show that this person holds a master's or doctoral degree, is a practical nurse or registered nurse and possesses the experience to provide academic leadership.

Leadership, Governance, & Administration Key Element 7

Clearly defined, transparent organizational structures, policies, and processes facilitate the effective functioning of the educational unit and its practical nursing education program(s).

Documentation

Accreditation Self-Study Report

- A summary of the organizational structure and major organizational processes of the education unit should be provided.
- A brief description of how these contribute to the effective functioning of the educational unit should be included.

Supporting Document Section

- Documents **may** be submitted with the self-study in the supporting document section articulating the committee structure, unit policies, and governance procedures to show that the school of nursing's internal governance of its education programs is transparent.

Interviews

- Interviews will be conducted with the nursing leader/academic head, administrators of the program(s), faculty, staff, and students to ascertain:
  - o their understanding of the organizational committee structure, unit policies, and governance procedures;
  - o the extent that these are being actualized; and
  - o their impact on the effective functioning on the education programs.

Leadership, Governance, & Administration Key Element 8

Clearly defined, appropriate and transparent policies and processes guide student admission to the practical nursing education program(s) and student progression in the program(s).

Documentation

Application for Accreditation

- Criteria and processes for student admissions to the program(s) under review and for student progression should be outlined briefly in the application for accreditation for each program under review.

Accreditation Self-Study Report

- A brief overview of the admission criteria for each education program under review.
- A brief overview of the admissions process to each education program under review.

Supporting Document Section

- Documents **may** be submitted with the self-study in the supporting document section that specifically articulate eligibility requirements for the nursing education program(s) under review.
- Documents **may** be submitted with the self-study in the supporting document section that specifically articulate the admission process for one or more nursing education programs under review.

Leadership, Governance, & Administration Key Element 9

Ethical, legal, and regulatory standards of the socio-political context are reflected in the policies, procedures, and practices of the education unit.

Documentation

Accreditation Self-Study Report

- A brief description should be provided of how ethical and legal standards, including human rights and accommodation requirements, are reflected in policies, procedures, and practices of the unit.
- A brief description of policies and/or processes that ensure regulatory determination of scope of practice, including competencies, standards of practice, and reporting of errors, are integrated into the education program.

On-Site/ Virtual

- Documents outlining program policies, procedures, and/or practices that demonstrate ethical, legal, or regulatory standards of the socio-cultural context **may** be made available on-site or virtually.
- Documentation related to reporting of errors in clinical placements **must** be made available.

Interviews

- Interviews will be conducted with the nursing leader/academic head, faculty, staff, and students in the education program to review program policies, procedures, and

practices to ascertain that they are congruent with ethical and legal standards for faculty, staff.

- Interviews will be conducted with faculty regarding the incorporation of regulatory standards related to scope of practice and reporting of errors.

Leadership, Governance, & Administration Key Element 10

Security, confidentiality, and privacy are ensured by policies and procedures that reflect current legislation, regulations, and target digital, paper, and oral forms of communication.

Documentation

Accreditation Self-Study Report

- A description should be provided of policies and procedures ensuring the security, confidentiality, and privacy of information related to faculty, staff, and students of the nursing education programs under review.

Supporting Document Section

- Policy documents on security, confidentiality, and privacy **may** be submitted in the supporting document section of the self-study.

Interviews

- Interviews will be conducted with faculty, staff, and students to ascertain what policies and processes on security, confidentiality, and privacy exist and to what extent they are being followed. Special attention will be given to digital information.

Observation

- On-site or virtual observation of the milieu will include taking note of information that is displayed, posted digitally, or evident to others to ensure security, confidentiality, and privacy considerations are not being breached.

Leadership, Governance, & Administration Key Element 11

Student complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.

Documentation

Accreditation Self-Study Report

- A brief summary should be provided of policies and processes related to student complaints, grievances, and appeals.

On-Site/Virtual

- Formal documents that <u>specifically</u> demonstrate policies on complaints, grievances, and appeals for students **should** be available during the on-site or virtual review.

Interviews

- Interviews will be conducted with the nursing leader/academic head, faculty, staff, and students to ascertain that there are policies on complaints, grievances, and appeals for students, and are being followed.

Leadership, Governance, & Administration Key Element 12

Faculty complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.

Documentation

Accreditation Self-Study Report

- A brief summary should be provided of policies and processes related to faculty complaints, grievances, and appeals.

On-Site/Virtual

- Formal documents that <u>specifically</u> demonstrate policies on complaints, grievances, and appeals for faculty **must** be available during the review.

Interviews

- Interviews will be conducted on-site with the nursing leader/academic head, faculty, staff, and students to ascertain that there are policies on complaints, grievances, and appeals for students and for faculty and that these policies are being followed.

Leadership, Governance, & Administration Key Element 13

Written agreements for clinical placements are current and specify expectations for all parties.

Documentation

Accreditation Self-Study Report

- Overview of the clinical placement agreements indicating whether they include expectations for all parties, and how the process in developing them is kept current.

On-Site/Virtual

- Written agreements **must** be provided during the review visit.

Leadership, Governance, & Administration Key Element 14

Joint evaluations of clinical placements with service agency partners are conducted in a manner that supports reciprocity in the partnership.

Documentation

Accreditation Self-Study Report

- A brief overview of how clinical placements are jointly evaluated with service agency partners should be provided.

Interviews

- Interviews will be conducted with the nursing leader/academic head, faculty, and staff of clinical partners and preceptors to determine how clinical placements are evaluated jointly.
- Interviews with the unit's nursing leader/academic head, program administrators, faculty, and students will be conducted to ascertain the extent that the terms of the agreement are being followed by the unit and good lines of communication are being maintained.

Standard 2: Resources & Environment

Standard 2:	Resources & Environment
STANDARD STATEMENT	**The resources and environment of the educational unit support the effective delivery of its education programs, faculty scholarship, and student services.**
Descriptor	Resources refer to the financing, materials, information systems, human and support services required to meet the mission and goals of the education programs. The environment includes the spatial and geographic context of the program(s). It also includes the practice learning settings in the external environment. The resources and environment are aligned with and related to the needs of the educational unit and the education program.
Key Elements	1. Financial resources are sufficient for the educational unit to achieve the mission, goals, and outcomes of the practical nursing education program(s). 2. A strategic student enrolment plan, aligned with faculty resources, guides student admissions to the practical nursing education program(s). 3. Information resources and library services support the learning and scholarship needs of faculty and students. 4. Administrative services facilitate the effective delivery of the practical nursing education program(s) and support faculty and clinical/nurse educators appropriately. 5. The information technology system and technical support meet the operational and educational requirements of the practical nursing education program(s). 6. Policies, procedures, and program information are clearly communicated to students. 7. Student services are provided that are consistent with the needs of practical nursing students. 8. Equity, inclusion, and respect of diversity are reflected in the stated values, policies, and relationships of the educational unit. 9. The socio-cultural environment of the unit provides opportunities that foster student leadership and professionalism. 10. The physical space of the unit, including classrooms, faculty offices, laboratories and their layout, effectively supports the delivery of the practical nursing education program(s).

Standard 2:	Resources & Environment
	11. Practice placement sites provide learning opportunities that effectively foster the outcomes of the practical nursing education program(s).
	12. Practice placement sites facilitate intraprofessional collaboration.
	13. Practice placement sites facilitate interprofessional and intersectoral collaboration.

Evidence: Standard 2 - Resources & Environment

Resources & Environment Key Element 1

Financial resources are sufficient for the educational unit to achieve the mission, goals, and outcomes of the practical nursing education program(s).

Documentation

Application for Accreditation

- The mission and goals of the practical nursing education program(s) under review should be described in the application.

Accreditation Self-Study Report

- A brief overview of the financial resources for the program(s) and their adequacy in supporting the achievement of the mission and goals of the practical nursing education program(s).

On-Site/Virtual

- A budget **may** be provided during the review visit.

Interviews

- Interviews will be conducted with the unit nursing leader/academic head and administrators to ascertain that the resources are sufficient for the sustainability of the nursing education program(s) being reviewed for the next five years.

Resources & Environment Key Element 2

A strategic student enrolment plan, aligned with faculty resources, guides student admissions to the practical nursing education program(s).

Documentation

Accreditation Self-Study Report

- A brief summary of plans for student enrolments in the practical nursing education program(s) under review in relation to plans for human resources to deliver the program(s).

Core Document Section

- The template for the human resources and student enrolment plan **must** be submitted with the self-study in the core document section of the self-study.

Interviews

- Interviews with the unit nursing leader/academic head, program administrators, and staff will be conducted to ascertain that human resources in the practical nursing education program(s) under review will be sufficient to support the program(s) for the next five years.

Resources & Environment Key Element 3

Information resources and library services support the learning and scholarship needs of faculty and students.

Documentation

Application for Accreditation

- Descriptions of the library and its holdings, liaison mechanisms of the educational unit and a professional librarian, and faculty and student access to electronic information are provided in the application for accreditation.

Accreditation Self-Study Report

- A brief overview of the access of faculty and students to library holdings (if one or more programs are being reviewed, the same overview may be provided if applicable to both).

Interviews

- Interviews will be conducted with the library and information technology staff and with faculty and students to ascertain that that there are sufficient resources to support faculty and student learning and scholarship.

Observation

- Direct or virtual observation of the library and the information technology resources will be conducted by reviewers.

Resources & Environment Key Element 4

Administrative services facilitate the effective delivery of the practical nursing education program(s) and support faculty and clinical/nurse educators appropriately.

Documentation

Accreditation Self-Study Report

- A brief summary is provided of the administrative services described in the application.

Interviews

- Interviews with the unit nursing leader/academic head, program administrators, faculty, and preceptors in the nursing education program(s) under review will be conducted to ascertain that there is adequate support by administrative staff and administrative systems within the unit and in the wider institution.

Resources & Environment Key Element 5

The information technology system and technical support meet the operational and educational requirements of the practical nursing education program(s).

Documentation

Accreditation Self-Study Report

- A brief summary of the information technology system described in the application should be provided.

Interviews

- Interviews will be conducted with program administrators, faculty, staff, and students to ascertain that the information management system and technology infrastructure function well and support the delivery of the practical nursing education program(s).

Observation

- Direct observation of laboratory and simulation equipment and/or laboratory functioning for the program(s) will be conducted to ascertain that they are up-to-date, well-kept, and relevant to the stated learning objectives.

Resources & Environment Key Element 6

Policies, procedures, and program information are clearly communicated to students.

Documentation

Accreditation Self-Study Report

- A brief outline of what policies and procedures related to program admission, progress through the program, program completion, graduation, and curriculum information are communicated to students of the practical nursing programs and what methods and mechanisms are used to do so. Electronic links may be provided to digital documentation that is available to students.

On-Site/Virtual

- Information on policies, procedures, and program information communicated to students **may** be available on-site/or virtually during the reviewers' visit.

Interviews

- Interviews will be conducted with students to ascertain how policies, procedures, and program information are communicated regarding:
    o admissions
    o progress through the program
    o program completion
    o graduation
    o curriculum

Resources & Environment Key Element 7

Student services are provided that are consistent with the needs of practical nursing students.

Documentation

Accreditation Self-Study Report

- A brief summary of the student services described in the application for accreditation should be provided.

Supporting Document Section

- Orientation programs for practical students prior to the start of the formal curriculum **may** be submitted with the self-study in the supporting document section of the self-study.

Interviews

- Interviews will be conducted with faculty, staff, and students in the practical nursing program to ascertain that student services are available to students regarding access to:
    o financial aid
    o health services
    o counselling services

- o   academic advising
- o   student accommodation

Resources & Environment Key Element 8

Equity, inclusion, and respect of diversity are reflected in the stated values, policies and relationships of the educational unit.

[Documentation](#)

Accreditation Self-Study Report

- A summary assessment should be provided of the respect for diversity in the unit. Documents or policies should also be identified that state values or clearly reflect values related to equity and inclusion, such as in admission policies and processes, accommodation of learners, integration of Indigenous students, and hiring and integration of faculty and staff to the practical nursing program(s).

Supporting Document Section

- Documentation of policies, processes, guidelines, and minutes of meetings that clearly and specifically state or reflect values related to equity inclusion and diversity **may be** submitted with the self-study in the supporting document section. Examples include admission policies; accommodation policies; policies and processes related to the integration and support of Indigenous students; and hiring policies.

On-Site/Virtual

- Policies, processes, guidelines, and minutes of meetings that clearly demonstrate equity, inclusion and respect for diversity **may** be available on-site or virtually.

[Interviews](#)

- Interviews with faculty, staff, and students will be conducted to ascertain that there is a climate of inclusion and respect of diversity in the educational unit.

Resources & Environment Key Element 9

The socio-cultural environment of the unit provides opportunities that foster student leadership and professionalism.

[Documentation](#)

Accreditation Self-Study Report

- Brief examples should be provided in the self-study report illustrating how leadership and professionalism among practical nursing students are promoted by the education unit.

Supporting Document Section

- Documents **may** be submitted in the supporting document section of the self-study report demonstrating promotion of student leadership and professionalism such as terms of reference related to student government, student participation in the committees of the program or unit, forums for student dialogue, a student code of professional conduct, or documentation of student participation in external professional organizations and leadership within committees.

Interviews

- Interviews with practical nursing students and faculty students will be conducted to ascertain how leadership and professionalism is promoted by the unit.

Resources & Environment Key Element 10

The physical space of the unit, including classrooms, faculty offices, laboratories and their layout, effectively supports the delivery of the practical nursing education program(s).

Documentation

Accreditation Self-Study Report

- A brief description is provided of the physical and virtual space used by the practical nursing education program(s) as well as an assessment of its adequacy in promoting the program goals.

Observation

- A tour of the physical and/or virtual space available to the educational unit in relation to:
  - the quality of the space for meeting learning goals and its suitability for the learning activities of the nursing education program(s);
  - the size of the faculty and student body;
  - ease of access to the space;
  - spatial accommodations for persons with disabilities; and
  - if the practical nursing program(s) is delivered online, virtual spaces for student interaction (i.e. chat rooms, video conferencing, etc.).

Resources & Environment Key Element 11

Practice placement sites provide learning opportunities that effectively foster the outcomes of the practical nursing education program(s).

Documentation

Application for Accreditation

- Documentation is provided with the application for accreditation describing the clinical placement sites.

Accreditation Self-Study Report

- A general overview of the adequacy of the placement sites in relation to the program outcomes **must** be provided in the accreditation report.

Core Document Section

- A template (see Templates) **must** be provided that lists:
  - anticipated learning outcomes of the program;
  - clinical placement sites being used, categorized by service category, (*i.e.* primary health care, acute care, long-term care, other) for each clinical/practical course, and
  - length of the rotation and the type of learning opportunities provided by each placement site.

Interviews

- Interviews with students, preceptors and graduates of the nursing education program(s) will be conducted to ascertain that the placement sites are appropriate for the achievement of program outcomes.

Resources & Environment Key Element 12

Practice placement sites facilitate intraprofessional collaboration.

Documentation

Accreditation Self-Study Report

- A summary is provided of how intraprofessional collaboration is integrated into practice placements with some examples described briefly for illustration.

Interviews

- Interviews with students and preceptors in the nursing education program(s) will be conducted to ascertain how intraprofessional collaboration is integrated into the placements.

Resources & Environment Key Element 13

Practice placement sites facilitate interprofessional and intersectoral collaboration.

Documentation

Accreditation Self-Study Report

- A summary is provided of how interprofessional[1] and intersectoral collaboration are integrated into practice placements with some examples described briefly for illustration.

Interviews

- Interviews with students and preceptors in the nursing education program(s) will be conducted to ascertain how interprofessional collaboration is integrated into the placements.

Standard 3: Teaching & Learning

Standard 3:	Teaching & Learning
STANDARD STATEMENT	Well-qualified educators foster excellence in the achievement of learning outcomes among students.
Descriptor	Faculty, instructors, and preceptors have the relevant qualifications, expertise, and experience to facilitate optimum learning.
Key Elements	1. Faculty teaching in the practical nursing education program(s) use evidence-informed pedagogical approaches that foster excellence in students' achievement of learning outcomes. 2. Faculty teaching in the practical nursing education program(s) possess the academic qualifications and professional experience for the areas in which they teach. 3. Contractual educators teaching in the practical nursing education program(s) possess the academic, professional, and experiential qualifications for the areas in which they instruct. 4. There is a sufficient number of regular and contractual faculty to accomplish the mission, goals, and expected outcomes of the practical nursing education program(s). 5. Contractual faculty teaching in the practical nursing education program(s) are well oriented, mentored, and evaluated. 6. Faculty teaching in the practical nursing education program(s) integrate the program philosophy. 7. Faculty teaching in the practical nursing education program adhere to the integrity of the curriculum. 8. Preceptors of practical nursing students have the academic professional and experiential qualifications for the clinical setting in which they instruct. 9. Preceptors of practical nursing students are well oriented, mentored, and monitored by faculty of the unit. 10. Regular and contractual faculty evaluate students effectively and constructively in theoretical and clinical courses. 11. Preceptors assess students in clinical courses/practical experiences effectively and constructively.

Evidence: Standard 3 – Teaching & Learning

Teaching & Learning Key Element 1

Faculty teaching in the practical nursing education program(s) use evidence-informed pedagogical approaches that foster excellence in students' achievement of learning outcomes.

Documentation

Accreditation Self-Study Report

- A brief overview of some of the pedagogical approaches used by faculty to foster excellence in the achievement of learning outcomes among students.

On-Site/Virtual

- Course outlines/syllabi demonstrating pedagogical approaches should be provided.

Interviews

- Interviews will be conducted with faculty to determine pedagogical approaches being used.

Observation

- If feasible, reviewers will observe a portion of some of the theory courses being taught.

Teaching & Learning Key Element 2

Faculty teaching in the nursing education program(s) possess the academic qualifications and professional experience for the areas in which they teach.

Documentation

Accreditation Self-Study Report

- A summary of the number of faculty engaged in teaching in practical nursing education program(s), their status (i.e. part-time, full time, and contractual), and their qualifications.

Core Document Section

- A completed template listing regular and contractual faculty teaching in the nursing education program(s) with their academic and professional qualifications along with the courses they teach **must** be submitted with the self-study as a core document that indicates that
  - o all regular faculty members have baccalaureate preparation,
  - o a portion hold graduate degrees, and
  - o all faculty members have expertise in the particular areas in which they teach.

Teaching & Learning Key Element 3

Contractual educators teaching in the practical nursing education program(s) possess the academic, professional, and experiential qualifications for the areas in which they instruct.

Documentation

Accreditation Self-Study Report

- A summary is provided of the number of contractual educators teaching in the practical nursing education program(s), their academic qualifications, and their experiential qualifications in relation to what they teach.

Core Document Section

- The completed template submitted for Key Element 1 listing the regular and contractual faculty teaching in the program(s) with their academic and professional qualifications and the courses they teach is a source of evidence for Key Element 2 as well.

Teaching & Learning Key Element 4

There is a sufficient number of regular and contractual faculty to accomplish the mission, goals, and expected outcomes of the practical nursing education program(s).

Documentation

Accreditation Self-Study Report

- A summary is provided of the number of regular and contractual faculty, and the adequacy of the faculty complement to cover the needs of the practical nursing education program(s).

Interviews

- Interviews will be conducted with the administrative leadership and faculty to ascertain that there are sufficient faculty with the qualifications needed to achieve the mission, goals, and expected outcomes.

Teaching & Learning Key Element 5

Contractual faculty teaching in the nursing education program(s) are well oriented, mentored, and evaluated.

Documentation

Accreditation Self-Study Report

- The orientation program/process for contractual faculty should be outlined briefly in the self-study report including who delivers it, when, and where.
- The mentoring process for contractual faculty should be outlined briefly.
- The evaluation process for contractual faculty should be outlined briefly.

Supporting Document Section

- Documentation related to the orientation of contractual faculty **may** be submitted with the self-study in the supporting documents section of the self-study.
- The evaluation form that is used to conduct evaluations **may** be submitted as a supporting document.

Interviews

- Interviews will be conducted with regular and contractual faculty teaching in the practical nursing education program(s) to ascertain that there is an orientation process, ongoing mentoring, and evaluation of contractual faculty.

Teaching & Learning Key Element 6

Faculty teaching in the practical nursing education program(s) integrate the program philosophy.

Documentation

Application for Accreditation

- The philosophy and curriculum framework should be described in the application.

Accreditation Self-Study Report

- A brief assessment should be provided of whether the faculty implementation of the practical nursing education program(s) reflects its philosophy and the description of any processes or measures taken to foster this integration.

Core Document Section

- Course syllabi **should** be submitted with the self-study in the core document section of the self-study report.

Interviews

- Interviews with faculty teaching in the practical nursing education program(s) will be conducted to ascertain their understanding of the program philosophy and their implementation of it in their teaching.

Observation

- Observations of classroom (or online) teaching will be conducted to ascertain how faculty teaching in the nursing education program(s) are implementing the program framework and curriculum in their teaching.

Teaching & Learning Key Element 7

Faculty teaching in the practical nursing education program adhere to the integrity of the curriculum.

Documentation

Application for Accreditation

- The philosophy and curriculum framework should be described in the application.

Accreditation Self-Study Report

- A brief assessment should be provided of whether the faculty implementation of the nursing education program(s) reflects the curriculum framework and the description of any processes or measures taken to foster the integration of the framework.

Core Document Section

- Course syllabi **must** be submitted with the self-study in the core document section of the self-study report.

Interviews

- Interviews with faculty teaching in the nursing education program(s) will be conducted to ascertain their understanding of the program curriculum and their implementation of it in their teaching.

Observation

- Observations of classroom (or online) teaching will be conducted to ascertain how faculty teaching in the practical nursing education program(s) are implementing the program curriculum in their teaching.

Teaching & Learning Key Element 8

Preceptors of practical nursing students have the academic professional and experiential qualifications for the clinical setting in which they instruct.

Documentation

Accreditation Self-Study Report

- A brief summary overview of the preceptors and their qualifications should be outlined in the self-study report.

Core Document Section

- A completed template (see Templates) listing the preceptors with their academic and professional qualifications, their current position, and the agency where they are precepting students **should** be submitted as a core document in the self-study.

Teaching & Learning Key Element 9

Preceptors of practical nursing students are well oriented, mentored, and monitored by faculty of the unit.

Documentation

Accreditation Self-Study Report

- The orientation program/process for preceptors of students should be outlined briefly in the self-study report, including who delivers it, when, and where.
- The mentoring process should be outlined briefly.
- The process for evaluating preceptors should be outlined briefly.

Supporting Document Section

- Documentation related to the orientation of preceptors of students **may** be submitted in the supporting documents section of the self-study.
- The evaluation form that is used to assess preceptors **may** be submitted in the supporting document section of the self-study.

Interviews

- Interviews will be conducted with program administrators, faculty, and preceptors to ascertain that preceptors who teach or supervise practical nursing students in clinical settings are licensed/registered in the jurisdiction in which they practice.
- Interviews will be conducted with faculty and preceptors to ascertain there is a system of orientation, mentoring, supervision, and evaluation in place that is respected and meets preceptors' needs.

Teaching & Learning Key Element 10

Regular and contractual faculty evaluate students effectively and constructively in theoretical and clinical courses.

Documentation

Accreditation Self-Study Report

- Brief overview description is provided of evaluation methods used in theoretical and clinical courses in relation to identified objectives/outcomes, timing, and type of feedback provided.

On-Site/Virtual

- A review will be conducted during the visit of evaluations of assignments, exams, papers, and clinical performance to ascertain that students are appropriately evaluated in relation to the identified objectives/ outcomes.

Interviews

- Interviews with students in the practical nursing education program(s) will be conducted to ascertain their perceptions of evaluations in relation to identified objectives/outcomes, timing, and usefulness of feedback.

Teaching & Learning Key Element 11

Preceptors assess students in clinical courses/practical experiences effectively and constructively.

Documentation

Accreditation Self-Study Report

- A brief description of preceptor assessments in relation to outcomes/objectives, timing, and feedback is provided.

On-Site/Virtual

- A review will be conducted of preceptor assessments of students to ascertain whether students are appropriately assessed in relation to the identified objectives/ outcomes.

Interviews

- Interviews with preceptors and students will be conducted to ascertain whether students are assessed in relation to the objectives/outcomes and in a timely fashion.

Program Standards and Evidence Guidelines

Standard 4: Program Framework & Curriculum

Standard 4:	Program Framework & Curriculum
STANDARD STATEMENT	**The education program is based on a clear, coherent, and relevant framework and curriculum.**
Descriptor	A program-based curriculum identifies key components of a practical nursing program including clear statements of the mission, goals, and learning outcomes. The curriculum provides a planned sequence of learning opportunities aligned with the mission and goals to achieve the outcomes. It is anchored in nursing knowledge; captures relevant current and emerging trends; and includes appropriate learning processes (pedagogy).
Key Elements	1. The curriculum is based on clear statements of expected learning outcomes that are congruent with the program's mission and goals and with the nursing roles for which practical nursing students are being prepared. 2. The curriculum provides a sequence of learning opportunities and a logical flow for students as they move through the program to achieve the program outcomes. 3. The curriculum provides graduates with general foundational knowledge for professional nursing practice essential to address current and emerging needs of society. 4. The program provides opportunities for students to acquire information from a variety of sources and apply critical appraisal skills related to evidence. 5. The curriculum addresses jurisdictional entry-to-practice (entry-level) competencies and standards of practice for practical nursing graduates. 6. The curriculum provides practice experiences with individuals across the life span, and families. 7. The curriculum includes practice experiences related to primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life care. 8. The sequence, selection, and implementation of planned practice experiences prepare graduates to address complex health issues that affect clients in a variety of settings.

Standard 4:	Program Framework & Curriculum
	9. The curriculum provides learning opportunities to use clinical reasoning skills, to analyse and interpret practice data, draw conclusions and to plan care.
	10. The curriculum provides learning opportunities to use information communication technology in accordance with professional and regulatory standards and workplace policies.
	11. The curriculum promotes intraprofessional team-based collaborative practice and provides opportunities for intraprofessional education.
	12. The curriculum promotes interprofessional team-based collaborative practice and provides opportunities for interprofessional education.
	13. The approaches for teaching, learning, and student evaluation articulated in the program framework facilitate achievement of the expected learning outcomes.
	14. *For Canadian Schools of Nursing:* The curriculum implements Action 24 of the Truth and Reconciliation Commission programs of nursing to address the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.

Evidence: Standard 4 - Program Framework & Curriculum

Program Framework & Curriculum Key Element 1

The curriculum is based on clear statements of expected learning outcomes that are congruent with the program's mission and goals and with the nursing roles for which practical nursing students are being prepared.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and the curriculum structure, should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief summary of the information presented in the application should be provided in the accreditation self-study.

Core Document Section

- Course syllabi **should** be submitted in the core document section.

Interviews

- Interviews will be conducted with faculty and practical nursing students in the nursing education program to determine whether they are aware of the philosophy and program framework.

Program Framework & Curriculum Key Element 2

The curriculum provides a sequence of learning opportunities and a logical flow for students as they move through the program to achieve the program outcomes.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and the curriculum structure are described in the application for accreditation.

Accreditation Self-Study Report

- A brief description should be provided in the self-study report outlining the rationale for the sequence of learning opportunities in the program in relation to the expected outcomes at the end of the program.

Interviews

- Interviews will be conducted with faculty and students in the nursing education program to ascertain whether the sequence of learning opportunities provide a logical flow and foster expected outcomes.

Program Framework & Curriculum Key Element 3

The curriculum provides graduates with general foundational knowledge for professional nursing practice essential to meet current and emerging needs of society.

Documentation

Application for Accreditation

- The curriculum structure should be provided with the application for accreditation.

Accreditation Self-Study Report

- A brief overview should be provided of where in the curriculum foundational knowledge for professional nursing practice are integrated.

Interviews

- Interviews with faculty engaged in curriculum development and evaluation will be conducted to ascertain how the nursing education program(s) meets current and emerging needs of society.

Program Framework & Curriculum Key Element 4

The curriculum provides opportunities for students to acquire information from a variety of sources and apply critical appraisal skills related to evidence.

Documentation

Application for Accreditation

- The sources of information/evidence available to students should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief overview should be provided of the program approaches that foster the application of critical appraisal skills by students.

Interviews

- Faculty involved in the curriculum will be interviewed regarding how the curriculum enables students to acquire information and apply critical appraisal skills.
- Students will be interviewed regarding the opportunities they have to seek information and apply critical appraisal skills.

Program Framework & Curriculum Key Element 5

The curriculum addresses jurisdictional entry-to-practice (entry-level) competencies and standards of practice for practical nursing graduates.

Documentation

Accreditation Self-Study Report

- A brief overview should be provided of how the outcomes address the regulatory competencies. It is important to note, however, that assessment of this key element will be waived if the program has been approved or is being approved by a regulatory body within the previous two years in a process that verifies integration of regulatory entry-to-practice competencies. In these situations, only the date of the approval need be indicated in the self-study.

Core Document Section

- A template **must** be completed and submitted electronically mapping course outcomes, objectives, and/or themes to regulatory competencies. If the program has been approved or is being approved by a regulatory body within the previous two years in a process that verifies integration of regulatory entry-to-practice competencies, assessment of this key element will be waived, and no mapping is required.

Program Framework & Curriculum Key Element 6

The curriculum provides practice experiences with individuals across the life span and families.

Documentation

Accreditation Self-Study Report

- A description outlining the sequence of planned practice experiences in relation to the expected outcomes and to the practical nurse entry-to-practice competencies should be provided.

Core Document Section

- Syllabi/course outlines for practice-based courses **should** be submitted to the core document section.

Supporting Document Section

- A sequential plan for practice experiences that are linked to the expected outcomes of the nursing education program **may** be provided.

Interviews

- Reviewer interviews with preceptors, faculty, and students will be conducted to ascertain that the practice experiences support learner outcomes.

Program Framework & Curriculum Key Element 7

The curriculum includes practice experiences related to primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life care.

Documentation

Accreditation Self-Study Report

- A description briefly outlining the practice experiences in primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life.

Interviews

- Reviewer interviews with preceptors, faculty, and students will be conducted to ascertain what practice experiences students in the education program have in the following areas: primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life care.

Program Framework & Curriculum Key Element 8

The sequence, selection, and implementation of planned practice experiences prepare graduates to address complex health issues that affect clients in a variety of settings.

Documentation

Accreditation Self-Study Report

- A description briefly outlining how the sequence of practice experience prepares graduates to address complex health issues and includes primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life care.

Interviews

- Reviewer interviews with faculty, clinical teachers, simulation teachers, and preceptors will be conducted to ascertain how practice experiences in the practical nursing education program prepare students to address complex health issues.

Program Framework & Curriculum Key Element 9

The curriculum provides learning opportunities to use clinical reasoning skills, to analyse and interpret practice data, draw conclusions and to plan care.

Documentation

Accreditation Self-Study Report

- A description briefly outlining learning opportunities in the curriculum to develop clinical reasoning skills and to plan care.

- Reviewer interviews with faculty, clinical teachers, simulation teachers, and preceptors will be conducted to ascertain what learning opportunities are integrated into the curriculum to develop clinical reasoning and to plan care in the nursing education program.

Program Framework & Curriculum Key Element 10

The curriculum provides learning opportunities to use information communication technology in accordance with professional and regulatory standards and workplace policies.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning opportunities that develop students' abilities to use information communication technology in accordance with professional and regulatory standards and workplace policies.

Interviews

- Faculty will be interviewed to ascertain that there are learning opportunities in the program that foster the use of information communication technologies in accordance with professional and regulatory standards and workplace policies.
- Students in the nursing education program will be interviewed to ascertain that they are aware of professional and regulatory standards related to the use of information communication technologies.

Program Framework & Curriculum Key Element 11

The curriculum promotes intraprofessional team-based collaborative practice and provides opportunities for intraprofessional education.

Documentation

Self-Study Report

- An overview should be provided of outcome expectations for graduates related to intraprofessional collaborative practice.
- Courses in which there is intraprofessional education should be identified.
- Examples of teaching and learning strategies in the curriculum that promote intraprofessional collaboration should be provided.

On-Site/Virtual

- Documents that clearly and specifically demonstrate promotion of intraprofessional collaborative practice **may** be made available to reviewers.

Interviews

- Faculty and students in the nursing education program will be interviewed to ascertain how intraprofessional collaborative practice is promoted in the practical nursing education program(s).

Program Framework & Curriculum Key Element 12

The curriculum promotes interprofessional team-based collaborative practice and provides opportunities for interprofessional education.

Documentation

Self-Study Report

- An overview should be provided of outcome expectations for program graduates related to interprofessional collaborative practice.
- Courses in which there is interprofessional education should be identified.
- Examples of teaching and learning strategies in the curriculum that promote interprofessional collaboration should be provided.

On-Site/Virtual

- Documents that clearly and specifically demonstrate promotion of interprofessional collaborative practice **may** be made available during the review.

Interviews

- Faculty and students in the practical nursing education program will be interviewed to ascertain how interprofessional collaborative practice is promoted.

Program Framework & Curriculum Key Element 13

The approaches for teaching, learning, and student evaluation articulated in the program framework facilitate achievement of the expected learning outcomes.

Documentation

Application for Accreditation

- A description of the underpinning philosophy or conceptual framework of the curriculum, expected, outcomes, mission and goals of the program, along with the curriculum structure, should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief description of the approaches for teaching and learning and how these contribute to the expected outcomes should be provided in the self-study.
- A description of how and when students in the nursing education program are evaluated should be provided as well as how the evaluation process contributes to achievement of expected outcomes.

On-Site/Virtual

- Evaluations of students in the practical nursing education program will be reviewed. These may include assignments, papers, clinical evaluation forms, and examinations for a variety of levels of students in the nursing education program and from a variety of classes and clinical courses.

Interviews

- Faculty and students in the practical nursing education program will be interviewed to ascertain what approaches to teaching and learning are being implemented and how these contribute to outcomes.

Program Framework & Curriculum Key Element 14

The curriculum implements Action 24 of the Truth and Reconciliation Commission programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.

Documentation

Accreditation Self-Study Report

- An overview should be provided of outcome expectations for graduates related to Call to Action 24 of the Truth and Reconciliation Commission (TRC).
- Courses which address Call to Action 24 should be identified.
- Examples of teaching and learning strategies in the curriculum that promote decolonisation, indigenization, and reconciliation should be provided.

On-Site/Virtual

- Documents that clearly and specifically demonstrate promotion of decolonization, indigenization, and reconciliation **may** be made available during the reviewers' visit.

Interviews

- Faculty and students in the nursing education program will be interviewed to ascertain how the TRC is being addressed.

Standard 5: Program Outcomes

Standard 5:	Program Outcomes
STANDARD STATEMENT	**The education program achieves outcomes that are responsive to the needs of society, the health care system, and its graduates.**
Descriptor	The education program fulfills its societal role and develops accountability in practical nursing students who possess the knowledge, skills, and attitudes needed to enter the nursing workforce, provide safe and ethical care, and to be lifelong learners.
Key Elements	1. The ability to reflect on one's practice, take responsibility for one's actions, and continuously improve is developed among practical nursing students. 2. Practical nursing students develop the ability to anticipate, recognize, and manage situations that place a person or a family at risk. 3. The ability to recognize, respond to, and disclose adverse events is developed among students in the practical nursing program. 4. The ability to apply existing codes of nursing ethics in practice is developed among practical nursing students. 5. Practical nursing students engage in relational practice and advocacy and provide culturally safe care. 6. The program includes the assessment of students' achievement of each end-of-program learning outcome. 7. Completion rates demonstrate the education program's effectiveness in achieving its societal mandate. 8. Registration pass rates and admission into continuing education programs demonstrate the program's relevance. 9. Employment rates of graduates demonstrate the education program's effectiveness in meeting societal needs for practical nurses.

Evidence: Standard 5 - Program Outcomes

Program Outcomes Key Element 1

The ability to reflect on one's practice, take responsibility for one's actions, and continuously improve is developed among practical nursing students.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning situations that foster reflection on one's practice, self-regulation, accountability, and responsibility for one's practice.

On-Site/Virtual

- Course documents developed specifically to foster reflection, self-regulation, accountability, and ethics among practical nursing students in the nursing education program **may** be provided during the reviewers' visit.

Program Outcomes Key Element 2

Practical nursing students develop the ability to anticipate, recognize, and manage situations that place a person or a family at risk.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning activities in which students learn to anticipate, recognize, and manage situations that place individuals or families at risk.

On-Site/Virtual

- Documents outlining learning activities that develop the students' abilities to anticipate, recognize, and manage situations that place individuals or families at risk **may** be made available during the reviewers' visit.

Interviews

- Interviews will be conducted with faculty, preceptors, and students in the nursing education program to ascertain that practical nursing students have learning opportunities to anticipate, recognize and manage situations that put individuals and families at risk.

Program Outcomes Key Element 3

The ability to recognize, respond to, and disclose adverse events is developed among students in the practical nursing education program(s).

[Documentation](#)

Accreditation Self-Study Report

- Examples should be provided of learning situations in which students learn to recognize, respond to, and disclose adverse events.

Core Document Section

- Syllabi submitted to the Core Document Section for the Program Framework Standard, Key Element 1, provide evidence for this element also.

On-Site/Virtual

- Documents outlining learning activities that develop the students' abilities to recognize, respond to, and disclose adverse events **may** be made available during the reviewers' visit.
- Documents outlining learning activities designed to develop the students' abilities to continuously improve competence **may** be made available during the reviewers' visit.

[Interviews](#)

- Interviews will be conducted with faculty, preceptors, and students to ascertain whether students have learning opportunities to recognize, respond to, and disclose adverse events.

Program Outcomes Key Element 4

The ability to apply existing codes of nursing ethics in practice is developed among practical nursing students.

[Documentation](#)

Accreditation Self-Study Report

- Examples should be provided of learning situations in which students learn to apply codes of ethics in clinical situations.

[Interviews](#)

- Interviews with students and preceptors will be conducted to ascertain that students and graduates have had learning opportunities related to the application of ethical codes in practice situations.

Program Outcomes Key Element 5

Practical nursing students engage in relational practice and advocacy and provide culturally safe care.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning opportunities in the program for practical nursing students to apply relational practice knowledge, provide culturally safe care, and carry out social and political advocacy activities.

Core Document Section

- Syllabi submitted to the Core Document Section for Key Element 1 of the Program Framework Standard may also serve as evidence for this key element.

Interviews

- Interviews will be conducted with faculty, preceptors, and practical nursing students of the nursing education program to ascertain that students have opportunities for applying relational skills in practice.
- Interviews will be conducted with faculty, preceptors, and students to ascertain that students have learning opportunities related to the provision of culturally safe care.
- Interviews will be conducted with faculty, preceptors, and students to ascertain that students have opportunities related to advocacy.

Program Outcomes Key Element 6

The education program includes assessment of students' achievement of each end-of-program learning outcome.

Documentation

Accreditation Self-Study Report

- Description of how students' achievement of the end-of-program learning outcomes is assessed, and the results over recent years should be provided.

Interviews

- Interviews will be conducted with faculty of the nursing education program to ascertain how students' achievement of the end-of-program learning outcomes is assessed.

Program Outcomes Key Element 7

Completion rates demonstrates the education program's effectiveness in achieving its societal mandate.

Documentation

Accreditation Self-Study Report

- The process to track completion rates, the formula to calculate the completion rate is described, and the completion rate for the previous three years is outlined. If the average completion rate is less than 70%, a brief analysis is provided.

Interviews

- Interviews will be conducted with the program leadership of all educational units of the program and faculty regarding positive and negative factors affecting the completion rates.

Program Outcomes Key Element 8

Registration pass rates, and admission into continuing education programs of nursing demonstrate program relevance.

Documentation

Accreditation Self-Study Report

- Pass rates for program graduates for the previous three years on the registration examination in the jurisdiction should be provided. Supplementary data regarding graduates' success on certification examinations within three years following graduation that demonstrates the program's relevance may also be outlined.

Program Outcomes Key Element 9

Employment rates of the education program's graduates demonstrate the program's effectiveness in meeting societal needs.

Documentation

Accreditation Self-Study Report

- A brief report is provided on data collected on the employment of graduates in the first 12 months following graduation for the previous three years.

Standard 6: Program Quality Improvement

Standard 6:	Program Quality Improvement
STANDARD STATEMENT	**Continuous comprehensive assessment and evaluation of the education program fosters ongoing quality improvement.**
Descriptor	Timely improvements of the program result from rigorous monitoring and evaluation of the relevance of the education program, the program curriculum, student learning, program delivery methods, and program outcomes.
Key Elements	1. An evaluation plan that includes an environmental scan guides the assessment of the curriculum, program delivery, and program outcomes. 2. There is on-going implementation of the evaluation processes which include data collection from faculty, graduates, preceptors, staff, students, employers, and other relevant stakeholders. 3. Faculty in all sites and all educational units of the program engage in the assessment and evaluation of the program and in identifying changes to improve the program. 4. Students' and graduates' ability to provide safe, ethical nursing care and their development of the regulatory entry-to-practice (entry level) competencies and standards of practice are monitored and evaluated. 5. Evaluation data are used to make improvements to the program.

Evidence: Standard 6 – Program Quality Improvement

Program Quality Improvement Key Element 1

An evaluation plan that includes an environmental scan guides the assessment of the curriculum, program delivery, and program outcomes.

[Documentation](#)

Accreditation Self-Study Report

- A brief outline should be provided of an ongoing evaluation process that assesses the curriculum, curriculum delivery, clinical placements, and student outcomes.

Core Document Section

- An evaluation plan of the program **should** be submitted to the Core Document Section of an ongoing comprehensive evaluation process that includes assessment of the curriculum, curriculum delivery, clinical placements, and student outcomes.
- An environmental scan **must** be submitted to the Core Document Section.

Program Quality Improvement Key Element 2

There is on-going implementation of the evaluation processes which include data collection from faculty, graduates, preceptors, staff, students, employers, and other relevant stakeholders.

Documentation

Accreditation Self-Study Report

- A brief description should be provided of the data collection process conducted over the last two years to obtain evaluation information about the education program from faculty, graduates, preceptors, staff, students, employers, and other relevant stakeholders.

On-Site/Virtual

- Evaluation data collected during the previous two years **should** be provided during the reviewers' visit.

Interviews

- Interviews with program administrators will be conducted to ascertain how the evaluation process was implemented during the previous two years**.**

Program Quality Improvement Key Element 3

Faculty in all sites and all educational units of the program engage in the assessment and evaluation of the program and in identifying changes to improve the program.

Documentation

Accreditation Self-Study Report

- A brief overview should be provided of how faculty in all sites and educational units are engaged in the assessment and evaluation of the education program and in identifying changes to improve the program.

Supporting Document Section

- Terms of reference and minutes of committees involved in making post-evaluation changes to the curriculum **may** be submitted.

- Interviews will be conducted with faculty of the educational unit(s) to ascertain engagement in the assessment and evaluation process of the practical nursing education program.

Program Quality Improvement Key Element 4

Students' and graduates' ability to provide safe, ethical nursing care and to meet entry-to-practice competencies and standards of practice is monitored and evaluated.

Documentation

Accreditation Self-Study Report

- A brief description of the processes and measures taken to monitor integration of the following among practical nursing students in the education program:
  - ethical standards,
  - practice standards, and
  - entry-to-practice competencies.

On-Site/Virtual

- Documentation of practical nursing student evaluations in theoretical and practice courses (simulation and clinical placements) should be provided during the reviewers' visit.
- Examples of adequate and less adequate student assignments should be provided during the reviewers' visit.

Interviews

- Graduates of the practical nursing education program will be interviewed to ascertain how well prepared they were to practice in accordance with ethical standards and practice standards for practical nurses.
- Employers will be interviewed to ascertain that graduates of the program demonstrate preparedness to practice in accordance with ethical and practice standards for practical nurses.
- Administrators of the nursing education program will be interviewed to ascertain what measures or processes are being implemented to monitor that students are being prepared to:
  - provide ethical care;
  - integrate standards for practical nurses; and,
  - integrate entry-to-practice competencies into their practice.

Program Quality Improvement Key Element 5

Evaluation data are used to make improvements to the program.

Documentation

Accreditation Self-Study Report

- A brief overview should be provided of processes in place to use evaluation data collected to make improvements to the program(s). Some recent examples of changes made as a result of evaluation data collected may also be provided.

Supporting Document Section

- Terms of reference and minutes of the evaluation or other committee(s) involved in making post-evaluation changes to the curriculum **may** be submitted.

Interviews

- Interviews will be conducted with faculty of the educational unit(s) who are involved with program evaluation to ascertain that evaluation data is used to improve the practical nursing education program(s).

References

Council for Higher Education Accreditation. (2016). *The CIQG international quality principles: Towards a shared understanding of quality.* https://www.chea.org/ciqg-international-quality-principles-toward-shared-understanding-quality

Truth and Reconciliation Commission of Canada. (2015). *The final report of the Truth and Reconciliation Commission.* https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525

Glossary

Clinical instructors: Nursing educators who teach and assess students in clinical placements.

Distributed/Distributive Model: A decentralized instructional model of learning in which educators and students are not co-located, allowing for flexibility in regard to the time and place in which learning and instruction occur.

Faculty: Educators who are employed by the educational unit to teach students enrolled in the program under review: <u>Regular faculty</u> are employed on an ongoing basis either full-time or part-time; <u>Contractual faculty</u> are employed on a time-limited basis to teach one or more specified theoretical and/or clinical courses.

Intraprofessional Collaboration: Opportunities to collaborate with one or more practical nurses or practical nursing students.

Interprofessional Collaboration: Opportunities during a clinical placement to collaborate with one or more non-nursing health professional or non-nursing health professional student to provide team-based, person-centred care.

Intersectoral Collaboration: Actions undertaken with social groups outside the health sector, on health or health equity outcomes or on the determinants of health or health equity.

Practice Experiences: Includes clinical placements and simulation experiences.

Preceptor: A service agency staff member assigned to one or more nursing students in a practice placement who guides, tutors, and provides direction to the student to foster the development of their practice competencies.

Student Assessment: An appraisal process involving the collection of data to provide evidence of student learning.

Student Evaluation: Interpretations about the value or degree of student learning that has occurred based on an appraisal.