Assessment tool for Master of Nursing (NP) and Post Graduate Diploma in RN Prescribing

**School/Department:**

**Programme title:**

**Date of Accreditation:**

**Completed by School:**

**Completed by Accreditation team:**

Tool adapted from *Nursing Council Education programme standards for the nurse practitioner scope of practice March 2017* and *Education programme standards for the postgraduate diploma in registered nurse prescribing for long-term and common conditions September 2016*

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| **SUMMARY OF ACCREDITATION FINDINGS** | | | |
| **STANDARDS** | | **Achieved** | |
| **Yes** | **No** |
| 1 | The tertiary education provider has policies, procedures and resources to support the delivery of the programme |  |  |
| 2 | Academic and clinical teaching staff are suitably qualified and competent for their roles |  |  |
| 3 | The programme content, structure and curriculum are specifically designed for the preparation of registered nurse prescribers and/or nurse practitioner candidates |  |  |
| 4 | The programme is designed and delivered in collaboration with clinical partners |  |  |
| 5 | The programme is evaluated regularly, and quality improvements identified and implemented as a result |  |  |

## The tertiary education provider has policies, procedures and resources to support the delivery of the programme.

|  | **Panel Assessment** |
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| * 1. The tertiary education provider is accredited by the Council to provide a master’s degree for nurse practitioner registration and a PG Dip RN prescribing programme in New Zealand under sections 12(4) and 118(a) of the Act. |  |
| * 1. The programme is approved/ accredited through the relevant Committee for University Academic Programmes (CUAP) or New Zealand Qualifications Authority (NZQA) approval/accreditation process. |  |
| * 1. There is clear evidence of a governance structure that supports high-quality teaching and learning, scholarship, research and ongoing evaluation across all learning settings. |  |
| * 1. Responsibility for and control of programme development, monitoring, review, evaluation and quality improvement are delegated to the school with oversight by the academic board or equivalent. |  |
| * 1. Staff, facilities, technology, equipment and other teaching resources are sufficient in quality and quantity for the anticipated student population. |  |
| * 1. Students have timely access to academic and clinical teaching staff, including nurse practitioners, to support their learning. |  |
| * 1. Cultural support resources are available for Māori and Pacific students. |  |



## Academic and clinical teaching staff are suitably qualified and competent for their roles.

|  | **Panel Assessment** |
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| * 1. The Head of Nursing is a registered nurse with a current practising certificate, holds a relevant postgraduate qualification, maintains active involvement in the nursing profession and has strong engagement with contemporary nursing education and research. |  |
| * 1. The coordinator of the programme/s is a registered nurse who holds a current practising certificate and a relevant postgraduate qualification. The coordinator has authority and responsibility for decision making regarding student entry, delivery and ongoing development of the programme and student progress concerns |  |
| * 1. Staff have relevant clinical and academic qualifications and experience. Clinical teaching staff hold current practicing certificates. |  |
| * 1. Academic staff members who are not nurses have qualifications and experience that are directly relevant to the subject/s they are teaching. |  |
| * 1. Academic mentors for each student’s practice experience are registered nurses or nurse practitioners with expertise in the relevant clinical practice area and an academic qualification in education or equivalent learning and teaching experience. |  |
| * 1. Academic staff are engaged in research, scholarship and the generation of new knowledge. Areas of interest, publications, grants and conference papers are documented. |  |
| * 1. Regular reviews of staff performance and development needs are in place. |  |

## The programme content, structure and curriculum are specifically designed for the preparation of registered nurse prescribers and/or nurse practitioner candidates.

|  | **Panel Assessment** |
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| * 1. The nurse practitioner programme includes the postgraduate diploma in registered nurse prescribing. |  |
| * 1. The programme is based on national health priorities and contemporary healthcare and practice trends and underpinned by current research and scholarship in nursing, pharmacology, prescribing, education and health.   *See 3.10.2 for RN prescribing and 3.11.4 for master’s graduates.* |  |
| * 1. The programme incorporates a wide range of innovative and emerging methods of learning and teaching. The modes of delivery and the learning and teaching methods are described. |  |
| * 1. A curriculum map demonstrates the programme’s effectiveness in providing graduates with the professional attributes and competencies needed to practice. |  |
| * 1. Students keep a clinical diary to record their practice experience and progress towards meeting learning outcomes and competencies. |  |
| * 1. There is a management strategy to address risk in the clinical environments. |  |
| * 1. Criteria for successful achievement are clearly articulated and communicated to all students at the commencement of the programme. |  |
| * 1. An exit pathway is available for students who do not meet the achievement criteria. |  |
| * 1. Credit recognition policies and processes are clear and well documented      1. The tertiary education provider has a credit transfer and recognition of prior learning policy for the assessment of individual student applications.      2. The rationale for credit transfer or substitution of courses within the qualification is clearly documented in the student’s file and evident on the academic transcript. All students must undertake the relevant practicum.      3. No student is provided with more than two opportunities to enrol in practicum courses. |  |
| * 1. Specific requirements for the postgraduate diploma in registered nurse prescribing (for long term and common conditions) are met.      1. The tertiary education provider has a credit transfer and recognition of prior learning policy for the assessment of individual student applications.      2. Graduates of the postgraduate diploma show evidence of advanced knowledge of pathophysiology, pharmacology, assessment and diagnostic reasoning in relation to the clinical management of and prescribing for patients with long-term and common conditions in New Zealand through completion of courses in each of these areas.      3. The programme includes a prescribing praxis[[1]](#footnote-1) with a prescribing practicum component (i.e. period of learning in practice).      4. The programme facilitates development of critical analysis and reflective practice, and provides students with the knowledge, skills and attributes identified in the Competencies for nurse prescribers (Nursing Council of New Zealand, 2016).      5. The prescribing practicum consists of at least 150 hours of clinical practice under the supervision of a prescribing mentor in a collaborative health team environment. The practicum includes opportunities to develop diagnostic skills, patient consultation and assessment skills, clinical decision making and monitoring skills. *The prescribing practicum requirements are detailed in the Guideline: Prescribing practicum for registered nurses prescribing in primary health and specialty teams (2016)*      6. Successful completion of the prescribing practicum is demonstrated through:  1. Completion of 150 hours of supervised prescribing practice verified by the nurse’s employer, 2. Completion of a prescribing practice feedback log which includes: 3. Prescribed drugs including indications for use, doses, monitoring the patient’s response and relevant pharmacokinetics 4. Comment from the prescribing mentor 5. An in-depth patient case study reflecting knowledge of the assessment process, identifying provisional diagnoses and plan of care and demonstrating applied knowledge of pharmacopoeia, 6. Assessment against the prescribing competencies completed by the prescribing mentor in collaboration with the academic mentor. |  |
| * 1. Specific requirements for nurse practitioner preparation are met:      1. The masters programme is equivalent to 2,400 hours of study (240 credits). The master’s degree comprises a minimum of 40 credits at level 9 with the remainder at level 8.      2. The programme incorporates a nursing conceptual framework, facilitates critical thinking, clinical reasoning, self-directed learning skills and reflective practice. Application of research and theory to advanced practice is explored.      3. Graduates demonstrate autonomy, clinical judgement, collaborative relationships and accountability in the nurse practitioner scope of practice.      4. Master’s graduates also demonstrate advanced skills and knowledge in the areas of health policy, health systems, leadership and management, scholarship and evidence-based practice.      5. The programme includes a practicum component focused on nurse practitioner competencies. Graduates of the nurse practitioner programme must complete a minimum of 300 hours practicum experience. Those who have completed the postgraduate diploma in registered nurse prescribing may include the 150 hours prescribing praxis as part of the 300 hours total.      6. The nurse practitioner practicum is the final component of the master’s programme for the nurse practitioner scope of practice. The practicum includes opportunities to integrate theory with diagnostic and clinical decision-making skills in complex health situations and to develop advanced leadership, collaborative and innovative clinical practice skills. Students work with population groups across at least two settings. Students who do not have prescribing authority also meet the requirements of the prescribing practicum for registered nurses preparing to prescribe in primary health and specialty teams.      7. A clinical mentor (nurse practitioner or experienced medical practitioner) is assigned to each student to support the development of their knowledge and skills. In one practicum experience the clinical mentor must be a nurse practitioner.      8. Students develop their own learning goals in discussion with their clinical and academic mentors.      9. The education provider negotiates the practicum (including clinical mentors) for each student before commencement of the placement and monitors progress over its duration.      10. The nurse practitioner practicum includes:  1. completion of at least 300 hours of protected clinical learning verified by the clinical mentor (and prescribing mentor if the student is applying for prescribing rights for the first time) 2. completion of a diary of clinical practice experience 3. two in-depth, comprehensive case studies 4. a summative assessment against the Competencies for the nurse practitioner scope of practice completed by the clinical mentor in collaboration with the academic mentor. |  |
| * 1. Entry requirements meet the requirements of NCNZ   The student is required to   1. be a registered nurse with a current New Zealand practising certificate and be in good standing with the Council. 2. have three years’ equivalent full-time practice in the area in which they intent to prescribe. At least one year of practice must be in New Zealand. 3. practice in a collaborative relationship with a multidisciplinary team and have the support of a prescribing mentor, (a senior medical practitioner or nurse practitioner) 4. have approved access to an area of clinical practice in which to develop their prescribing skills 5. Nurse practitioner students must also have access to a second clinical area that will enable broadening of clinical knowledge and skills   **Note**  The tertiary provider is responsible for establishing any other entry requirements. Admission and progression should be based on the evaluation of documentary evidence (including the academic record) of the applicant’s ability to undertake postgraduate study. In addition, specific health service requirements for entry to the practicum (e.g. immunisation, police vetting) must be met. |  |
| * 1. Student assessment      1. The programme demonstrates coherence across course content, learning outcomes and assessment processes including meeting the competencies for RN prescribing or nurse practitioner.      2. Polices and processes for ensuring academic integrity are in place and are clearly communicated to students      3. A variety of assessment processes are utilised including practical assessment.      4. Marking criteria are explicit and made readily available to students.      5. Moderation policies and processes are in place to ensure fairness and consistency in the assessment of student learning.      6. Appeal processes are made explicit to students and appeal panels include a registered nurse with a current practising certificate.      7. Nurse practitioner candidates complete the following:  1. a portfolio of learning[[2]](#footnote-2) which includes a diary of clinical practice experience 2. an objective structured clinical examination (OSCE) of patient assessment and diagnostic reasoning skills 3. viva voce (or oral) clinical assessment 4. assessment of practice by a clinical mentor in collaboration with the academic mentor. |  |

## The programme is designed and delivered in collaboration with clinical partners.

|  | **Panel Assessment** | |
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| * 1. An advisory committee with representation from providers and stakeholders (e.g. consumers, professional organisations, primary and secondary health providers, consumers and representatives of the communities where graduates may be employed) meets regularly to advise, monitor and evaluate the programme. | |  | |
| * 1. Collaboration between practice partners and the tertiary education provider is evident in curriculum design and clinical experience, the preparation of mentors and orientation of students. | |  | |
| * 1. A formal written agreement exists between the tertiary provider and the organisation providing practicum experience including the role of the clinical mentor. | |  | |
| * 1. Each student is assigned both an academic mentor and a prescribing mentor who work together to support student learning and assess students against the competencies. | |  | |
| * 1. The prescribing mentor is provided with an orientation to the requirements of the role including expectations for teaching, supervision, mentoring, assessment, guidance and support – see appendix 3. | |  | |
| * 1. Regular meetings are held between the academic, the prescribing mentor, and the student to discuss student progress. | |  | |
| * 1. Practicum hours are validated by the prescribing mentor in the student’s log. | |  | |

## The programme is evaluated regularly, and quality improvements identified and implemented as a result

|  | **Panel Assessment** |
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| * 1. Courses, teaching strategies and clinical experience are regularly evaluated and feedback is used to improve quality. |  |
| * 1. Professional development opportunities are provided for staff to improve effectiveness in teaching and assessment. |  |
| * 1. Programme content is regularly revised to include contemporary and emerging practice issues and current research. |  |

# **Appendix 1 Expected Graduate Outcomes – RN Prescribing**

Following the successful completion of the postgraduate diploma, graduates will be able to:

* demonstrate advanced knowledge of scientific concepts and common pathophysiological processes
* understand the underlying principles of pathophysiology and clinical management of long-term and common conditions, e.g. cardiovascular disease, diabetes and related conditions, respiratory disease, common infections, anxiety and depression
* critically analyse and interpret research-based knowledge regarding pathological changes in selected disease states
* apply client assessment skills and diagnostic reasoning at an advanced level in their practice within their scope of practice
* critically analyse clinical assessment findings in relation to underlying pathophysiological processes and analyse and generate solutions to clinical problems
* articulate advanced knowledge of client assessment and diagnostic reasoning to formulate a list of differential diagnoses or a diagnostic decision
* demonstrate knowledge of principles of pharmacokinetics and pharmacodynamics, and apply these to client variables (such as age and disease state)
* critically analyse pharmacotherapeutic indications for common classes of drugs for long-term and common conditions
* critically evaluate the causes of antimicrobial resistance and the importance of incorporating non-pharmacological strategies and knowledge of local resistance patterns into prescribing practice
* demonstrate the ability to identify contraindications, effects and drug interactions associated with the use of prescription, over-the-counter and complementary medicines and devices
* demonstrate the ability to recognise situations of drug misuse and drug seeking, and take appropriate action
* demonstrate the ability to perform a comprehensive medicines assessment and to make safe prescribing decisions within professional and regulatory frameworks.

# **Appendix 2 Expected Graduate Outcomes - Nurse Practitioner**

Following the successful completion of the programme the student will be able to:

* demonstrate advanced knowledge of pathophysiology, pharmacology, assessment and diagnostic reasoning in relation to the clinical management of and prescribing for clients with long-term and common conditions in New Zealand. This includes Māori and Pacific peoples and older adults
* integrate a broad base of theoretical scientific and clinical knowledge and skill within a framework of nurse practitioner practice; demonstrate a high level of clinical proficiency in complex health consumer situations and an ability to practise across healthcare contexts
* apply critical thinking, clinical reasoning and problem solving to determine differential
* diagnoses and apply advanced pharmacological knowledge when making prescribing decisions
* critically appraise scientific literature, integrate research findings into nurse practitioner practice, and integrate research to advance practice and health services to develop innovative solutions across healthcare settings
* demonstrate a high level of interpersonal skills: communicate effectively and establish effective collegial relationships with interprofessional teams and work in consultation and collaboration with health consumers, whānau and diverse communities
* make diagnostic and therapeutic interventions utilising current technology to inform practice; proactively seek and evaluate new information and technologies to improve health consumer outcomes
* recognise the values intrinsic to nurse practitioner practice; demonstrate a commitment to lifelong learning through critical reflection and self-monitoring; mentor and enhance the professional development of others
* critique health policies from a population health perspective; synthesise legal and socio-political issues in healthcare and organisational, policy and funding/business influences on practice and health outcomes
* demonstrate a sound understanding of current legislation related to nurse practitioner practice; work in an autonomous and accountable practice framework as a senior member of interprofessional teams; and demonstrate high level clinical leadership and management skills
* demonstrate achievement of the Council’s Competencies for the nurse practitioner scope of practice.

*Adapted from Curtin University: Master of Nursing (Nurse Practitioner) Learning Outcomes.*

# **Appendix 3 Guidelines for the clinical mentor in the nurse practitioner practicum**

The clinical mentor in the nurse practitioner practicum should:

* assist the student in the development of diagnostic and clinical decision-making skills in complex health situations relevant to their proposed role as a nurse practitioner
* ensure the student is fully integrated into the clinical team
* assist the student to develop consultative and collaborative leadership and advanced practice skills for population groups.
* assess student achievement of the learning outcomes and confirm the completion of the required hours practice experience.
* complete, in collaboration with the academic mentor, an assessment and professional declaration which confirms that, in his/her opinion, the student has met the skills and Competencies for the nurse practitioner scope of practice

1. The prescribing praxis is to include content on the legal, regulatory, ethical and policy framework for prescribing in New Zealand. [↑](#footnote-ref-1)
2. A portfolio of learning is an opportunity for the student to reflect on and demonstrate their learning within the education programme. [↑](#footnote-ref-2)