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BCCNM LICENSED PRACTICAL NURSES

Education Program Review Guidelines

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Important

These guidelines must be used in conjunction with the Education Program Review (EPR) Policies and current templates. Contact BCCNM Education Program Review at epr@bccnm.ca to obtain the appropriate template.

Introduction

This document is for:

1. Representatives of BCCNM-recognized practical nursing (PN) education programs who are undergoing a program review or considering substantial changes to their existing programs, or
2. Educational institutions proposing to offer a new practical nursing education program.

The Education Program Review Committee (EPRC) reviews and assesses programs using the Practical Nursing Education Standards and Indicators.

Questions?

For any questions, contact the Education Program Review Department.

Nursing Education Program Review Process Overview

Table 1. Outline of the Nursing Education Program Review process [1,2]

***New Programs Only* Notice of Intent**

- Educational institutions who are considering offering a new practical nursing education program submit a Notice of Intent (NOI) to BCCNM.
- EPRC reviews the NOI.
- BCCNM will contact the program once the NOI is reviewed, to determine the review required for recognition of the new program.

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Preliminary Assessment

- An assessment of the Self-Evaluation Report is completed to determine if the Education Standards are met and/or if a Site Visit will be required.
- Site Visit Instructions are sent to the program approximately two weeks prior to the visit.

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Site Visit

- An on-site or virtual Site Visit may be conducted.
- The Site Visit is normally 1-2 days at one site.
- The Site Visitors submit the final Site Visit Report to BCCNM.

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Final Assessment

- The EPRC concludes its assessment and formulates a recommendation for the BCCNM Board.
- The BCCNM Education Consultant communicates with program representatives about the outcome.

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Decisions

- The recommendation from the EPRC goes to the BCCNM Board for a final decision.

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Follow up

- The BCCNM Education Consultant is available to discuss the final report upon request and to make plans for future reviews.

[1] For established nursing education programs, the review process may take up to six months.

[2] For new nursing education programs, the review process and recognition may take up to one year.

Notice of Intent

A Notice of Intent (NOI) is required for educational institutions who are considering offering a new practical nursing education program, and for existing practical nursing education programs that are considering a substantial change. More information is provided below; in both cases, refer to *Appendix A - Document Submission Guidelines*, when developing your NOI.

NEW PRACTICAL NURSING EDUCATION PROGRAMS

Educational institutions who are considering offering a new practical nursing education program are required to submit an NOI to BCCNM. Prior to submitting an NOI, a representative from the educational institution who would like to offer a new practical nursing education program should contact Education Program Review (EPR) staff to arrange for a consultation.

New programs should refer to the Education Program Review (EPR) Policies and submit an NOI using the current template provided by BCCNM staff (see Section 6, *New Education Programs).*

Note: As per Section 6.5, board recognition of a new program may take up to one year due to process requirements.

SUBSTANTIALLY CHANGED PN PROGRAMS

PN education programs that are considering changes to their program should refer to EPR Policies for information on substantial changes (including definition and policy, see Section 13.5). If a PN education program is considering changes and is not sure whether these changes require an NOI, programs can complete a substantial change consultation form.

If the substantial change requires an NOI, the program should contact BCCNM to obtain a current template.

Preparing the Self-Evaluation Report

Practical nursing education programs undergoing a BCCNM program review complete and submit a Self-Evaluation Report (SER) approximately six months prior to the program's recognition end date. Programs must use the current SER template to describe and demonstrate how the nursing education program is meeting the BCCNM education Standards and Indicators. Contact BCCNM to obtain a current template. If a program is undergoing program review for more than one campus at the same time, one self-evaluation report may be submitted, following a consultation with an EPR Education Consultant.

The evidence contained in the SER must demonstrate how the program is meeting each of the Education Standards and Indicators. Evidence can be submitted in a variety of formats, including, but not limited to: policies, processes, screenshots of templates, examples, anecdotes and pictures. In your description, include an explanation of how the evidence submitted relates to the Standard and Indicator. Refer to *Appendix A - Document Submission Guidelines*.

Preparing for the Site Visit

Note: This section augments EPR Policies, Section 10, *Program Review Process – Site Visit.*

A Site Visit may be required as part of the review process. The purpose of the Site Visit is for BCCNM to collect evidence to augment the SER and/or verify evidence based on the Education Standards and Indicators. Site Visits may be conducted in person or virtually. A Site Visit is usually one to two days in length per program/campus.

When an institution offers the program at more than one site, there is a separate visit to each site. It is the responsibility of the program to arrange for stakeholders to be present for the Site Visit (in-person or virtually).

THE SITE VISITORS

As outlined in the EPR Policies Section 10, Site Visitors may include individuals contracted by BCCNM and/or BCCNM staff. There are typically two members per Site Visit team, although this may be increased in cases where visits need to be made to multiple program sites.

Site Visitors:

- Are not members of the EPRC.
- Collect and report evidence obtained during the Site Visit.
- Do not make recommendations about program assessment or recognition to the EPRC.
- Do not participate in recognition decisions.

NURSING EDUCATION PROGRAM PREPARATIONS FOR THE SITE VISIT

BCCNM will send a draft Site Visit Agenda template and Site Visit Instructions to the program at least two weeks prior to the scheduled Site Visit. Nursing education programs can request an orientation with BCCNM EPR staff to prepare for the Site Visit. The Site Visit Instructions will indicate which groups are required for site visit interviews (e.g., administrators, students, graduates and nursing practice representatives such as employers or preceptors). It is the program's responsibility to plan for optimal attendance of stakeholder groups for the Site Visit.

THE SITE VISIT PROCESS

Before the Site Visit

BCCNM EPR staff will:

- Identify potential Site Visitors and assign one of the Site Visitors to be the team lead, who communicates directly with the educational institution representative.
- Confirm there is no conflict of interest between a Site Visitor and the nursing education program being reviewed (see EPR Policy, Section 3.2).
- Organize an orientation session to the site visit process for the nursing education program, if required.

- Send the Site Visit Agenda template and the Site Visit Instructions to the program representative and the Site Visitor team.

The program representative will:

- Draft the Site Visit Agenda using the template provided. Consult with the Site Visit Team Lead to review and finalize the agenda.
- For in person site visits, arrange internet access, parking and a designated space for Site Visitors to complete their work. For virtual site visits, BCCNM will coordinate with the program to set up WebEx meeting links.

The Site Visitors will:

- Review the program SER.
- Collaborate with the program representatives to finalize the Site Visit Agenda.
- Send a copy of the final Site Visit Agenda to BCCNM (no later than two business days prior to the scheduled Site Visit).

During the Site Visit

The Site Visitors will complete the Site Visit as per the finalized agenda. If there are questions or concerns during this process, the Site Visitors and education program can contact BCCNM EPR staff for consultation.

After the Site Visit

- The Site Visit Instructions contain information about finalizing and submitting the Site Visit Report to BCCNM.
- BCCNM will send a copy of the final Site Visit Report to the program.

Supplementary Evidence

BCCNM may require a program to submit Supplementary Evidence when the evidence provided by an education program is not sufficient to complete the assessment of the Education Standards and Indicators. When Supplementary Evidence is requested by BCCNM, EPR staff will send a letter to the program providing the details. Programs should only submit the requested evidence, using the BCCNM-supplied template. Refer to *Appendix A-Document Submission Guidelines.*

Interim Report

BCCNM may require a program to submit an Interim Report. When an Interim Report is required, it is described in the recognition letter as a condition of recognition. An Interim Report allows a program to provide evidence of progress to address deficiencies in Education Standards and Indicators (see Section 13.7). Programs should only submit the requested evidence, using the BCCNM-supplied template. Refer to Refer to *Appendix A-Document Submission Guidelines.*

Appendix A - Document Submission Guidelines

All reports submitted to BCCNM (e.g., Self-Evaluation Report, Interim Report, Supplementary Evidence, Notice of Intent) must use the current template and be formatted as per the instructions below. Ensure the report is clear, brief, and avoids repetition. For clarity, avoid using acronyms and non-conventional abbreviations in the reports.

See *Appendix B - Report Checklist* to validate content and formatting requirements have been met before submission.

SUBMISSION DEADLINE

Reports must be submitted to epr@bccnm.ca by 12:00 p.m. on the due date. If the report is submitted late, the program review may need to be rescheduled, delaying the review. The most extreme consequence of a late submission is that recognition of the program may expire before the review is completed.

SUBMISSION INSTRUCTIONS

Email

- Prior to submission day, confirm that your system is capable of sending a large PDF file with your IT department. BCCNM can receive PDF files of any size.
- The report is submitted as one password-encrypted PDF document. All documentation is included in the PDF document. Do not send files as separate, individual attachments.
- Send the associated password for the document in a separate email to BCCNM EPR at epr@bccnm.ca.

SharePoint

- Reports can be submitted to BCCNM's SharePoint. Reports submitted using SharePoint do not require password protection.
- Contact epr@bccnm.ca to arrange access. Do not send files through external servers (i.e., google drive, WeTransfer, etc.).

Formatting

All headings in reports submitted to BCCNM should be formatted using "Bookmarks". The following PDF is an example that illustrates how bookmarks should be presented in a PDF document. Download the file to view the bookmarks.

PDF

PN Self-Evaluation Report - Template -

TIPS FOR CREATING BOOKMARKS

> *Tip: When using BCCNM's templates in Microsoft Word, easily convert to a PDF with automatic bookmarks by choosing "**save as Adobe PDF**" (instead of "save as"). See: Figure 1.*

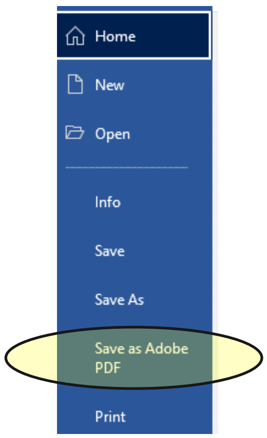


Figure 1. "Save as Adobe PDF" option in Word

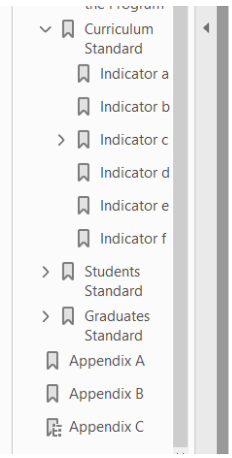


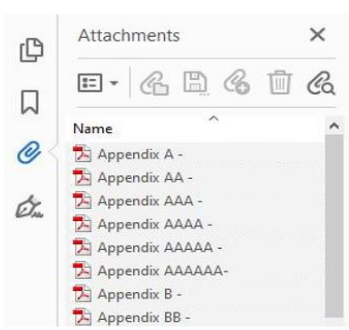
Figure 2. Example of Standards, Indicators, and Appendices bookmarked in Adobe

Bookmarks should be named appropriately and organized as follows:

- Standards: Each standard should be bookmarked (curriculum, students, graduates).
- Indicators: Each indicator should be sub-bookmarked under the appropriate standard, and labeled (i.e., indicator a, indicator b, etc.).

List of tables and list of appendices requirements:

- Tables: Any tables that are included as evidence should be sub-bookmarked under the appropriate standard and/or indicator; tables are numbered (table 1, table 2, etc.), and titled.
- Appendices: Any supporting documents should be included as appendices and linked in the report as attachments (see the screenshot below). Appendices are labeled with a capital letter (Appendix A, Appendix B, etc.) and titled. If there are more appendices than letters in the alphabet,

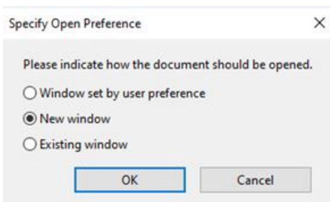


the appendix after Appendix Z is labelled Appendix AA, and subsequent appendices are labelled Appendix BB, Appendix CC, etc.

- **Hyperlinks:** Hyperlinks must take the reader to **specific** document sections or pages. Links to general websites or to lengthy documents that require the reviewer to search further are not helpful and should be avoided. See Adobe's guide to creating links and attachments in PDFs.

  A thorough proofreading of the submission should include verifying that **all hyperlinks are working correctly** and do not point to internal documents or intranets.

  When you hyperlink a file, you will be prompted to indicate how the file should be opened. Select **new window** and then **OK**. When clicked, the file will now open in a separate window so the reviewer can toggle between both documents. See the snapshot below:



Appendix B - Report Checklist

REPORT

- ☐ The report template is used.
- ☐ The Adobe PDF file format with bookmarks is used for the report.
- ☐ There is a table of contents with hyperlinks to report sections.
- ☐ The report is paginated.
- ☐ Reference to other documents within the report are hyperlinked.
- ☐ Hyperlinks open in a new tab.
- ☐ Tables are numbered according to when they first occur in the report and are titled.
- ☐ List of Tables and List of Appendices labels and titles match those in the report.
- ☐ The report should be as clear and succinct as possible. Consider using bulleted lists, tables, maps, flow charts, screen shots, pictures, etc.
- ☐ 1.5 line spacing and 12-point typeface, e.g., APA suggests Times New Roman, are used for the narrative part of the report.
- ☐ The active voice is used whenever possible.
- ☐ Layout contributes to report clarity.
- ☐ Repetition is avoided.

BOOKMARKS

- ☐ Standards are bookmarked and labeled appropriately.
- ☐ Indicators are sub-bookmarked and labeled appropriately.
- ☐ Tables and Appendices are sub-bookmarked and labeled.

APPENDICES

- ☐ Appendices are fully relevant.
- ☐ Appendices are linked in the text of the report as attachments
- ☐ Each appendix consists of one document only.
- ☐ Appendices are listed according to when they appear first in the report, labelled using capital letters and are titled.

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