

Registered Nurse/Nurse Practitioner Education Standards and Indicators

This document should be reviewed with [BCCNM Education Program Review Policies](#).

For consultation contact educationprogramreview@bccnm.ca

1. Curriculum Standard

The curriculum provides the learning experiences necessary for students to achieve the RN or NP entry-level competencies and Standards of Practice.

- a. The curriculum is clearly described and its foundations are congruent with the achievement of competencies and Standards of Practice.
- b. The achievement of the competencies and Standards of Practice are clearly included in the program outcomes/goals/objectives.
- c. The applicable competencies and three categories of BCCNM Standards of Practice:
 1. Scope of Practice: Standards, Limits and Conditions;
 2. Professional Standards; and
 3. Practice Standards;

are systematically introduced in nursing courses so that theory and practice learning in one level are built upon in other levels/courses.

- d. The curriculum requires students to apply RN or NP competencies and Standards of Practice while learning to provide nursing care directly with clients and engaging with interprofessional education and care.
- e. Processes are used to ensure the ongoing currency and relevance of the curriculum to nursing practice.

2. Students Standard

Students demonstrate progress toward the achievement of the competencies and Standards of Practice.

- a. Students are informed about the requisite skills and abilities (RSAs) needed to achieve registered nurse entry-level competencies (e.g., English proficiency, mathematical, behavioural, and interpersonal skills) and the RSAs are used to support student achievement of the competencies and Standards of Practice.
- b. Students receive well-timed formative and summative feedback from faculty about their practice learning to facilitate their achievement of the competencies and Standards of Practice.
- c. Students demonstrate their ability to provide safe nursing care before they practise directly with clients, through the use of nursing laboratories and other learning modalities.
- d. Students have access to sufficient learning resources to support their achievement of competencies and Standards of Practice.
- e. Practice learning experiences are systematically tracked and monitored to ensure all students have sufficient experiences e.g., health status, age groups, and settings to achieve the competencies and Standards of Practice.
- f. Students and preceptors are supported by the optimum number of qualified faculty.
- g. Consistent expectations of student performance of competencies and Standards of Practice at different levels in the program/course are upheld through orientation and support strategies for faculty, contract faculty, and preceptors.
- h. Students are supported to enact evidence-informed practice through the use of research findings, best practices and scholarly activities.
- i. Faculty decisions to remove students from practice settings or fail students for reasons of safe practice and public protection are supported by policies and resources.
- j. Student fitness to practice and public protection are considered in progression, failure and readmission decisions.
- k. Students, at program completion, have achieved the competencies and Standards of Practice.

3. Graduates Standard

Graduates of the nursing education program achieve the competencies and Standards of Practice.

- a. An action plan for implementation of formative and summative program evaluation is clearly presented.
- b. The results of program evaluation are used in continuing program development to ensure graduates achieve the competencies and Standards of Practice.

- c. Graduate success rates on the registration examination(s) are monitored, analyzed and used to inform program decisions.
- d. Graduates have opportunities to provide feedback about how well their education prepared them to practise safely, competently and ethically.
- e. Managers and nursing practice leaders, or their designates who are familiar with the practice of graduates, have opportunities to provide feedback about the educational preparation of the graduates to practise safely, competently and ethically.

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