



## SINGAPORE NURSING BOARD

### ACCREDITATION SELF-STUDY REPORT PRE-ENROLMENT NURSING PROGRAMME (Higher Nitec)

(For applicant to demonstrate & provide evidence in the curriculum & annex documents on how the nursing programme has met SNB's Standards for Nursing Education and Accreditation requirements)

**Title of Programme:** \_\_\_\_\_

**Name of Institution:** \_\_\_\_\_

**NB:** The Self-Study Report is to be submitted together with Curriculum & Annex Documents.  
Applicant will be required to present the Report & necessary documents during SNB On-site Evaluation Visit

## STANDARD ONE: GOVERNANCE

The institution that provides education for nurses shall ensure policies and practices reflect professional nursing standards and meet the needs and expectations of the community of interest. Policies and practices are consistent with the Standards for Nursing Education of the Singapore Nursing Board (SNB).

No.	Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
1.1	The institution seeking accreditation of the nursing programmes(s) shall be registered with the Ministry of Education (MOE) as a recognised education provider.		<ul style="list-style-type: none"> <li>Letter of Approval from Ministry of Education/ Committee for Private Education</li> </ul>
1.2	The institution's mission, philosophy and purpose support the professional development of the learners; reflect professional nursing standards and the needs of the community of interest.		<ul style="list-style-type: none"> <li>Institution's mission and philosophy</li> <li>Purpose/ objectives/ competencies of course</li> <li>Need for the course supported by industry needs analysis/survey</li> </ul>
1.3	The organisation chart delineates authority, responsibility, accountability and communication in the institution and the Nursing Department/School.		<ul style="list-style-type: none"> <li>Organisation chart</li> </ul>
1.4	The Head of the Department/ School shall be responsible for maintaining organisational standards and regulatory requirements in all aspects of the programme as stipulated by SNB.		<ul style="list-style-type: none"> <li>Job Description of Head and/or Assistant Head of School/Department</li> </ul>
1.5	Authority for oversight of the programme is delegated to the Head/ Assistant Head of the Department/ School.		<ul style="list-style-type: none"> <li>Organisation chart/Job Description</li> </ul>
1.6	Authority to lead a nursing programme is delegated to a qualified Registered Nurse.		<ul style="list-style-type: none"> <li>Curriculum vitae/Job Description</li> <li>Practising Certificate issued by SNB</li> </ul>
1.7	There is evidence that current policies and procedures guide the programme administration, management and evaluation.		<ul style="list-style-type: none"> <li>Written policies &amp; procedures</li> </ul>
1.8	Expected faculty outcomes are identified by the Department/ School/ Institution. They are written and communicated to the faculty.		<ul style="list-style-type: none"> <li>Written policies &amp; procedures</li> </ul>
1.9	Nursing faculty are involved in the development, review and revision of programme policies and practices.		<ul style="list-style-type: none"> <li>Written policies &amp; procedures</li> </ul>

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No.	Quality Indicators	Evidence (make references in curriculum)	Indicators (additional indicators can be included)
1.10	A record of the learner's education in the programme maintained for verification shall include: (i) academic results; and (ii) credit hours in the classroom, laboratory and clinical practice placement (where applicable).		<ul style="list-style-type: none"><li>• Transcript</li><li>• Academic results during the preceding accreditation period – trends and analysis</li></ul>
1.11	There is evidence of a policy to guide the process when the institution collaborates with other educational institutions and where there is transfer of educational credits.		<ul style="list-style-type: none"><li>• Written policies and agreement</li></ul>
1.12	The institution shall submit the detailed curriculum of a <u>new programme for accreditation and approval by SNB</u> at least nine months before implementation of the programme.		<ul style="list-style-type: none"><li>• Proposed date of commencement</li><li>• Advertisement materials (e.g. course brochure)</li></ul>
1.13	The institution seeking <u>re-accreditation</u> of the programme shall submit the revised curriculum to SNB nine months prior to end of the accreditation period.		

## STANDARD TWO: CURRICULUM DEVELOPMENT

The curriculum design ensures outcomes of the programme are consistent with the mission and philosophy of the institution. The curriculum provides correlated theory and practice to prepare graduates with a level of competence required for safe effective nursing care at the level relevant to the programme offered.

No.	Quality Indicators	Evidence (make references in curriculum)	Indicators (additional indicators can be included)
2.1	The programme shall specify the: (i) selection of learners with appropriate educational qualifications; (ii) requirements for learners to be certified medically and physically fit to pursue the programme; and (iii) eligibility of the learners to meet the requirements for registration by SNB		<ul style="list-style-type: none"><li>• Entry requirements stated in brochure/ website etc.</li><li>• Evidence of student selection and admission</li><li>• Students' Medical fitness records</li></ul>

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No.	Quality Indicators	Evidence (make references in curriculum)	Indicators (additional indicators can be included)
2.2	The Curriculum Development Committee shall include Nurse Educators, nurses in practice, and at least two members who have training and/ or experience in curriculum development.		<ul style="list-style-type: none"> <li>List of members/ designation/ employing organisation and their corresponding area/s of expertise who developed the curriculum</li> </ul>
2.3	The curriculum provides evidence of: <ol style="list-style-type: none"> <li>a conceptual framework that underpins educational and nursing philosophies;</li> <li>a focus on the nursing response to healthcare needs of the community in accordance with healthcare policies;</li> <li>nursing as the primary focus of the programme;</li> <li>integration of theory with practice;</li> <li>linkages between subject objectives, learning outcomes, assessments and expected competencies; and</li> <li>teaching and learning strategies that enable the development of clinical reasoning, problem-solving and critical thinking to achieve the expected outcomes of the programme.</li> </ol>		<ul style="list-style-type: none"> <li>Complete curriculum which includes:               <ul style="list-style-type: none"> <li>Conceptual framework (refer to 14.2 of SNB Guidelines for application of accreditation/re-accreditation of academic nursing programme)</li> </ul> </li> <li>List of teaching &amp; learning strategies</li> <li>List of summative learning outcomes and competencies to be achieved</li> </ul>
2.4	There is evidence of: <ol style="list-style-type: none"> <li>an implementation plan for the programme;</li> <li>a logical sequence of learning experiences;</li> <li>learning outcomes and competencies for acquisition of knowledge, skills and attitudes;</li> <li>clinical practice placements to facilitate interaction between learners and clients to achieve the stated learning outcomes; and</li> <li>appropriate methods of assessment to reflect achievement of expected outcomes specific to the programme.</li> </ol>		<ul style="list-style-type: none"> <li>Implementation plan of the course –               <ul style="list-style-type: none"> <li>List of modules and corresponding Teaching faculty &amp; their roles</li> </ul> </li> <li>Allocation of theoretical hours &amp; list of units/ modules               <ul style="list-style-type: none"> <li>(use tables to summarise number and hours of modules, clinical practice placements, assessment modes etc.)</li> </ul> </li> </ul>
2.5	There is written evidence of commitment from the health care industry to accept learners for clinical placements.		<ul style="list-style-type: none"> <li>MOU/ Approval letters from Clinical practice placement providers for clinical education</li> </ul>
2.6	There is sufficient and appropriate clinical experience for learners to achieve the stated learning outcomes.		<ul style="list-style-type: none"> <li>Summary of classroom, laboratory, simulation and clinical practice placement hours and credits</li> </ul>

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No.	Quality Indicators	Evidence (make references in curriculum)	Indicators (additional indicators can be included)									
2.7	The clinical placement allows for purposeful/ focused learning where the learner is guided/ supervised in the application and integration of knowledge and skills, and acquisition of professional attitudes.		<ul style="list-style-type: none"> <li>Clinical Logs</li> <li>Learning Contract/ Agreement etc.</li> <li>Interviews with students &amp; Clinical Instructors/ Preceptors</li> </ul>									
2.8	<p>The programme's contents, learning outcomes, assessments and graduate competencies are mapped against and supports the development and application of SNB's Code for Nurses and Midwives, Core Competencies and Generic Skills of Registered Nurses, Enrolled Nurses, Registered Midwives and Registered Nurse (Psychiatric):</p> <ul style="list-style-type: none"> <li>Legal and Ethical Nursing Practice;</li> <li>Professional Nursing Practice;</li> <li>Collaborative Practice and Teamwork; and</li> <li>Continuing Professional Education and Development</li> </ul>		<ul style="list-style-type: none"> <li>Learning Outcomes</li> <li>Competencies/Skills outcomes and achievement aligned with SNB's Professional Scope of Practice, Code, Core Competencies and Generic Skills</li> <li>Summative Assessments</li> </ul>									
2.9	There is evidence of representation from the institution and nurses in practice to review/ revise the course/ programme. There is input from current and past students.		<ul style="list-style-type: none"> <li>Terms of reference, minutes of meeting of curriculum development/review committee</li> </ul>									
2.10	<p>The validity of the accreditation per course/ programme is three to five years as tabled below:</p> <table border="1" data-bbox="183 1002 889 1169"> <thead> <tr> <th>Course/ Programme Duration</th> <th>Accreditation Period</th> <th>Accreditation Period for initial/ first accreditation</th> </tr> </thead> <tbody> <tr> <td>Less than 2 years</td> <td>3 years</td> <td>2 years</td> </tr> <tr> <td>2 years and above</td> <td>5 years</td> <td>3 years</td> </tr> </tbody> </table>	Course/ Programme Duration	Accreditation Period	Accreditation Period for initial/ first accreditation	Less than 2 years	3 years	2 years	2 years and above	5 years	3 years		<ul style="list-style-type: none"> <li>For information only</li> </ul>
Course/ Programme Duration	Accreditation Period	Accreditation Period for initial/ first accreditation										
Less than 2 years	3 years	2 years										
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2.11	There is a systematic and continuous evaluation of all curriculum components to ensure an ongoing development, maintenance and enhancement of the curriculum.		<ul style="list-style-type: none"> <li>Evaluation Framework: plan &amp; implementation as in SNB's Programme Evaluation Framework</li> <li>Students &amp; Employers' feedback &amp; trending data</li> <li>Submission of Annual Reports to SNB</li> <li>Improvements initiatives/projects etc.</li> </ul>									

### STANDARD THREE: ASSESSMENT

The curriculum incorporates a variety of approaches to assessment. The assessment and evaluation of learning is a continuous process of providing feedback on learners' progress and achievement of learning outcomes.

No.	Quality Indicators	Evidence (make references in curriculum)	Indicators (additional indicators can be included)
3.1	The assessment of learning: <ul style="list-style-type: none"> <li>(i) is based on a variety of strategies that are aligned with the subject area, stage of the educational programme and expected learning outcomes;</li> <li>(ii) measures the integration and application of knowledge, skills, attitude and behaviours required for professional nursing practice;</li> <li>(iii) has evidence of formative and summative assessment;</li> <li>(iv) has explicit marking rubric for each assessment component; and</li> <li>(v) has a consistent approach to assessment across modules or subjects that are periodically reviewed and updated.</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment tools/ forms</li> <li>• Marking rubrics</li> </ul>
3.2	The institution shall establish an Examination Board or Committee with clearly defined functions for academic programmes.		<ul style="list-style-type: none"> <li>• Minutes/ Notes of meetings</li> </ul>
3.3	The institution shall have a grading system based on a modular credit system for academic programmes.		<ul style="list-style-type: none"> <li>• Samples of students' assessment</li> <li>• Summary of Assessment Methods</li> </ul>
3.4	The faculty responsible for assessment shall have formal preparation in assessment and evaluation.		<ul style="list-style-type: none"> <li>• Curriculum vitae of assessors</li> </ul>
3.5	The assessors shall have experience/ expertise in the subject area.		<ul style="list-style-type: none"> <li>• Curriculum vitae of assessors</li> </ul>
3.6	Evaluation outcomes are used for the development, improvement and planning of future learning opportunities for learners.		<ul style="list-style-type: none"> <li>• Table of revisions/improvements made following feedback &amp; evaluation by curriculum committee</li> </ul>

## STANDARD FOUR: TEACHING FACULTY

The institution has sufficient qualified and capable faculty to provide leadership and to teach and guide learners to attain the goals and outcomes of the nursing programme.

No.	Quality Indicators	Evidence (make references in curriculum)	Indicators (additional indicators can be included)
4.1	Nursing faculty have academic and/ or professional nursing qualifications in the relevant discipline in advance (at least one level higher) of the programme of study taught (refer to table on page 8 that includes work experience of nursing faculty).		<ul style="list-style-type: none"> <li>Curriculum vitae of teaching staff (use SNB's CV template)</li> </ul>
4.2	Only Registered Nurses with a valid Practising Certificate issued by the SNB can teach nursing and nursing practice related contents in the programme.		<ul style="list-style-type: none"> <li>Practising Certificates</li> </ul>
4.3	All faculty, including full-time and part-time employed staff, shall show evidence of undertaking or completion of a course in curriculum development or design, teaching and learning strategies, assessment and evaluation.		<ul style="list-style-type: none"> <li>Relevant qualifications/ certifications indicated in CVs</li> </ul>
4.4	Adjunct/Associate/Sessional Lecturers/ Facilitators/ Tutors shall show evidence of completion of preparatory course in teaching, learning and assessment.		<ul style="list-style-type: none"> <li>Evidence of teaching and assessment qualifications/ teaching course</li> </ul>
4.5	Faculty teaching clinical speciality modules and non-nursing subjects shall possess appropriate professional qualifications and experience.		<ul style="list-style-type: none"> <li>CVs</li> </ul>
4.6	There shall be evidence of continuing professional education for faculty and currency of nursing competencies for faculty involved in clinical supervision/ education.		<ul style="list-style-type: none"> <li>Record of nursing competencies maintenance/assessment                             <ul style="list-style-type: none"> <li>Record of continuing education during the last two years</li> </ul> </li> </ul>
4.7	The performance of faculty is evaluated periodically to assure ongoing competence and development.		<ul style="list-style-type: none"> <li>Performance Review - Key Performance Indicators</li> <li>Learning Needs Assessment &amp; Plan</li> </ul>
4.8	There shall be a minimum of 60% full-time faculty teaching the programme.		<ul style="list-style-type: none"> <li>List/number of full-time and part-time/adjunct faculty</li> </ul>

## STANDARD FIVE: RESOURCES

The education institution has adequate and appropriate facilities and resources to support the programme objectives and outcomes.

No.	Quality Indicators	Evidence (make references in curriculum)	Indicators (additional indicators can be included)
5.1	There is evidence of: (i) human resources to support the development and implementation of the programme; (ii) physical resources (e.g. classroom, laboratories, tools and materials, equipment, library, instructional technology facilities, audio-visual aids, offices and spaces) that are accessible to faculty and learners to enable the achievement of programme outcomes; and (iii) learning resources such as adequate and current collection of literature on nursing and related subjects, including e-resources.		<ul style="list-style-type: none"><li>• List of resources &amp; facilities to support the course</li><li>• List of books, journals, literature, databases, online learning resources available for faculty &amp; students</li><li>• List of teaching/ learning aids</li></ul>

## STANDARD SIX: PROGRAMME EFFECTIVENESS AND QUALITY IMPROVEMENT

The education institution utilises a systematic process to determine programme effectiveness with an emphasis on continually improving the quality of teaching and learning experience for students and the competence of its graduates.

No.	Quality Indicators	Evidence (make references in curriculum)	Indicators (additional indicators can be included)
6.1	There is an oversight by an academic board or equivalent, on the school's responsibility and control of the programme development, monitoring, review, evaluation and quality improvement.		<ul style="list-style-type: none"><li>• List of qualified members of Academic Board</li></ul>
6.2	There is regular evaluation of academic and clinical supervisor effectiveness through feedback from students and other sources and systems to monitor and improve staff performance.		<ul style="list-style-type: none"><li>• Summary of students' feedback &amp; Performance Review meetings</li></ul>
6.3	Feedback obtained from the quality improvement processes is incorporated into the programme to improve both theoretical and practical learning for learners.		<ul style="list-style-type: none"><li>• Programme evaluation process/ framework incorporated into the curriculum review &amp; development</li></ul>
6.4	There are regular evaluation and revision of programme contents and learning methodologies to incorporate emerging issues surrounding nursing practice, healthcare trends and policy reforms.		<ul style="list-style-type: none"><li>• Evident in the curriculum, Annual and Special reports to SNB</li></ul>



### Criteria for Accreditation of Nursing Programmes

Type of Programme	Duration	Curriculum	Educational Setting	Minimum Qualification and Work Experience of Nursing Faculty
Pre-enrolment: Certificate in Nursing	Two years full-time	Refer to SNB's Guidelines for Curriculum Accreditation of Pre-enrolment Nursing Programmes.	Institutes of technical education or equivalent	<ol style="list-style-type: none"> <li>1. Diploma or Degree in Nursing</li> <li>2. Three years of full-time post-registration clinical nursing experience</li> <li>3. Teaching experience and qualification</li> </ol>

Note:

Any variations to the above criteria will be subject to SNB's approval.  
 SNB shall accredit clinical practice placement areas.

## GUIDELINES FOR CURRICULUM ACCREDITATION/ RE-ACCREDITATION OF PRE-ENROLMENT NURSING PROGRAMMES

No.	Criterion	Evidence (make references in curriculum)						
1.	<p><b><u>CURRICULUM</u></b></p> <p>The curriculum comprises theoretical and clinical/practicum hours with a minimum clinical practice placement of 28 weeks (1120 hours), inclusive of final consolidated practice placement.</p>							
2.	<p><b><u>ENTRY REQUIREMENT</u></b></p> <p>The minimum entry requirements are as tabled below, and all applicants must pass the medical examination and not be physically challenged.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Entry Requirements</th> <th style="text-align: center;">Pre-Enrolment Programmes</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Academic (Higher <i>Nitec</i> in Nursing)</td> <td> <p>MER for entry into the 3-year <i>Higher Nitec</i> in Nursing:</p> <p><u>N-Level:</u> 3 GCE 'N' Level Passes (Grade A-D or Grade 1-5) in English Language, Mathematics and one other subject</p> <p><u>O-Level:</u> 2 GCE 'O' Level Grades (Grade 1-8) in any two subjects</p> <p>MER for entry into the 2-year Higher <i>Nitec</i> in Nursing:</p> <p><u>3 GCE 'O' Level Grades</u></p> <ul style="list-style-type: none"> <li>- Grade 1-8 in English Language</li> <li>- Grade 1-7 in Mathematics</li> <li>- Grade 1-8 in Science</li> </ul> <p>For International students whose language of education is not in English, IELTS score of <u>5.5</u> or equivalent (for writing and speaking 5.5, listening &amp; reading 5.0), as required by the education provider.</p> </td> </tr> <tr> <td style="vertical-align: top;">Work Force Singapore - Professional Conversion Program for Enrolled Nurses (<b>WSG-PCP</b>)</td> <td> <p>MER for entry into the 3-year <i>Higher Nitec</i> in Nursing:</p> <p><u>N-Level:</u> 3 GCE 'N' Level Passes (Grade A-D or Grade 1-5) in English Language, Mathematics and one other subject</p> <p><u>O-Level:</u> 2 GCE 'O' Level Grades (Grade 1-8) in any two subjects</p> </td> </tr> </tbody> </table>	Entry Requirements	Pre-Enrolment Programmes	Academic (Higher <i>Nitec</i> in Nursing)	<p>MER for entry into the 3-year <i>Higher Nitec</i> in Nursing:</p> <p><u>N-Level:</u> 3 GCE 'N' Level Passes (Grade A-D or Grade 1-5) in English Language, Mathematics and one other subject</p> <p><u>O-Level:</u> 2 GCE 'O' Level Grades (Grade 1-8) in any two subjects</p> <p>MER for entry into the 2-year Higher <i>Nitec</i> in Nursing:</p> <p><u>3 GCE 'O' Level Grades</u></p> <ul style="list-style-type: none"> <li>- Grade 1-8 in English Language</li> <li>- Grade 1-7 in Mathematics</li> <li>- Grade 1-8 in Science</li> </ul> <p>For International students whose language of education is not in English, IELTS score of <u>5.5</u> or equivalent (for writing and speaking 5.5, listening &amp; reading 5.0), as required by the education provider.</p>	Work Force Singapore - Professional Conversion Program for Enrolled Nurses ( <b>WSG-PCP</b> )	<p>MER for entry into the 3-year <i>Higher Nitec</i> in Nursing:</p> <p><u>N-Level:</u> 3 GCE 'N' Level Passes (Grade A-D or Grade 1-5) in English Language, Mathematics and one other subject</p> <p><u>O-Level:</u> 2 GCE 'O' Level Grades (Grade 1-8) in any two subjects</p>	
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		<p><u>ES WPLN:</u> Level 5 for all the following: Reading, Listening, Writing, Speaking &amp; Numeracy</p> <p>Individuals who have sat for GCE O/N-level but do not meet the above Academic Entry Requirements may still be considered. Application will be assessed holistically, and any of the following relevant prior training or work experience will be taken into consideration when assessing application:</p> <ul style="list-style-type: none"> <li>• ITE Skills Certificate (ISC) in Health Care (Inpatient /Outpatient /Home Care / Clinic Practice) with a minimum GPA of 2.8</li> <li>• WSQ Advanced Certificate in Healthcare Support (Nursing Care) AND</li> <li>• Minimum 3 years full-time direct patient nursing care experience</li> </ul> <p>MER for entry into the 2-year <i>Higher Nitec</i> in Nursing:</p> <p><u>3 GCE 'O' Level Grades</u></p> <ul style="list-style-type: none"> <li>- Grade 1-8 in English Language</li> <li>- Grade 1-7 in Mathematics</li> <li>- Grade 1-8 in Science</li> </ul> <p>Selection will be based on passing an interview by ITE Admission Committee.</p>	
3.		<p><u>TEACHING STRATEGIES</u></p> <p>The teaching strategies will include:</p> <ul style="list-style-type: none"> <li>• a variety of teaching and learning methods, including: lectures, tutorials, practical skill lessons, video conferencing, classroom and small group discussions, role-play, simulation-based learning, etc.</li> <li>• use of simulation to facilitate critical thinking, problem-solving and development of clinical skills competence. A maximum of 80 hours of simulation learning can be used to replace clinical practice placement hours. Institutions planning to adopt this strategy shall write in to SNB for approval. Institutions to indicate the clinical nursing practice discipline to be replaced.</li> </ul>	

No.	Criterion	Evidence (make references in curriculum)
4.	<p><b><u>CORE CONTENT</u></b>  The curriculum shall focus on the Singapore healthcare context and the core content as listed below:</p> <ol style="list-style-type: none"> <li>1) Life Sciences: <ul style="list-style-type: none"> <li>• Anatomy and Physiology</li> <li>• Pathophysiology</li> <li>• Microbiology</li> <li>• Nutrition</li> <li>• Pharmacology</li> </ul> </li> <li>2) Behavioural, social and health Sciences <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Sociology</li> <li>• Global health trends and national health policies</li> </ul> </li> <li>3) Nursing Studies <ul style="list-style-type: none"> <li>• Caring Science</li> <li>• Communication and Information Technology</li> <li>• Health Education and Prevention Of Illnesses</li> <li>• Maintaining a Safe Environment</li> <li>• Evidence-Based Practice</li> <li>• Clinical Reasoning, Multiple Ways of Thinking and Decision Making</li> </ul> </li> <li>4) Foundations of Nursing Practice <ul style="list-style-type: none"> <li>• Medical-Surgical Nursing</li> <li>• Care of the Older Adult</li> <li>• Palliative Care</li> <li>• Mental Health &amp; Psychiatric nursing</li> <li>• Intermediate &amp; Long Term Care</li> <li>• Professional, Legal and Ethical Nursing Practice</li> <li>• Nursing Skills (refer to SNB's Core Competencies and Generic skills for EN)</li> </ul> </li> </ol>	

No.	Criterion	Evidence (make references in curriculum)																								
5.	<p><b>CLINICAL NURSING PRACTICE</b> – disciplines and minimum duration (weeks) of clinical placement.</p> <table border="1" data-bbox="152 233 1736 692"> <thead> <tr> <th data-bbox="152 233 1491 288">Disciplines</th> <th data-bbox="1491 233 1615 288">Weeks</th> <th data-bbox="1615 233 1736 288">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="152 288 1491 368"><b>General Medical</b> (Acute, Community Hospitals or Nursing Homes with minimum of 4 weeks in acute hospital)</td> <td data-bbox="1491 288 1615 368">9</td> <td data-bbox="1615 288 1736 368">360</td> </tr> <tr> <td data-bbox="152 368 1491 440"><b>Elder Care / Intermediate and Long -Term Care/Palliative Care</b> (Community Hospitals, Nursing Homes, Elder Day Care/Rehabilitation Centres)</td> <td data-bbox="1491 368 1615 440">4</td> <td data-bbox="1615 368 1736 440">160</td> </tr> <tr> <td data-bbox="152 440 1491 496"><b>Community Health</b> (Primary Care, School Health, Home Nursing and Community Health Services)</td> <td data-bbox="1491 440 1615 496">1</td> <td data-bbox="1615 440 1736 496">40</td> </tr> <tr> <td data-bbox="152 496 1491 552"><b>Mental Health</b> (Institute of Mental Health)</td> <td data-bbox="1491 496 1615 552">1</td> <td data-bbox="1615 496 1736 552">40</td> </tr> <tr> <td data-bbox="152 552 1491 608"><b>General Surgical</b> (Surgical &amp; Orthopaedics)</td> <td data-bbox="1491 552 1615 608">4</td> <td data-bbox="1615 552 1736 608">160</td> </tr> <tr> <td data-bbox="152 608 1491 647"><b>Consolidated Clinical Practice*</b> (Medical-Surgical)</td> <td data-bbox="1491 608 1615 647">9</td> <td data-bbox="1615 608 1736 647">360</td> </tr> <tr> <td data-bbox="152 647 1491 692" style="text-align: right;">Total</td> <td data-bbox="1491 647 1615 692">28</td> <td data-bbox="1615 647 1736 692">1120</td> </tr> </tbody> </table> <p data-bbox="152 708 1666 772">*Consolidated Clinical Placement shall take place only when students have completed/passed all core modules. The placement period shall be at least 9 weeks.</p> <p data-bbox="152 807 1756 935">NB: A maximum of 6 weeks of simulation learning can be used to replace clinical practice placement hours. Institutions planning to adopt this strategy shall write in to SNB for approval. Please refer to “Guidelines on the Use of Simulation-based Education to replace Clinical Hours for Pre-enrolment/Pre-registration Nursing Education” on SNB’s “Guidelines and Standards” webpage.</p>	Disciplines	Weeks	Hours	<b>General Medical</b> (Acute, Community Hospitals or Nursing Homes with minimum of 4 weeks in acute hospital)	9	360	<b>Elder Care / Intermediate and Long -Term Care/Palliative Care</b> (Community Hospitals, Nursing Homes, Elder Day Care/Rehabilitation Centres)	4	160	<b>Community Health</b> (Primary Care, School Health, Home Nursing and Community Health Services)	1	40	<b>Mental Health</b> (Institute of Mental Health)	1	40	<b>General Surgical</b> (Surgical & Orthopaedics)	4	160	<b>Consolidated Clinical Practice*</b> (Medical-Surgical)	9	360	Total	28	1120	
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6.	<p><b>CANDIDATURE</b></p> <p data-bbox="152 1015 1767 1174">In line with international educational standards and practice, students are required to complete pre-enrolment nursing programmes within 4 years and/or 6 years (for full-time programme of 2- and 3-years duration respectively). This is to ensure that students’ knowledge &amp; competencies remain current and relevant prior to application for registration with Singapore Nursing Board. While education institutions retain full responsibility for the management of the pre-registration nursing programmes, setting time limits on candidature is to ensure public protection is not compromised.</p>																									

7. OTHER INFORMATION
- a) Curriculum vitae (CV) of lecturer teaching the subject. The CV (please use SNB's format) shall include:
  - b) Academic and teaching qualifications
  - c) Relevant work and teaching experience in subject area
  - d) Participation in continuing education within the last 2 years
  - e) Subject description
  - f) Learning outcomes
  - g) Content
  - h) Teaching methods: specify contact hours for each teaching strategy.
  - i) Assessment: specify methods and weightage for each type of assessment
  - j) Readings and references

TABLES

- Table (1) Programme Schedule
- Table (2) Summary of Teaching Hours
- Table (3) Summary of Assessment Methods