



SINGAPORE NURSING BOARD

ACCREDITATION/REACCREDITATION SELF-STUDY REPORT POST-REGISTRATION (CLINICAL SPECIALTY, WORK-STUDY) NURSING PROGRAMME

(For applicant to demonstrate and 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: _____

Note: 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 AND LEADERSHIP

Intent

This standard ensures that nursing education programmes operate within a robust governance framework that maintains professional standards, supports quality education delivery, and ensures accountability to students, the nursing profession, and the healthcare system.

No.	Key Elements and 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) is registered with the Ministry of Education (MOE) as a recognised education provider.		- Letter of Approval from Ministry of Education OR - SSG/Edutrust Certificate for Private Education
1.2	The institution's mission, philosophy, and purpose address the need for the programme, align with established nursing standards, and incorporate evolving healthcare needs and contemporary nursing practice.		- Institution's Mission and Philosophy - Need for programme supported by industry needs analysis/survey
1.3	The organisation chart provides a clear delineation of the hierarchical structure, reporting lines, and the roles within the nursing department and its relationship to the broader educational institution.		Organisation chart depicting reporting structure, faculty roles in educational institution and the nursing department
1.4	The Head/Administrator of the Educational Institution/ Nursing Department: (i) Hold academic qualifications as required by the governing institution and regulatory bodies. (ii) Maintain organisational standards and comply with regulatory requirements in all aspects of the programme as stipulated by the Singapore Nursing Board (SNB).		- Job Description (JD) of Head or Assistant Head of educational institution/ nursing department. - The JD shows evidence of professional qualifications and statement indicating compliance with regulatory requirements as stipulated by SNB.
1.5	The authority to lead and have oversight of the programme is delegated to a qualified Registered Nurse.		- JD, include curriculum vitae (if programme lead is teaching in programme) - SNB practising certificate of faculty teaching in nursing or nursing related module.

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No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
1.6	There is evidence of written and current policies and procedures to guide the programme administration, management, monitoring, and evaluation to ensure programme currency, and relevance to practice.		Written, current policies or procedures that guide programme management.
1.7	The institution has established written agreements with other educational institutions to govern the transfer of educational credits, where applicable.		Written, current policies or procedures governing recognition of prior learning for programme admission.
1.8	Formal and current agreements are established between educational and healthcare institutions to: (i) Support students for clinical practice placements including the provision of supervision and guidance (ii) Define clinical supervision and competence assessment requirements and outcomes.		Current MOUs/Agreements between educational institutions and healthcare institutions.
1.9	The Academic Board or Council provides governance and oversight of programme development, review, monitoring, and evaluation.		- Written, current policies or procedures governing Academic Board or Council - Terms of Reference of Academic Board or Council members, roles and designations
1.10	The institution has policies specifying requirements for student selection and educational qualifications <i>Must be Registered Nurse (RN) with valid practicing certificate from SNB and employed by healthcare institutions (HCIs)</i> <i>Minimum of 2 years of clinical practice experience</i> <i>At least 1 year of experience in specific discipline of study or specialty.</i>		Written, current policies or guidelines that specify student selection and admission including evidence of brochure/website etc.

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No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
1.11	Records of students' education in the programme are maintained for verification. These shall include: (i) Academic results (ii) Credit hours for classroom instruction, laboratory work, and clinical practice		• Evidence of Student Transcript (sample copy) • Evidence of academic results during the preceding accreditation period
1.12	The institution must submit the detailed curriculum of a new programme to SNB for accreditation and approval at least nine months before the proposed implementation date.		• Proposed date of commencement • Advertisement materials (e.g. course brochure, flyer, website information) • Curriculum must be appropriately indexed, headers sectioned and pages correctly labelled and referenced
1.13	The institution seeking reaccreditation of a programme must submit the revised curriculum to SNB at least six months before the end of the current accreditation period.		• Proposed date of commencement • Advertisement materials (e.g. course brochure, flyer, website information) • Curriculum must be appropriately indexed, headers sectioned and pages correctly labelled and referenced

STANDARD TWO: CURRICULUM DEVELOPMENT*Intent*

This standard ensures the curriculum is designed to integrate theoretical knowledge with practical application, align programme outcomes with the institution's educational philosophy, and develop student competencies necessary for safe and effective nursing practice appropriate to their programme level.

No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
2.1	The Curriculum Development and Review Committee shall comprise nurse educators, practising nurses, and teaching faculty with training and experience in curriculum design. Input from current and former students shall also be incorporated into the review process to ensure the curriculum remains relevant and responsive to learning needs.		• Evidence of stakeholders input (teaching faculty, clinical partners from all clusters, students, alumni, employers). • Representatives are identified (institutions, designations, disciplines, areas(s) of expertise). Two members with curriculum design training • Insert dated notes/minutes of meeting • Summarised table of review, feedback and follow up actions and outcomes from stakeholders
2.2	The programme shall provide evidence of: (i) An implementation plan (ii) A detailed programme structure and schedule <u>Curriculum Ratios</u> Institutions shall adhere to the following distribution of hours to ensure the work-study emphasis is maintained: • Clinical Practice (OJT): 60%–70% of total programme duration. • Classroom Learning: 30%–40% of total programme duration. <i>There must be evidence of a comprehensive implementation plan that outlines the sequencing of theoretical and clinical components between IHLs and HCLs in the curriculum</i>		• Programme commencement date, supported by advertisement materials (e.g. course brochure, flyer, website information) • Balance of theory and clinical practice maintained • Programme schedule (use tables) which includes: - curriculum transition from in-campus to off-campus (clinical) - allocation of theoretical hours and the list of units/modules - list of modules and corresponding teaching faculty leading the modules - clinical practice placement hours and disciplines

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No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
2.3	The curriculum shall provide evidence of: (i) A well-defined conceptual framework underpinning its educational and nursing philosophies and best practice standards. (ii) A targeted focus on nursing responses to the healthcare needs of the community, in accordance with current healthcare trends and policies. (iii) Clearly defined learning outcomes and competencies aligned with subject objectives and assessments. (iv) A logically sequenced curriculum that integrates theoretical content with clinical learning experiences, fostering the development of competent and reflective learners across a range of practice settings. (v) A variety of teaching and learning strategies that promote clinical reasoning and critical thinking to achieve the intended programme outcomes.		• Curriculum includes: - conceptual framework - education and nursing philosophies - programme and individual unit/module aligns with learning objectives/ outcomes, assessments and teaching methods - clinical competencies that must be achieved - variety of teaching & learning strategies

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No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
2.4	The programme's content, learning outcomes, assessments, and graduate competencies shall be systematically mapped to support the development and application of SNB Code for Nurses and Midwives as well as the Core Competencies and Generic Skills for Registered Nurses, Enrolled Nurses, Registered Midwives, and Registered Nurses (Psychiatric). This includes: (i) Legal and Ethical Nursing Practice (ii) Professional Nursing Practice (iii) Collaborative Practice and Teamwork (iv) Continuing Professional Education and Development		• Curriculum content and learning outcomes mapped and aligned with with SNB's Code for Nurses and Midwives, Scope of Practice, Core and Generic Competencies • The following modules and components must be evident: either standalone or embedded within modules. 1) <i>Health Assessment & Clinical Decision Making</i> 2) <i>Applied Pathophysiology and Pharmacology</i> 3) <i>Evidence-Based Practice</i> - <i>Critical thinking and decision making</i> - <i>Psycho-social issues</i> - <i>Interprofessional and communication skills</i> - <i>Legal and ethical nursing practice</i>
2.5	Clinical practice placements shall: (i) Ensure consistent and structured supervision of students throughout the placement. (ii) Provide opportunities for students to experience holistic patient care at their appropriate level of training. (iii) Facilitate clinical learning that guide and supervise students in the integration and application of knowledge and skills. (v) Promote inter-disciplinary collaboration to broaden students' understanding of team-based care in clinical settings		• MOU/Agreement with clinical practice placement sites and providers • Clinical competencies e.g. checklists/logs and EPA checklists • Evidence of collaborative supervision model involving the Institute of Higher Learning (IHL) and the HCI. • Workplace assigned trained Clinical Preceptors (CP) or Clinical Instructors (CI) who have been adequately trained and prepared for their role including attending EPA workshops: <i>Refer Work-Study Guidelines on Requirements Qqualifications and experience) for CIs & CPs</i>

STANDARD THREE: ASSESSMENT*Intent*

The curriculum implements a comprehensive assessment framework that evaluates students' progress and provides ongoing feedback to achieve the intended competencies.

No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
3.1	Assessments shall: (i) Employ a variety of assessment approaches that are aligned with the programme content, objectives, and expected learning outcomes (ii) Evaluate the integration and application of knowledge, skills, and attitudes, essential for nursing practice (iii) Include well-defined formative and summative assessments that are periodically reviewed and updated to remain current and relevant (iv) Utilise explicit marking rubrics for each criterion-based assessment (v) Maintain consistent assessment approaches across modules to ensure reliability and validity (vi) Provide timely and documented feedback to support student learning and progression		• Evidence of: - assessment tools/ forms - summary of assessment methods (formative and summative) - weightage for each type assessment - assessments align with learning outcomes of unit/module and competencies - marking rubrics for each type of assessment - samples of students' assessments • Clinical logs/checklists/EPA checklists for competency-based, progressive assessments (mid-point & end-point) • Students performance (theory and clinical) tracked
3.2	A grading system structured around a modular and unit credit framework shall be established for all academic programmes.		• Evidence of policies for grading system • Sample of grading system for assessments utilised by institution
3.3	The institution shall have an established Examination Board or Council to oversee the integrity and consistency of assessment processes and to monitor student performance trends.		• Written policies governing oversight of Examination Board/Council including Terms of Reference, Exam Board/Council members and their roles and designations
3.4	Assessors shall possess pedagogical preparation, subject-matter expertise and relevant experience in the areas they are evaluating.		• Evidence of assessors preparation (qualifications, expertise, experience, courses) to ensure fair assessments

STANDARD FOUR: TEACHING FACULTY*Intent*

The institution maintains sufficient qualified teaching faculty with professional credentials and experience for their assigned roles. Nursing faculty shall demonstrate both educational expertise and clinical competence to effectively support student learning to achieve the programme's intended outcomes.

No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
4.1	Teaching faculty shall possess academic qualifications at least one academic level higher than the programme of study they teach. Nursing faculty shall hold valid SNB Practising Certificates for nursing-related content delivery.		- Curriculum Vitae (CV) demonstrates evidence of relevant academic, nursing (one level higher)/ qualifications. Refer page 13 for reference of qualifications - Valid SNB Practising Certificate
4.2	Faculty teaching non-nursing subjects shall possess appropriate academic qualifications and relevant experience in their area of expertise or specialty.		Curriculum Vitae (CV) demonstrates evidence of relevant professional, teaching and specialised (as applicable) of teaching staff
4.3	Teaching faculty shall demonstrate appropriate pedagogical preparation as follows: (i) Full-time and part-time faculty: completion of training in curriculum development, teaching and learning strategies, and assessment and evaluation methodologies (ii) Adjunct, associate, and sessional staff: completion of preparatory courses in teaching, learning, and assessment skills. <i>Futher details on required qualifications and work experience are provided on page 14.</i>		- Teaching staff shows evidence of: - Formal teaching qualification for full time and part time faculty - Completion of teaching, learning preparatory courses and assessment courses for adjunct, associate and sessional teaching staff
4.4	Faculty teaching in clinical modules shall maintain currency in clinical practice and have at least three years of relevant clinical experience.		Evidence of clinical nursing competencies (e.g. clinical attachments, as applicable if teaching in clinical modules)

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No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
4.5	All teaching faculty shall maintain continuing professional education, with those involved in clinical supervision or education required to demonstrate currency of nursing competencies.		- Faculty's record of maintenance of nursing competencies - training/ learning needs analysis - record of continuing education during the last two years (e.g. seminars, workshops, conferences etc.) - at least 3 years of clinical experience if involved in clinical teaching
4.6	The institution shall provide continuing professional development opportunities to support the career progression of teaching faculty and promote institutional excellence.		- Evidence of ongoing professional development - maintain log/diary of training programmes attended
4.7	Faculty performance shall be evaluated at regular intervals to ensure continued competence and to identify development needs.		- Evidence of faculty appraisal, frequency and types of review e.g 360° feedback, peer review, annual review by supervisor - Key Performance Indicators - Learning Needs Assessment and Plan
4.8	Clinical Preceptors (CPs) and Clinical Instructors (CIs) to student ratio shall not exceed 1:2 to ensure effective supervision, teaching quality and optimal learning outcomes.		- CPs and CIs to student ratio maintained - CPs and CIs have completed Clinical Preceptorship and Clinical Instructor training - CPs and CIs have completed post specialty (advanced/specialist diploma) training & have minimum of 2/3 years of clinical experience. - CPs and CIs have completed EPA training

STANDARD FIVE: STUDENT SUPPORT*Intent*

The institution ensures students are provided with a supportive learning environment that promotes academic success, professional development, and personal growth.

No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
5.1	Students shall be provided with opportunities to participate in curriculum review and contribute feedback to improve the programme and its services.		• Evidence of: - programme/module evaluation/feedback - input collated from students for curriculum/module revision
5.2	Academic advising, counselling, and other institutional support services shall be accessible to all students throughout their programme.		• Academic advising system/ policies in place • Written, current policies and/or procedures or mechanisms available and accessible for student support and counselling
5.3	Students shall be evaluated at regular intervals to ensure continue competence and to identify development needs.		• Mechanisms for monitoring student performance in place.
5.4	Students shall demonstrate achievement of expected competencies through supervised practice and validated assessments.		• Overview of students' academic results • Evidence of clinical competencies through clinical log/checklists/EPA checklists

STANDARD SIX: RESOURCES*Intent*

The education institution provides and maintains comprehensive resources that Support the programme objectives and intended learning outcomes, including appropriate physical facilities, qualified human resources, and current technological infrastructure.

No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
6.1	The institution shall maintain sufficient administrative support staff and technical personnel to support programme development and effectiveness.		• Organisation chart illustrating administrative and technical staff supporting programme management
6.2	The institution shall employ at least 50% of teaching faculty on a full-time basis to support programme development and sustainability.		• Number and/or percentatge of full time teaching staff
6.3	There shall be accessible and adequately equipped physical facilities, including classrooms, student study spaces, discussion rooms, and meeting areas, to support students' learning needs.		• Adequate classrooms, meeting rooms, student study spaces and discussion rooms to support learning
6.4	Skills and simulation laboratories shall be maintained to reflect clinical practices and provide realistic learning environments that support students competency development.		• Sufficient simulation and skills practice laboratories to support skill competency development
6.5	The institution shall maintain a comprehensive collection of current nursing and healthcare learning resources, including electronic databases, digital resources, learning management systems, virtual learning platforms, and professional journal subscriptions, to support students learning.		• List of books, journals, literature, databases, online learning resources available for faculty & students • List of teaching/ learning aids
6.6	Resource effectiveness shall be routinely monitored and evaluated, with necessary improvements implemented in a timely manner.		• Guidelines on resource (e.g.facilities, library, skills/ simulation labs, learning systems) maintenance

STANDARD SEVEN: PROGRAMME EFFECTIVENESS AND QUALITY IMPROVEMENT*Intent*

The institution establishes a systematic evaluation process that measures programme performance and supports continuous quality improvement. Evaluation outcomes shall guide curriculum enhancements and demonstrate the programme's responsiveness to changing healthcare demands and trends.

No.	Key Elements and Quality Indicators	Evidence (make references/page no. in curriculum)	Indicators (additional indicators can be included)
7.1	The institution shall implement continuous evaluation of all curriculum components, incorporating stakeholder feedback and quality improvement processes to enhance theoretical and practical learning experiences.		• Programme review conducted - evidence of quality improvement processes used to review, revise and develop curriculum • Evidence of Stakeholder input/feedback collected: - employer - alumni - industry/ clinical partners • Table of revisions/improvements made following feedback & evaluation by curriculum committee
7.2	The institution shall regularly review and revise programmes in consultation with its faculty to integrate emerging nursing practice issues, evolving healthcare trends, and relevant policy reforms.		• Teaching faculty review and incorporate transpiring nursing/healthcare practices and issues into curriculum
7.3	The institution shall regularly assess the effectiveness of clinical facilitators, supervisors, instructors, and preceptors through established feedback mechanisms from students and stakeholders, to ensure the quality and consistency of practical learning experiences.		• Evaluation/ feedback of clinical learning environment • Evaluations of CPs, CIs, CFs, other clinical staff and resources as required to support students' achievement of learning outcomes and experiences

Accreditation Validity Periods For Each Programme Are Outlined In The Table Below:

Course/ Programme Duration	First Accreditation	Second Reaccreditation	From Third Reaccreditation
Less than 2 years	3 years	3 years	*5 years
2 years and above	3 years	5 years	*8 years

*[*SNB reserves the right to conduct more frequent reviews or to determine the accreditation period on a case-by-case basis. This applies particularly to courses/ programmes that do not meet specific key elements and quality indicators outlined in the SNB Standards for Nursing Education].*

Criteria for Accreditation/Reaccreditation of Work-Study, Clinical Specialty, Nursing Programmes

Type of Programme	Duration and Mode	Curriculum	Institute of Higher Education	Nursing Faculty Minimum Qualification and Work Experience
Post-registration Advanced Diploma in Nursing (Clinical Specialty)	25 weeks, work-study mode	Theory should be sufficient to meet learning outcomes and competencies. Clinical practice placement is 60-70% ratio	1. Nanyang Polytechnic 2. Ngee Ann Polytechnic	1. Bachelor's degree in Nursing 2. Minimum 3 years of full-time post-registration clinical nursing experience, of which at least 2 years must be in the related or relevant clinical specialty 3. Minimum 1-year teaching experience and relevant teaching qualification
Post-registration Graduate Diploma/ Graduate Certificate in Nursing (Clinical Specialty)	6 months to 1 year, work-study mode	Theory should be sufficient to meet learning outcomes and competencies. Clinical practice placement is 60-70% ratio	1. National University of Singapore 2. Singapore Institute of Technology	1. Minimum of Master's degree in Nursing 2. Minimum 3 years of full-time post-registration clinical nursing experience, of which at least 2 years full-time must be in the related or relevant clinical specialty 4. Minimum 1-year teaching experience and relevant teaching qualification

Supervision Model

The programme shall operate on a collaborative supervision model involving both the Institute of Higher Learning (IHL) and the Healthcare Institution (HCI).

Role	Key Requirement	Responsibilities
Programme Lead (IHL)	- Full-time academic faculty - Valid SNB certificate	Programme development, implementation, oversight, and clinical partner collaboration
Nursing Education Lead (Clinical) (HCI)	- Full-time - Valid SNB certificate - Minimum 3 years clinical + leadership experience	Enable training opportunities, coordinate CI/CP assignments, oversee OJT quality and clinical placements
Clinical Facilitator (IHL)	- Valid SNB certificate - 3 years post-registration + 2 years specialty (advanced diploma) experience - Completed CP/CI courses and EPA workshop	Academic clinical liaison, support CIs/ CPs, teach/assess/debrief (minimum 2 hours/week), provide regular feedback
Workplace Clinical Instructor (CI) (HCI)	- Valid SNB certificate - 3 years post-registration + 2 years post specialty (advanced diploma) experience - Completed CP/CI courses and EPA workshop	Teach/assess/debrief (minimum 2 hours/ week), provide regular feedback, support workplace CPs
Workplace Clinical Preceptor (CP) (HCI)	- Valid SNB certificate - 2 years post-registration experience - 2 years post specialty experience - Possess an Advanced Diploma in Nursing in the relevant specialised field* - Completed CP course and EPA workshop	Clinical teaching, assessment/ documentation during OJT, maintain 1:2 supervision ratio
Workplace Supervisor (HCI)	Nurse Manager/Clinician or equivalent within assigned unit	Learning time allocation, activity monitoring, support nurses' development and assessment

*Note: For the *Advanced Diploma in Palliative Care Nursing programme only, Clinical Preceptors who hold a Specialist Diploma in Palliative Care Nursing (in lieu of an Advanced Diploma in Nursing) are required to have a minimum of 3 years of post-specialty experience.*

Useful Resources and Links

[Guidelines and standards | Singapore Nursing Board](#)

1. Code for Nurses and Midwives
2. Scope of Professional Nursing and Midwifery Practice
3. Core Competencies and Generic Skills of Registered Nurses
4. Core Competencies and Generic Skills of Registered Midwives

[Guidelines for educational and healthcare institutions | Singapore Nursing Board](#)

1. Standards for Nursing Education
2. Standards for Clinical Nursing Education
3. Guidelines on the Use of Stimulation-Based Education (SBE) to Replace Clinica Hours for Pre-Enrolment/Pre-Registration Nursing Education

[Application for accreditation/re-accreditation of nursing programmes | Singapore Nursing Board](#)

1. Application for Programme Accreditation: Guidelines for Application of Accreditation of Academic Nursing Programme
2. Application for Programme Reaccreditation: Guidelines for Application of RE-accreditation of Academic Nursing Programme
3. Self-Study Report of Post Registration (Work-Study, Clinical Specialty) Nursing Programme
4. Curriculum Guideline: Work-Study Guideline for Post-Registration Clinical Specialty Programme