

STANDARDS FOR ADVANCED PRACTICE NURSE EDUCATION



SINGAPORE NURSING BOARD

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INTRODUCTION

The Nurses and Midwives Act (1999) empowers the Singapore Nursing Board (SNB), to regulate the standards for education and training of Registered Nurses, Enrolled Nurses, Registered Midwives, Registered Psychiatric Nurses, and Advanced Practice Nurses. SNB's core function in nursing education is to accredit and approve educational programmes in nursing and midwifery, and the institutions providing these programmes. Professional programme accreditation is concerned with determining the quality and integrity of nursing programmes in the interest of public trust and safety. Accreditation assures the public that upon completing an accredited nursing programme, nurses have achieved agreed professional outcomes and competencies.

Educational preparation and nursing practice have undergone transformative changes in response to evolving healthcare needs and expectations. The Standards for Advanced Practice Nurse (APN) Education serves as a framework and provide guidance for developing innovative, practice-oriented nursing education for APN certification.

The guidelines and accreditation requirements outlined in SNB's revised Standards for APN Education are drawn from national and international best practices for accreditation in healthcare and other professional sectors.

Each standard includes clearly defined measurable quality indicators. These standards form the basis for accrediting, approving, monitoring, maintaining, and evaluating the quality of the Master of Nursing programme leading to APN certification.

Accreditation by SNB is intended to accomplish the following purposes: to hold nursing programmes accountable to the community of interest, including the nursing profession, public, employers, students, and healthcare institutions; to evaluate the success of a nursing programme in achieving its mission, goals, and outcomes; to assess the extent to which a nursing programme complies with accreditation standards; and to foster continuing improvement in nursing programmes and, thereby, in professional practice.

*Registrar
Singapore Nursing Board
5 October 2026*

STANDARD ONE: GOVERNANCE AND LEADERSHIP

Intent

This standard ensures that the programme operates within an accountable governance framework that maintains professional and regulatory standards, supports quality education delivery and ensures accountability to learners, the nursing profession and the healthcare system. The programme's mission, goals and expected outcomes shall reflect contemporary advanced nursing practice and stakeholder needs. Faculty and learners shall participate in programme governance and continuous quality improvement.

No.	Key Elements and Quality Indicators
1.1	The institution seeking accreditation of the nursing programme is registered with the Ministry of Education (MOE) as a recognised education provider.
1.2	The institution's mission, philosophy and purpose shall establish the need for the programme, align with recognised nursing standards, and reflect evolving healthcare needs and contemporary nursing practice. Expected programme outcomes shall be accessible to faculty, learners and stakeholders and reviewed periodically for continued relevance.
1.3	The organisation chart shall clearly show the institutional and nursing division structures, reporting lines, roles and relationships.
1.4	The Head/Administrator of the educational institution/ nursing division shall: (i) hold academic qualifications as required by the governing institution and regulatory bodies and (ii) maintain organisational standards and ensure that the programme complies with the Singapore Nursing Board (SNB)'s and other applicable regulatory requirements.
1.5	The institution shall delegate programme oversight to a qualified Registered Nurse with sufficient administrative authority to achieve the programme's mission, goals and expected outcomes.
1.6	The institution shall delegate the day-to-day leadership, implementation and management of the programme to a full-time, SNB-certified Advanced Practice Nurse who holds a PhD or Doctor of Nursing Practice, has appropriate academic and teaching qualifications and experience, and has sufficient authority to achieve the expected programme outcomes.
1.7	The institution shall maintain current written policies and procedures for programme administration, management, monitoring and evaluation. Academic policies shall be equitable, published, accessible and reviewed periodically to support programme relevance and improvement.

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1.8	The programme shall have a published process for receiving, reviewing, resolving and documenting formal complaints, including complaints raised by learners.
1.9	The educational institution shall secure appropriate clinical placement providers and establish written agreements that support the programme's clinical education outcomes. The agreements shall specify responsibilities for clinical supervision, learner guidance and competency assessment.
1.10	The Academic Board or Council shall oversee programme development, review, monitoring and evaluation. Faculty shall participate in programme governance, including the development and review of academic policies.
1.11	The institution has policies that specify student: (i) Admission criteria and entry requirements (ii) Appropriate qualifications and relevant clinical experience (iii) Medical and physical fitness to undertake the programme (iv) Eligibility to meet the criteria and requirements for registration by SNB <i>Refer to SNB's Guidelines for Curriculum Accreditation / Reaccreditation of Master of Nursing lead to Certification as an Advanced Practice Nurse on page 12 of this document.</i>
1.12	The institution shall maintain learner education records for verification, including official transcripts that state academic results and the credit or curriculum hours completed for classroom instruction, laboratory learning and clinical practice.

STANDARD TWO: CURRICULUM DEVELOPMENT

Intent

This standard ensures that the curriculum integrates theoretical knowledge with clinical practice and aligns programme outcomes with the institution's mission, educational philosophy and SNB requirements. The curriculum shall demonstrate constructive alignment among learning outcomes, learning experiences, assessments and expected competencies, preparing graduates to provide safe, effective, person-centred, appropriate and value-based advanced nursing care.

No. Key Elements and Quality Indicators

- 2.1 The Curriculum Development and Review Committee shall include APN educators, practising nurses and teaching faculty with curriculum design expertise. The review process shall incorporate input from current and former learners, regulatory bodies and healthcare institutions to maintain the curriculum's relevance to learner and industry needs.
- 2.2 The programme shall provide evidence of an implementation plan and a detailed programme schedule, underpinned by a logically sequenced curriculum that integrates theoretical content with clinical learning experiences to foster the development of competent and reflective learners.
- 2.3 The curriculum shall demonstrate:
 - (i) a clearly defined conceptual framework aligned with the educational and nursing philosophies;
 - (ii) responsiveness to community healthcare needs, current trends and relevant relevant policies;
 - (iii) clearly defined learning outcomes and competencies encompassing knowledge, skills and professional attitudes;
 - (iv) constructive alignment among subject objectives, learning outcomes, learning experiences, assessments and expected competencies; and
 - (v) planned clinical experiences that prepare learners to provide evidence-based, person-centred and value-based care, including shared decision-making, appropriate care settings, coordinated care and responsible use of healthcare resources, to diverse populations within their expected role.
- 2.4 The curriculum shall incorporate a variety of evidence-based teaching and learning strategies that promote clinical reasoning and critical thinking to achieve the intended programme outcomes. Teaching and learning practices shall be evaluated regularly and findings used to facilitate continuous improvement.
- 2.5 Laboratory and simulation experiences shall serve as an integral component of clinical preparation, complementing direct patient care experiences and enabling learners to apply theoretical knowledge and develop the skills required for actual practice.

- 2.6 The programme's content, learning outcomes, assessments, and graduate competencies shall be mapped to support the development and application of the SNB Code for Nurses and Midwives, as well as the Core Competencies of Advanced Practice Nurses. This includes:
- (i) Legal and Ethical Nursing Practice
 - (ii) Professional Nursing Practice
 - (iii) Collaborative Practice and Teamwork
 - (iv) Continuing Professional Education and Development
 - (v) Leadership
- 2.7 The Master of Nursing programme shall comprise at least 2,500 curriculum hours. The programme duration and credit requirements shall support achievement of the SNB Core Competencies of Advanced Practice Nurses (2023), the stated learning outcomes and relevant best practices. A full-time programme shall be completed over 18 months.
- 2.8 The curriculum shall comprise the following core modules and content:
- (i) advanced practice nursing core modules: Advanced Health Assessment; Advanced Physiology and Pathophysiology; and Pharmacology and Collaborative Prescribing; graduate nursing core content: research and evidence-based practice;
 - (ii) policy, organisation and healthcare financing; ethics and law; professional role development;
 - (iii) theoretical foundations of nursing practice; human diversity and social issues; and health promotion and disease prevention
- 2.9 Clinical practice placements shall be planned, implemented and evaluated in alignment with learner and programme outcomes. Placements shall:
- (i) establish achievable learning outcomes at the start of each placement;
 - (ii) provide sufficient learning experiences and structured supervision by designated clinical supervisors, APN leads and preceptors or mentors;
 - (iii) align assessment criteria and expectations between the educational institution and clinical placement provider;
 - (iv) verify achievement of expected clinical competencies through validated assessments; and
 - (v) promote interprofessional collaboration and team-based care across care settings, including appropriate referral, care transitions and coordination to avoid gaps and unnecessary duplication of care.

STANDARD THREE: ASSESSMENT

Intent

This standard ensures that the programme implements a comprehensive, valid and reliable assessment framework that evaluates learner progression towards intended theoretical and clinical competencies. Assessment processes shall provide timely and meaningful feedback, support learner development and demonstrate progressive achievement of the competencies required for safe and effective advanced nursing practice.

No. Key Elements and Quality Indicators

- 3.1 Assessments shall use varied methods aligned with programme content, objectives and expected learning outcomes. Collectively, assessments shall evaluate the application of knowledge, skills and professional attitudes; include formative and summative components; use explicit marking rubrics; and demonstrate achievement of theoretical and clinical competencies, including the application of appropriate and value-based care principles.
- 3.2 The programme shall establish and communicate to learners a clearly defined grading system based on its module and credit framework and supported by explicit marking rubrics.
- 3.3 The institution shall establish an Examination Board or Council with clearly defined roles and responsibilities to oversee assessment integrity and consistency and monitor learner performance trends. Its membership shall include at least one APN without a conflict of interest.
- 3.4 Clinical and APN assessors:
 - (i) have at least three years of experience in the relevant specialised setting
 - (ii) maintain current clinical competence
 - (iii) have appropriate pedagogical preparation and subject-matter expertise; and
 - (iv) demonstrate competence in assessment principles, processes and documentation
- 3.5 The institution shall collaborate with clinical placement providers to ensure clinical supervision and assessments are structured to enable students to develop the required competencies for safe and effective APN practice.
- 3.6 Learners shall receive timely, specific feedback on clinical performance during each placement and summative feedback at its completion. Feedback shall reinforce effective performance and identify areas for improvement.
- 3.7 APN leads and preceptors shall collaborate to conduct regular debriefing sessions that support learners' reflection on practice and evaluation of their clinical performance.

STANDARD FOUR: TEACHING FACULTY

Intent

This standard ensures that the institution maintains sufficient, appropriately qualified teaching faculty with the academic credentials, pedagogical preparation, clinical expertise and professional experience required for their assigned roles. Faculty shall maintain educational and clinical currency and receive ongoing evaluation and development to support learners in achieving the programme outcomes.

No. Key Elements and Quality Indicators

- 4.1 Teaching faculty shall hold academic or professional qualifications at least one level higher than the programme level in which they teach.
- 4.2 Faculty teaching advanced practice nursing content shall:
 - (i) hold a PhD, Doctor of Nursing Practice or Master of Nursing in a relevant clinical specialty, with documented progression towards a nursing doctorate where applicable;
 - (ii) hold a valid SNB APN practising certificate; and
 - (iii) have at least three years of full-time post-certification APN experience, excluding internship.
- 4.3 Teaching faculty shall demonstrate appropriate pedagogical preparation:
 - (i) full-time and part-time faculty shall complete training in curriculum design, teaching and learning strategies, assessment and evaluation; and
 - (ii) adjunct, associate and sessional faculty shall complete preparatory training in teaching, learning and assessment methodologies.
- 4.4 Faculty teaching non-nursing subjects shall hold relevant professional qualifications and have appropriate experience in the subject or specialty taught.
- 4.5 APN faculty teaching specialised clinical modules shall maintain current clinical practice competence and update module content to reflect relevant developments in practice.
- 4.6 Teaching faculty, clinical supervisors and APN preceptors shall plan and facilitate clinical education activities that achieve the programme outcomes and support integration of theory into practice.
- 4.7 The clinical supervisor or APN preceptor-to-learner ratio shall not exceed 1:3 during clinical practice.
- 4.8 Faculty performance shall be evaluated at regular intervals to ensure continued competence and to identify development needs.
- 4.9 Teaching faculty shall maintain continuing professional education. Faculty involved in clinical education or supervision shall also demonstrate current nursing or APN competencies relevant to their roles.
- 4.10 The institution shall provide professional development opportunities that address identified faculty development needs and support career progression.

STANDARD FIVE: LEARNER SUPPORT

Intent

This standard ensures that learners are provided with an equitable and supportive learning environment that promotes academic progression, professional development and personal well-being. Learners shall have access to academic, personal and professional support, receive timely assistance when learning needs are identified, and participate in reflection and programme improvement.

No.	Key Elements and Quality Indicators
5.1	Learners shall be provided with opportunities to participate in curriculum review and contribute feedback to improve the programme.
5.2	Academic advising, counselling and other institutional support services shall be accessible to learners throughout the programme. The institution shall evaluate these services regularly and implement improvements where needed.
5.3	Teaching faculty shall monitor learner progression at regular intervals and provide timely support when academic or clinical learning needs are identified.
5.4	Learners shall use structured reflection and self-evaluation to monitor their learning and progression towards the programme outcomes.
5.5	At programme commencement, learners shall receive clear information on programme requirements and available support. Processes shall be in place to identify learning, and development needs early and provide timely intervention.

STANDARD SIX: RESOURCES

Intent

This standard ensures that the educational institution and clinical placement providers maintain sufficient personnel, appropriate facilities, current technology and accessible learning resources to support programme delivery and achievement of expected outcomes. Resource adequacy and effectiveness shall be evaluated systematically, with findings used to guide timely improvement.

No. Key Elements and Quality Indicators

- 6.1 The institution shall provide sufficient administrative and technical personnel to support programme delivery, development and evaluation.
- 6.2 The institution shall employ at least 50% of teaching faculty on a full-time basis to support programme development and sustainability.
- 6.3 The institution shall use a defined process to assess the availability, accessibility and adequacy of clinical placement sites. Each clinical placement provider shall maintain a learning environment that supports integration of theory into practice.
- 6.4 Accessible, adequately equipped facilities and supplies shall support student learning and programme outcomes. A defined process shall assess their currency, availability, accessibility, and adequacy and address identified gaps.
- 6.5 Skills and simulation laboratories shall be maintained to reflect current nursing practice and provide realistic learning environments that support learners' competency development.
- 6.6 The institution shall provide current and accessible library and learning resources, including relevant nursing and healthcare references, electronic databases, professional journals, learning management systems and virtual learning platforms.
- 6.7 The institution shall systematically collect and review feedback on learning resources and related support services and use the findings to implement timely improvements.

STANDARD SEVEN: PROGRAMME EFFECTIVENESS AND QUALITY IMPROVEMENT

Intent

This standard ensures that the institution implements a systematic and ongoing evaluation process to measure programme effectiveness and achievement of expected outcomes. Quantitative and qualitative evidence, together with stakeholder feedback, shall guide curriculum review and continuous quality improvement. Improvement actions shall be documented, implemented and evaluated to demonstrate responsiveness to changing healthcare needs, professional practice and regulatory requirements

No. Key Elements and Quality Indicators

- 7.1 The institution shall implement a documented, systematic and ongoing process to evaluate all programme components against the programme outcomes, current healthcare trends and relevant policy or regulatory developments.
- 7.2 The institution shall review aggregated quantitative and qualitative programme outcome data at defined intervals, including evidence relating to care outcomes, care coordination and responsible resource use, to identify strengths, gaps and priorities for programme-level improvement.
- 7.3 The institution shall integrate programme evaluation findings and stakeholder feedback into a documented improvement plan, assign responsibilities and timelines, and evaluate the effectiveness of completed actions.
- 7.4 The educational institution and clinical placement provider shall jointly review aggregated learner feedback collected at the end of each clinical placement and implement documented actions to improve the quality of the clinical learning experience.
- 7.5 The institution shall evaluate the effectiveness of APN leads and preceptors at defined intervals using learner feedback and other relevant evidence and shall use the findings to improve the quality and consistency of clinical learning experiences.

GUIDELINES FOR CURRICULUM ACCREDITATION/ RE-ACCREDITATION OF MASTER OF NURSING LEADING TO CERTIFICATION AS ADVANCED PRACTICE NURSE (APN)

(A) CURRICULUM HOURS

The Master of Nursing requires a minimum of curriculum hours of 2500 hours. The length of time and the credit hours required for programme completion should be congruent with the attainment of Singapore Nursing Board's Core Competencies of Advanced Practice Nurse (2023), identified student learning outcomes and best practices. The duration of should be 18 months for a full-time mode.

(B) ENTRY REQUIREMENT

- 1) Registered Nurses (RN) on full registration and with valid practising certificate from the Singapore Nursing Board.
- 2) Bachelor's degree in nursing from an accredited programme with a CAP of ≥ 3.2
- 3) TOEFL score of 580/237/85 and/or ILETS score of at least 6.5 for the paper-based, computer-based and internet-based respectively – for applicants whose native tongue or medium of undergraduate education is not English.
- 4) At least 5 years of continuous clinical practice as an RN. Advanced Diploma/Post-Graduate Diploma in a clinical specialty would be an advantage.

Note:

To be eligible for APN Provisional Registration, candidates must meet all the above entry requirements and have obtained the Master of Nursing award.

(C) TEACHING STRATEGIES

A variety of teaching and learning methods can be used including lectures, tutorials, video conferencing, classroom discussions, role-play, simulation-based learning, e-learning etc.

(D) CORE CONTENT

The curriculum will comprise core modules and shall include:

- 1) Advanced practice nursing core modules
 - Advanced health assessment
 - Advanced physiology and pathophysiology
 - Advanced pharmacology and collaborative prescription
- 2) Graduate nursing core content
 - Research
 - Evidence-based practice
 - Policy, organisation, healthcare financing
 - Ethics
 - Law
 - Professional role development
 - Theoretical foundations of nursing practice
 - Human diversity and social issues
 - Health promotion and disease prevention

(E) CLINICAL PRACTICE

Clinical Practice placements shall facilitate interactions between learners and clients to achieve stated learning outcomes. Practice placements will comprise 1200 hours in Adult Medical-Surgical. The clinical curriculum should clearly define learning outcomes and the use of grading criteria (rubrics or checklists) for each clinical practice placement.

(F) INFORMATION TO BE SPECIFIED FOR EACH MODULE/SUBJECT:

- 1) Curriculum vitae (CV) of lecturer teaching the subject. The CV shall include:
 - Academic qualifications
 - Teaching qualifications
 - Relevant qualifications in specialised module, as applicable
 - Participation in continuing professional education activities in the last 2 years
 - Currency of clinical practice if teaching in clinical modules
- 2) Programme Structure:
 - Module/unit name, description code number, module credits
 - Module/ unit lead and teaching team including professional, teaching and specialty, as applicable qualifications
 - Curriculum hours (theory and practicum) and module credits
 - Module content description: aim(s), synopsis, objectives, learning outcomes
 - Teaching and learning methodologies, specify contact hours for each teaching strategy
 - Competency Mapping – to SNB core competency domains and generic skills of RNs
 - Assessments: framework, breakdown of assessments, methodologies and weightage for each type of assessment, marking rubrics, grading criteria/system; alignment with pre-defined Entrustable Professional Activities (EPAs);
 - Programme evaluation and quality improvement framework from established mechanisms - students, employer, industry/clinical partners quality assurance etc.
 - Required readings and references (less than 5 years preferred)

(This section is to be included within the general guidelines for submission of courses for accreditation/reaccreditation)

(For the rest of information required please refer to “SNB’s Guidelines for Application of Accreditation/Reaccreditation of Academic Nursing Programmes”)

ADDITIONAL CRITERIA FOR ACCREDITATION/ RE-ACCREDITATION

Type of Programme	Duration and Mode	Institute of Higher Education	Nursing Faculty Minimum Qualification and Work Experience
Master of Nursing (Leading to APN certification)	18 months, Full-time	National University of Singapore	1. PhD/ Doctorate in Nursing (Clinical Specialty) or Master's in Nursing (Clinical Specialty). 2. Hold a valid SNB APN Practising Certificate. 3. At least Three years' full-time experience (excludes Internship) as a certified APN. 4. Have the relevant experience and expertise as a certified APN. 5. Teaching experience and qualifications.

PROVISIONS OF ACCREDITATION AND REACCREDITATION**Submission timelines:**

The institution shall submit

- An application for **new** programme to SNB for accreditation **at least nine months** before the proposed implementation date.
- An application for **reaccreditation** of a programme **at least six months** before expiry of the current accreditation period.

Accreditation Validity:

The accreditation validity periods for the Bachelor of Nursing (Post-Registration) programme are outlined in the tables below.

Programme Duration	First Accreditation	Second Reaccreditation	From Third Accreditation cycle
Less than 2 years	3 years	3 years	*5 years

****Note: The extended accreditation validity period of up to 5 years from the third reaccreditation cycle is applicable to tertiary education institutions subject to programme performance, quality, integrity, sustained compliance and regulatory requirements.***

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 quality indicators outlined in the Standards for Advanced Practice Nurse Education].

Glossary of Terms

Term	Definition
Academic Policies	Published rules that govern the implementation of the academic programme, including but not limited to policies related to admission, retention, progression, graduation/completion, grievance, clinical placements, and grading.
Academic Support Services	Refer to the range of resources, and assistance provided by an educational institution to help students succeed academically and complete their studies. These services are designed to address students' learning needs, remove barriers to academic achievement, and support their overall educational experience.
Accreditation	The process by which a statutory/ accrediting body scrutinises and evaluates an institution, programme or curriculum as meeting the required standards necessary for providing an education service as set by the regulatory/ accrediting body.
Assessment	An evaluation method, process, and record used to measure student learning and competency achievement.
Assessment Marking Rubric	Is a structured tool used to evaluate and grade student work by detailing the criteria and performance levels expected.
Assessors	Faculty conducting assessments are SNB-certified APNs with minimum three years full-time experience (excluding internship) who demonstrate currency in the relevant specialty area, or qualified medical specialists in the training area. Assessors must demonstrate evidence of competency in assessment practices and have completed the required preparation in teaching and assessment methodologies including competence in using assessment tools and providing constructive feedback.
Certification	A process by which the regulatory authority validates that Registered Nurses have successfully completed a recognised nursing education programme before they are allowed to practice as APN in Singapore.
Clinical Mentor (APN)	APN with 3 years' clinical experience and required clinical education background and trainings. The ratio of APN Clinical Mentor to student is 1:1 or 1:2.
Clinical Practice Placement	Part of the education process which takes place in any practice setting in hospitals or the community.
Clinical Preceptor	Physician who is Consultant or Registrar OR APN with minimum of 3 years' full-time experience with required clinical education background/ training. The ratio of Clinical Preceptor to Student is 1:1 to 1:3
Clinical Teacher	Persons from the healthcare institution, who facilitate, teach, and conduct OJT assessment.
Competency	The necessary knowledge, skills and attitudes a nurse/ midwife must possess to perform a set of defined activities to an expected standard
Curriculum	The totality of the education programme that is coherent in structure, processes and outcomes which link theory to practice in the professional educational preparation of a nurse, midwife, or APN.
Expertise	A high level of specialised knowledge, proficiency, or skills.

Term	Definition
Evaluation	The process used to determine the standard and success of a programme or curriculum to make modifications to develop, maintain or enhance the programme/ curriculum.
Expected Outcomes	Anticipated results expressed as predetermined, measurable levels of student, faculty, and programme achievement.
Experience	Knowledge, skills, and attitudes derived from participation in related professional practice.
Faculty	People who teach in an educational institution/ department of a college or university, and are engaged in curriculum development and review, marking and grading of assessments, and programme evaluation.
Grading System	The grading system is used to assess students' performance through a structured scale, often using letter grades or percentage scores.
Goals	General aims of the programme that are consistent with the institutional and programme missions and reflect the values and priorities of the programme.
Institution	An institution refers to a school/ organization providing nursing education programmes at the university, polytechnic, institutes of technical education or equivalent establishment.
Mission	A statement of purpose defining the unique nature and scope of the parent institution or the nursing programme.
Nursing Programme	Nursing programmes ranging from certificate to postgraduate programmes.
Nursing Simulation Laboratory	A purpose-built clinical learning environment that replicates realistic healthcare settings such as an inpatient ward, critical care unit, or emergency bay. It is equipped with manikin simulators capable of replicating physiological responses, functional clinical equipment, and a designated debriefing area, and is facilitated by trained simulation educators to support scenario-based learning.
Nursing Skills Laboratory	A designated learning space equipped with task trainers, manikins, and clinical equipment where students practise and develop proficiency in discrete clinical skills through repetition in a controlled environment.
Professional development	The process of maintaining or expanding knowledge or skills specific to the nursing and midwifery practice.
Programme	A structured course of study leading to formal and recognised qualification.
Programme Improvement	The process of using results of assessments and analyses of actual outcomes in relation to expected outcomes to validate or revise policies, practices, and curricula as appropriate.
Programme Lead	Programme lead is appointed by the educational institution and is responsible for overseeing the overall programme of study which includes planning, implementation, and evaluation.
Programme Outcomes	Results that participants, individuals or groups derive from their programme of study. The results are measurable and observable and may be quantitative or qualitative, broad or detailed.

Term	Definition
Quality Assurance	Is a systematic, data-driven approach that aims to improve the effectiveness and, efficiency of programmes through iterative adaptation, stakeholder and learner engagement. Its application in programme ensures continuous evaluation leading to measurable improvements in outcomes and learner satisfaction.
Reaccreditation	The process of renewing accreditation status through subsequent evaluations.
Singapore Nursing Board (SNB)	A statutory authority established under the Nurses and Midwives Act, is charged with protecting the safety of the public through regulating the standards of training and education, scope of practice, and professional conduct and ethics of nurses, midwives, and APNs in Singapore.
Specialized Branch of Nursing	Refers to area of practice that APNs are certified to practise.
Stakeholders	Groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them. This includes current students, prospective students, healthcare leaders, regulatory bodies, practising nurses, employers and the community/public.
Standard	Statement of a defined level of quality, which articulates the expectations of the learning outcomes of the programme.
Students	Refer to individuals who are enrolled/registered in a pre-enrolment/registration (certificate, diploma, or degree) or post-registration nursing programme at a recognised educational institution. They may be required to undergo supervised clinical training in approved clinical settings as part of their programme requirements.
Student Outcomes	Results reflecting competencies, knowledge, values, or skills attained by students through participation in programme activities.
Summative Assessment	Assessment conducted at the end of instruction to evaluate learning outcomes.
Teaching experience	Teaching experience includes formal teaching in a classroom setting, in-service teaching, facilitating workshops, clinical supervision, and assessment.
Teaching Faculty Outcomes	Refer to the measurable achievements and impacts of faculty members' teaching activities, including student learning, skill acquisition, and evidence of advancing educational goals.
Teaching-Learning Practices	Strategies that guide the instructional process towards achieving expected student outcomes.
The Nurses and Midwives Act (Cap 209)	A law passed by the Singapore Parliament that establishes the SNB for the purposes of registration and enrolment of nurses, registration of midwives and certification of APNs. The Act empowers SNB to regulate standards for the education and the practice of nurses and midwives; and related matters.

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