



## **PLEASE NOTE**

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This document is *not* the official version of these regulations. The regulations and the amendments printed in the [Royal Gazette](#) should be consulted to determine the authoritative text of these regulations.

For more information concerning the history of these regulations, please see the [Table of Regulations](#).

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## CHAPTER R-8.1

### REGISTERED NURSES ACT

#### SCHOOLS OF NURSING REGULATIONS

Pursuant to section 35 of the *Registered Nurses Act* R.S.P.E.I.1988, Cap. R-8.1, the Lieutenant Governor in Council approved the following regulations made by the Association:

##### 1. In these regulations

	Definitions
(a) “clinical nursing instructor” means a nursing instructor who is not a faculty member of a school of nursing but who supports the work of the school of nursing through clinical and lab assignments;	clinical nursing instructors
(b) “conceptual framework” means, in respect of a curriculum for a program, the major concepts which provide the foundation for the curriculum;	conceptual framework
(c) “curriculum” means all planned didactic and clinical educational experiences included in a program;	curriculum
(d) “dean of nursing” means the administrative head of a program;	dean of nursing
(e) “entry level competencies” means the combined knowledge, skills, attitudes and judgments expected of a nurse beginning to practice;	entry level competencies
(f) “faculty member” means a member who holds a tenured, probationary, or term appointment at a school of nursing at the rank of professor, associate professor, assistant professor or lecturer;	faculty member
(g) “indicator” means an example of an activity that demonstrates how a standard may be applied;	indicator
(h) “instructional staff” means the faculty members and clinical teaching staff of a school of nursing;	instructional staff
(i) “mission” means, in respect of a program, a statement of purpose defining the unique nature and scope of the nursing program;	mission
(j) “program” means a nursing education program that prepares candidates for registration as members;	program
(k) “school of nursing” or “school” means an organization or part of an educational institution which provides a program. (EC94/06)	school of nursing

## STANDARDS

- Dean of nursing      **2.** The qualifications required for a dean of nursing, in respect of the approval of the school of nursing under section 20 of the Act, are those set out in Schedule A to these regulations. (EC94/06)
- Staff qualifications      **3.** (1) The qualifications required for a member of the instructional staff of a school of nursing, in respect of the approval of the school of nursing under section 20 of the Act, are those set out in Schedule B to these regulations.
- Exception      (2) Where a dean of nursing of a school in the province is unable to hire a person as a member of the school's instructional staff who possesses all the qualifications required by Schedule B, the dean of nursing may, after consultation with the Executive Director, hire a registered nurse who does not possess all of those qualifications as a member of the school's instructional staff, if the Executive Director is satisfied that
- (a) the dean of nursing has made reasonable efforts to recruit a person with the qualifications required by Schedule B and those efforts have been unsuccessful; and
  - (b) the registered nurse that the dean proposes to hire in the place of such instructional staff has appropriate training and experience. (EC94/06)
- Other standards required for approval of school      **4.** In addition to the qualifications referred to in sections 2 and 3, the other standards required for a school of nursing, in respect of the approval of the school of nursing for purposes of section 20 of the Act, are those set out in Schedule C to these regulations. (EC94/06)

**SCHEDULE A**  
**QUALIFICATIONS FOR DEAN OF NURSING**

1. The required qualifications for a dean of nursing are:
  - (a) eligibility for licensure as a registered nurse with ARNPEI;
  - (b) earned doctoral degree with at least one degree in nursing;
  - (c) at least five years combined experience in nursing practice and education;
  - (d) demonstrated abilities in nursing research; and
  - (e) demonstrated involvement in professional activities and community organizations.

(EC94/06)

**SCHEDULE B**  
**QUALIFICATIONS FOR MEMBERS OF THE INSTRUCTIONAL**  
**STAFF OF A SCHOOL OF NURSING**

1. The required qualifications for faculty members are:
  - (a) eligibility for licensure as a registered nurse with ARNPEI;
  - (b) master's degree in a relevant field with at least one degree in nursing;
  - (c) minimum of three years nursing experience;
  - (d) demonstrated potential to develop a program of research; and
  - (e) research and scholarly activities that contribute to the expansion of nursing knowledge and curriculum development.
  
2. The required qualifications for Clinical Nursing Instructors are:
  - (a) an eligibility for licensure as a registered nurse with ARNPEI;
  - (b) a bachelor's degree in nursing; and
  - (c) a minimum of three years experience in nursing practice.

(EC94/06)

**SCHEDULE C**  
**PROGRAM STANDARDS FOR SCHOOLS OF NURSING**

**Standard 1 -  
Mission, philosophy, conceptual framework, goals and objectives**

The mission, philosophy, conceptual framework, goals and objectives of the program must be congruent with the school's mandate and reflect current professional nursing practice standards and entry level competencies as approved by the Council.

**INDICATORS**

- 1.1** The mission, philosophy, conceptual framework, goals and objectives of the program must be
- (a) written and congruent with professional nursing practice standards and entry-level competencies for the preparation of nursing professionals;
  - (b) clearly stated and serve as a basis for developing, delivering and evaluating the programs offered by the school; and
  - (c) reviewed periodically and revised as appropriate, to reflect trends in society, nursing, education and health care delivery locally, nationally and globally.
- 1.2** Policies of the nursing program must support the program's mission, philosophy, conceptual framework, goals and objectives, and are reviewed and revised as necessary to reflect on-going development.
- 1.3** Policies of the nursing program must be fair and accessible to the public and include, but are not limited to, student recruitment, admission, advancement and retention.
- 1.4** The faculty, students of the program, graduates, and the broader nursing community must be involved in ongoing efforts to improve the quality of the program.

**Standard 2 -  
Program Commitment and Resources**

The program must have sufficient human, physical, financial, technological, and clinical resources, facilities and services so that students are capable of achieving the competencies required for beginning practitioners as determined by the Association of Registered Nurses of PEI.

**INDICATORS**

- 2.1** There must be appropriate resources (human, physical, financial, technological and clinical) to facilitate the creation and implementation of the curriculum and foster its ongoing improvement.
- 2.2** The nursing faculty must be sufficient in number and adequately prepared to develop, deliver and evaluate the curriculum components of the program.
- 2.3** Research and scholarly activities that contribute to the expansion of nursing knowledge and curriculum development must be conducted by nursing faculty.
- 2.4** Faculty accomplishments in teaching, scholarship service and practice are congruent with the mission, philosophy and goals/objectives of the program.
- 2.5** The clinical learning activities and placements must provide sufficient opportunities for students to meet curriculum objectives:
- (a) there must be a minimum of 1600 hours of relevant clinical practice in a variety of practice settings including acute care, long-term care and community;
  - (b) the nursing component as measured by credits and course hours must comprise at least 60% of the program;
  - (c) learning activities and clinical placements must occur in a variety of interdisciplinary primary health care settings;
  - (d) the student to instructor ratio must not be greater than 8:1 in one clinical setting.
- 2.6** Students, graduates, consumers, employers, educators and researchers have continued opportunity to participate in curriculum development, and evaluation of the nursing program.
- 2.7** Resources, including books, journals, computers, information technologies, audio-visual and other learning resources must be current, available, accessible and in sufficient quantity to meet the curriculum objectives.
- 2.8** Physical facilities, such as classrooms, office space, seminars and conference rooms, and computer and laboratory space must be adequate to meet the requirements of the curriculum.
- 2.9** The program must monitor, record and respond to enrolment trends, including but not limited to, the number and characteristics of applicants, the admission and attrition rates.

**Standard 3 -  
Curriculum and Teaching/Learning Practices**

The curriculum and teaching learning practice must provide learning experiences necessary for students to achieve the professional standards and competencies required for beginning practitioners, as defined by the Association of Registered Nurses of PEI.

**INDICATORS**

- 3.1** The curriculum of the program must reflect the requirements for professional nursing practice.
- 3.2** The curriculum must be responsive to and reflect current trends in:
- (a) population health and health promotion;
  - (b) nursing practice and nursing research;
  - (c) education;
  - (d) health care delivery; and
  - (e) society.
- 3.3** The curriculum must describe the full program of studies including the structure of the curriculum and course offerings.
- 3.4** The curriculum must describe the teaching and learning process. Learning must take place in a broad context that is sensitive to linguistic, ethnic, spiritual, cultural and social diversity.
- 3.5** The curriculum must address trends, issues, and legal-ethical considerations in nursing and health care.
- 3.6** Learning activities (e.g. classes/seminars/conferences, laboratory experiences or combinations of these or equivalent approaches) and the clinical fieldwork experiences must provide students with the opportunity to meet the outcomes, goals, and objectives.
- 3.7** Systematic and continuous evaluation of all curriculum components, including the goals/objectives, content, course time frames, learning activities and performance evaluation methods, must be performed to ensure ongoing development and enhancement of the curriculum. The evaluation must include input from students, graduates, faculty, health care agencies and when appropriate, other programs within the educational institution.
- 3.8** When the school plans major revisions in content, process or time frames for curriculum delivery, there must be consultation with the



Association of Registered Nurses of PEI; and other groups, as appropriate.

**Standard 4 –  
Program Effectiveness – Student and Graduate Performance**

Throughout the program, students demonstrate progress towards achieving the entry-level competencies and standards for nursing practice required for beginning practitioners, as determined by the Association of Registered Nurses of PEI.

**INDICATORS**

**Students**

**4.1** University and program admission requirements, including prerequisites, must be met by students and provide reasonable assurance of success in the program.

**4.2** Student progress toward achieving the goals/objectives of the program and entry level competencies as required by ARNPEI must be evaluated, documented and communicated systematically to students throughout the program.

**4.3** Policies and procedures relating to student advancement, failure, withdrawal, appeal, re-admission and graduation from the program must be established and followed.

**Graduates**

**4.4** Processes must be in place to monitor and respond to trends in graduates' performance on the entry to practice registration examination.

**4.5** Processes must be in place to regularly monitor and respond to input from employers and graduates regarding graduates' readiness to meet nursing practice requirements in the workplace.

(EC94/06)