



Nurses Association of New Brunswick

Nursing Education Program Annual Review Report

Name of education institution:

Name of program/programs¹:

Dean/Associate Dean/Chair of the program name:

Dean/Associate Dean/Chair of the program signature:

Date:

Introduction

The Nurses Act authorizes the Nurses Association of New Brunswick (NANB) Board of Directors (BOD) to approve nursing education programs in New Brunswick (NB). The regulation supports our public-protection mandate to ensure that individuals who enter the nursing profession have the knowledge, skill and judgment to practice safely, ethically and competently.

Entry-level nursing education programs in NB must receive program approval from NANB for graduates to be eligible to proceed with registration. While NANB is responsible for assessing programs against standard criteria, the BOD has the final authority to grant a program's approval status.

Entry-level nursing education programs in NB are required to submit annual review reports to the NANB between comprehensive program reviews. The annual report is to be submitted by the program in December for the current academic year. The report is reviewed, and any deficiencies or difficulties will be assessed by the Nursing Education Advisory Committee and reported to the Board with recommendations for action.

The annual review report is based on NANB's [*Standards for Nursing Education*](#). **Please answer ALL** of the following questions.

¹ For the Bachelor of Nursing degree, please provide information on all the types of programs (e.g., direct-entry full program, pre-health education entry specified program and the second-level entry compressed program). Refer to the Appendix for the definition of each type of programs.

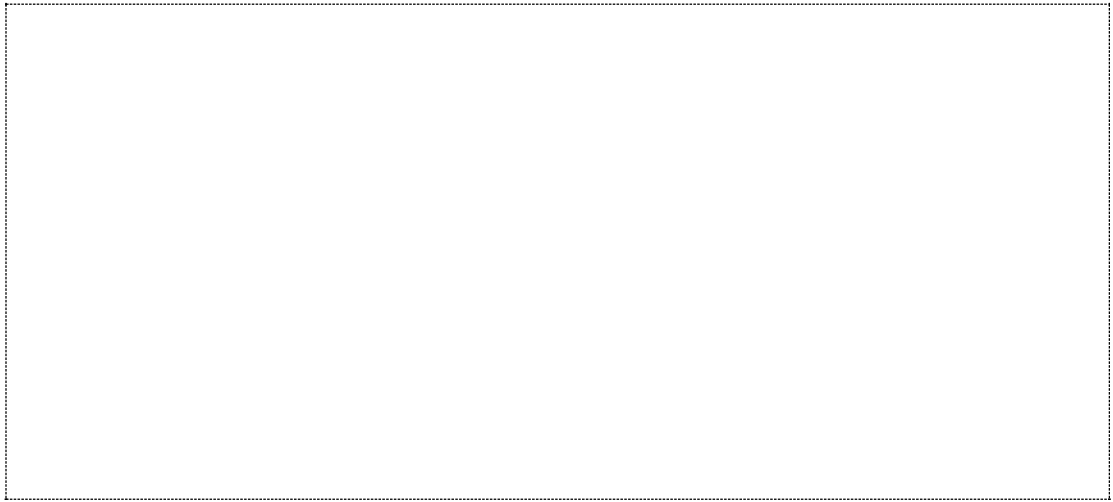
Annual Review Report

Structure

1. Describe any changes to the program's strategy, policies, and procedures related to any of the program review indicators, and resources supporting student's preparation to meet the entry-level competencies.

☐ No changes to report

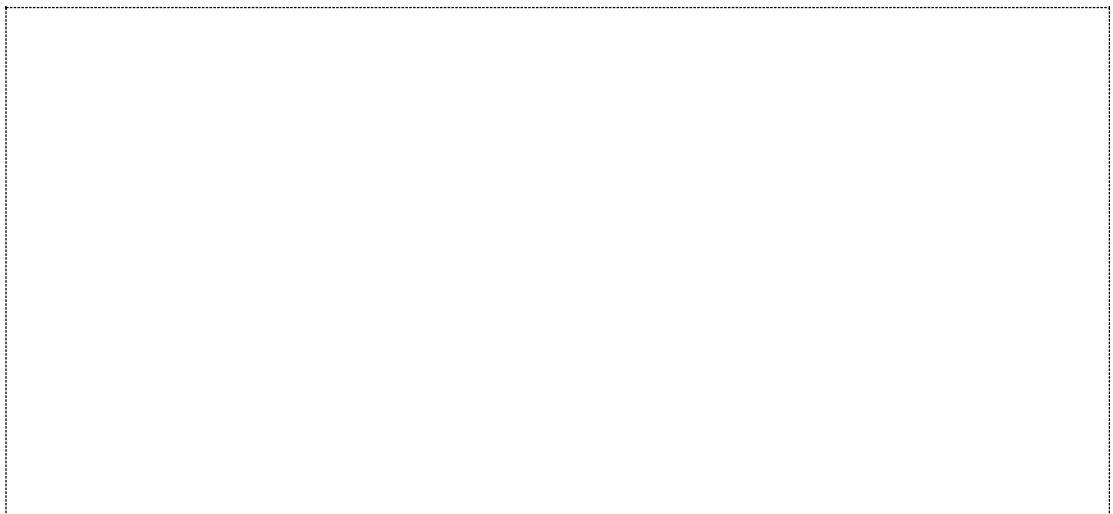
☐ Changes to report (see below)



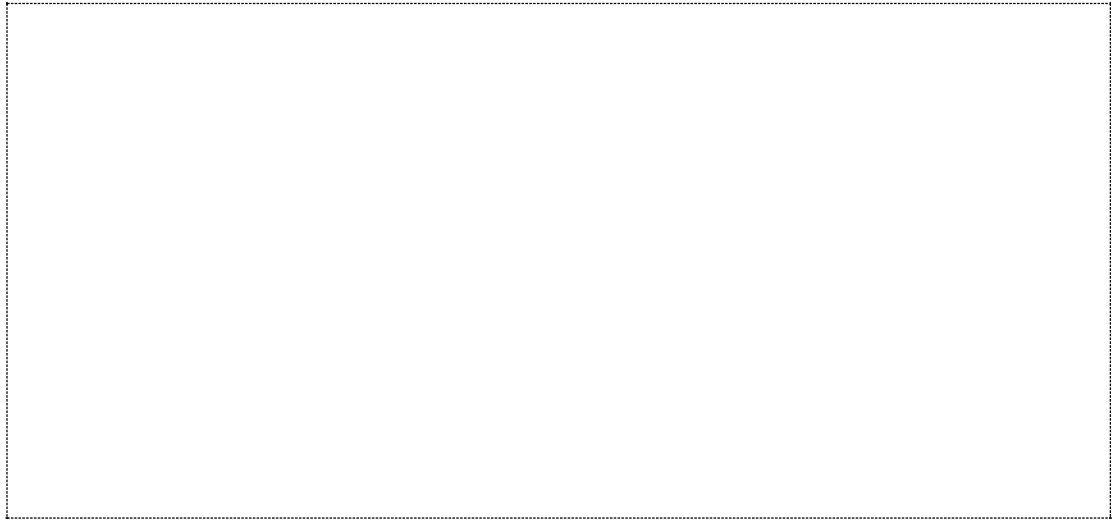
2. Describe any changes to the program evaluation process conducted during the past academic year.

☐ No changes to report

☐ Changes to report (see below)



3. Identify any anticipated challenges, opportunities, or trends that could have an impact on the program and the plans to address them (e.g., clinical saturation, providing education program to a new site, use of artificial intelligence).

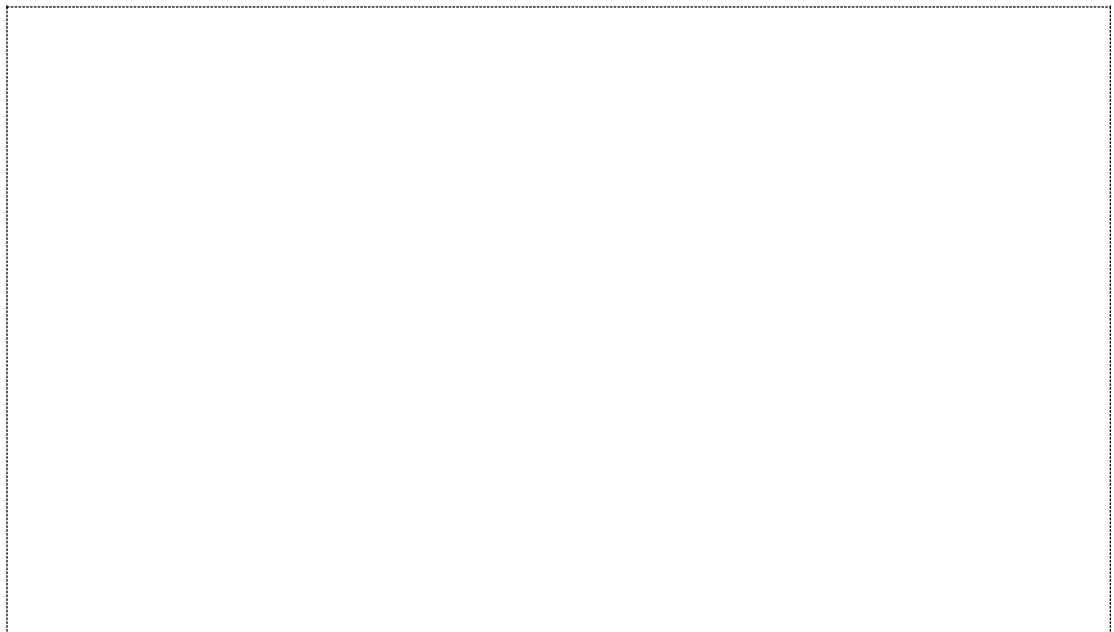


Curriculum

1. Provide a brief description of any changes in curriculum activities during the past academic year (e.g., changes to delivery method of program or courses (in person vs virtual), significant changes to curriculum that affect the entry-level competencies).

☐ No changes to report

☐ Changes to report (see below)



2. Describe any changes to your methodology for ongoing review and revision of curriculum (e.g., changes to curriculum review processes or committee terms of reference).

☐ No changes to report

☐ Changes to report (see below)

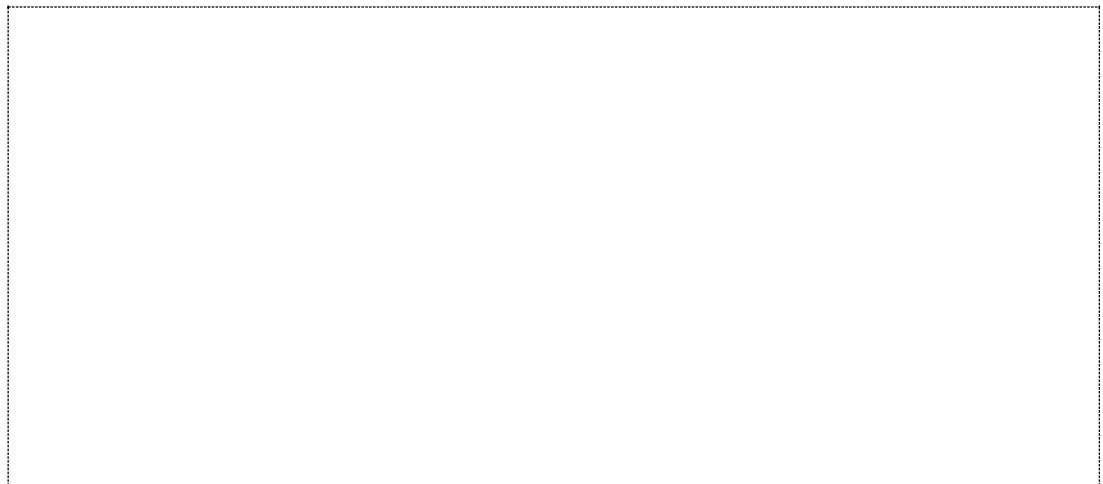


Outcomes

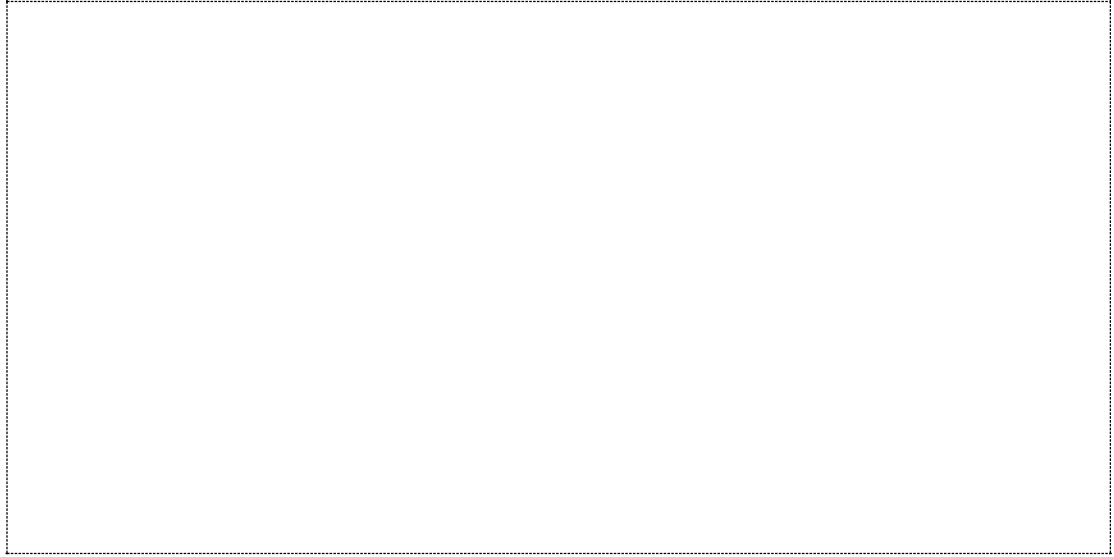
1. Describe any changes made to the program in response to the new graduate pass rate on the entry-to-practice exam (e.g., admission criteria).

☐ No changes to report

☐ Changes to report (see below)

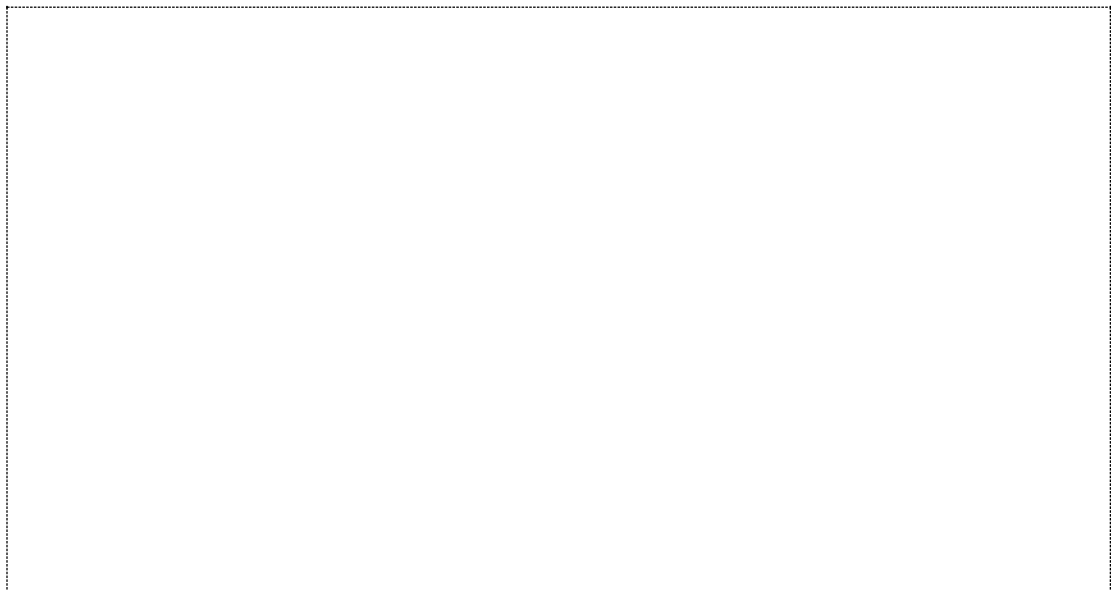


2. Describe data received from students and preceptors on the new graduate's readiness to practice; their ability to integrate the entry-level competencies and standards of practice for safe, competent and ethical practice.



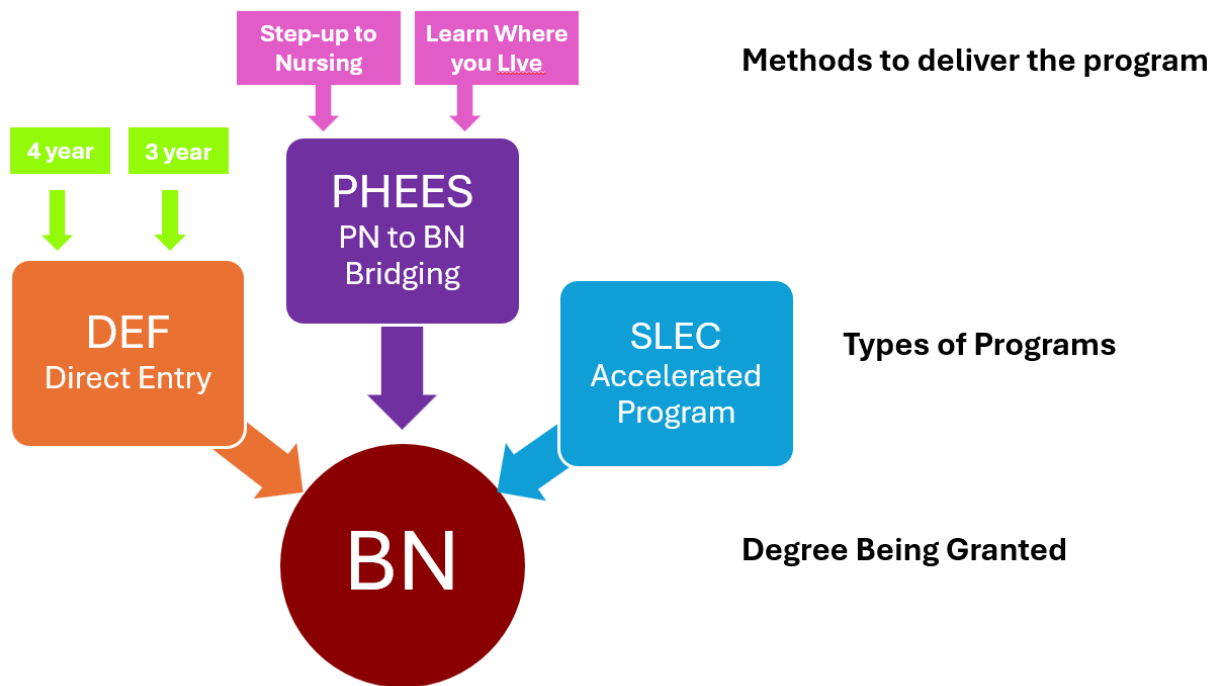
3. Describe any changes to the program as a result of the above data received from students and preceptors.

- ☐ No changes to report
- ☐ Changes to report (see below)



Content of this document has been adapted from the Nova Scotia College of Nursing *Annual Progress Report*.

Appendix



Direct-Entry Full Program (DEF): An educational program with established admission criteria granting direct entry to graduates from a secondary school, or to mature students. Students adhere to a structured curriculum designed to support them in meeting the educational requirements for NANB's entry-to-practice competencies for RNs. The curriculum is set by the educational provider. The duration of study is typically four years for a baccalaureate degree. Upon completion of the program, the successful student is granted Bachelor of Nursing degree (BN).

Pre-Health Education Entry Specified Program (PHEES): An educational program with admission criteria for graduates from a health-related discipline (for example, LPN). Students adhere to a structured program designed to support them meeting the educational requirements that satisfy NANB's entry-to-practice competencies for RNs. The duration of study for the PHEES depends on the type of program. Upon program completion, the successful student is granted a nursing baccalaureate degree (BN).

Second-Level Entry Compressed Program (SLEC): An educational program with established admission criteria granting second-level entry to individuals who satisfy pre-determined university prerequisites. Students adhere to a structured but condensed program designed to support them in meeting the educational requirements that satisfy NANB's ETP competencies for RNs. The curriculum is set by the educational provider. The duration of study is shorter compared with the DEF, with a duration of 2 years. Upon completion of the SLEC, the successful student is granted a Bachelor of Nursing degree (BN).