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**INTERNATIONAL CONFERENCE ON  
THE NEW DEVELOPMENTS OF TEACHING AND LEARNING QUALITY ASSURANCE IN HIGHER EDUCATION**

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**Paper Submission Form**

<b>Corresponding Author</b>			
Title	<input checked="" type="checkbox"/> Professor	<input checked="" type="checkbox"/> Dr	<input type="checkbox"/> Mr <input type="checkbox"/> Ms
Surname	Luo	First name	Zhimin
Affiliation	Macao Polytechnic Institute	Position	Associate Professor
Tel.	(00853) 8599 3443	Email	glennluo@ipm.edu.mo
Mailing address	M725, 7 <sup>th</sup> floor, Meng Tak Building School of Health Sciences Macao Polytechnic Institute Rua Luis Gonzaga Gomes Macao		
<b>Paper Title</b>			
Addressing the gaps in the standards of nursing education globally: Comparing the accreditation systems across countries and regions - A case study from Macao			
<b>Keywords (3-5 keywords)</b>			
Curriculum development and evaluation, education standards, nursing education, professional accreditation			
<b>Abstract (500 words in English or 300 words in Chinese)</b>			
<p>Background: Professional accreditation is an importation measure for higher education quality assurance as it helps analyze and enhance the quality of education within nursing programs. Current literature indicates that accreditation is largely determined by national and regional institutions and lacks coherent international academic standards which causes a lack of consistency in nurse education around the world.</p> <p>Objectives: The purpose of this paper is to analyze the policy, standards and operation of professional accreditation amongst a sample of countries and regions around the world. It explores the strategies and improvement measures of accreditation and provides a useful reference for nursing education accreditation in terms of the operation and reformation of nurse education standards.</p> <p>Methodology: The study combined quantitative and qualitative methods through the search of websites and electronic data bases and the consultation of experts. The sources were 2 organizations, 5 countries, and 2 regions. Medical, health and nursing related databases such as CINAHL Plus, EBSCO MEDLINE, Journals@Ovid were utilized. In addition, four experts from the United States, the United Kingdom,</p>			

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Mainland China and Hong Kong were consulted and a case study from Macau was used to illustrate and share experience. The updated literature, related documents and expert feedback were analyzed.

Results:

The results indicated that the procedures and requirements for professional accreditation were similar, but were generally non-mandatory. There were differences in frequency, form and focus, and there were also variations amongst accrediting bodies, in term of terminology, jargon used as well as assessment indicators and standards.

Conclusions and Recommendations:

There were differences and variations between countries and regions regarding accreditation, according to their conditions and context. Practice could vary but the focus and core standards tended to be consistent. In order to promote more consistency in nurse education in the future, a strategy for accreditation should consider: 1. establishing mutual recognition of accreditation systems; 2. developing an international accreditation system; 3. recruiting international external examiners and experts to oversee standards; 4. the ICN to develop international accreditation services.

**Author profile (100 words per author, stating the author(s)' affiliation and research interests)**

Zhimin LUO is currently an Associate Professor and Nursing Program Coordinator at the School of Health Sciences, Macao Polytechnic Institute, Macao and his research interests are focus on Nursing Education, Growth and Development of Children with Chronic Diseases and Evidence - based Nursing Practiced. Dr. LUO has been teaching in higher nursing education in Mainland China and Macao for more than 20 years. He received his PhD in Nursing from the Seoul National University, Korea in 2005. Dr. LUO has been a Research Subgroup Member, NP/APN Network, ICN for more than 5 years. More than 25 international and domestic academic papers have been published.

Professor Stephen Tee is Associate Dean of the Faculty of Health and Social Sciences and Professor of Nurse Education at Bournemouth University in the UK. He was formerly Dean for Education at the Florence Nightingale School of Nursing and Midwifery at Kings College London and Associate Dean at the Faculty of Health Sciences at Southampton University. His research interests include mental health nursing, nurse education and patient participation in curriculum design. He has worked in higher education and health services for 30 years and published over eighty, books, book chapters, articles and conference papers.