

NSCN Education Program Approval Committee Terms of Reference



In accordance with the requirements of the *Nursing Act*, S.N.S. 2019, c.8, and the by-laws made thereunder, the NSCN Board shall appoint an Education Program Approval Committee composed of:

- At least one (1) public representative; and
- Such other number of registrants and public representatives as the Board determines.

Committee Membership*

- Committee composition will be at least five (5) members, including a minimum of:
 - One (1) licensed practical nurse;
 - One (1) registered nurse;
 - One (1) nurse practitioner; and
 - Two (2) public representatives.
- The Board shall appoint a Chair, and may appoint a Vice Chair of the Education Approval Committee.

Term of Office

Committee members hold office for one (1), two (2) or three (3) year terms as directed by the Board, and are eligible for reappointment.

Registrant members who have a complaint filed against them shall recuse their membership on the Committee unless the Chair determines otherwise.

Quorum

Pursuant to the *Nursing Act*, a quorum of the committee shall consist of three (3) members who must include:

- one (1) public representative
- two (2) nursing representatives

All decisions require the vote of the majority of committee members present.

Mandate

The Education Program Approval Committee is established by the *Nursing Act* to exercise the powers and functions as provided for in the Act, Regulations and By-laws, including without limitation the following activities:

- advise and make recommendations to the Board with respect to

- establishing standards for education programs¹ offered in the Province to meet in order to become approved education programs,
- establishing standards for re-entry programs,
- approving or conditionally approving education programs in the Province as approved education programs or re-entry programs for the purpose of this Act, and
- denying or withdrawing approval of approved education programs and re-entry programs that do not meet the standards approved by the Board;
- ensure that approved education programs and re-entry programs in the Province are assessed for compliance with Board standards at times approved by Board; and
- perform such other functions as directed by the Board.

In addition the Committee Chair, or Vice Chair acting as chair in the absence of the Chair is responsible for chairing meetings, and ensuring the written recommendations are complete, reviewed by all members of the Committee and forwarded to the Board.

Criteria for Membership

- Committee members will demonstrate the values, attributes, knowledge, and skills outlined in the *NSCN Competency Profile for Regulatory Committee Members* (Appendix “A”).
- No committee member may be a member of the NSCN Board or an employee of NSCN.

**Additional Criteria for Registrant Members*:*

- A registrant must hold a licence at the time of initial appointment to the Committee (the time they are first appointed to the Committee, not including any reappointments).
- Registrants whose licences expire while serving on the Committee, who do not renew those licences, remain eligible to serve on the Committee until the expiry of their term.
- Such registrants may be eligible for reappointment if the overall composition of the Committee ensures sufficient numbers of licensed registrants are available to meet the requirements of the By-laws.
- Generally, a registrant who has not held a licence for a period of five years, will not be eligible for reappointment.

Additional Skills for Chair and Vice Chair:

- **Committee Leadership:** Understanding of and experience in facilitating meetings, developing a positive culture, conflict resolution, building consensus and fostering effective decision making.

¹ Education programs refer to entry level nursing and nurse practitioner programs.



- **Trauma and Culturally Sensitive Decision-Making:** Understanding and sensitivity to the effects of stress or potential stress on individuals involved in regulatory processes and ability to create safe spaces and trust-building processes that are also culturally sensitive.

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Appendix “A”

NSCN Competency Profile for Regulatory Committee Members

Committee Members – Registrants and Public Representatives

In order to support strong decision-making in the public interest, every committee member will demonstrate the following values and attributes:

- i. **Commitment to engage with role:** Willingness to learn and ability to devote time to committee meetings
- ii. **Information analysis and judgement:** Be able to review large amounts of written material within set timelines and use the information to analyze and support good decision making
- iii. **Integrity:** Being honest, trustworthy, and open about your opinions
- iv. **Collaboration:** Ability to work effectively with others
- v. **Commitment to fostering inclusivity:** Working towards an environment in which everyone feels valued, can fully participate and is treated with respect and dignity
- vi. **Objectivity:** Making justifiable decisions based on evidence and good information to best fulfill the committee’s public interest mandate
- vii. **Communication:** Have strong interpersonal communication skills, including the ability to articulate a perspective and engage in respectful, productive, and sometimes difficult discussions.

Every committee member will either demonstrate, or be willing to learn, the following knowledge and skills:

- i. **Health Professions Regulation:** Understanding of the role and philosophy of health profession regulators, the public protection mandate of NSCN, the applicable legislation, regulations, bylaws and policies, and the core work of NSCN and its committees
- ii. **Confidentiality:** Understanding of the need to protect the privacy and confidentiality of the information reviewed by the committee
- iii. **Cultural Safety and Humility:** Understanding and practice of ongoing learning, appreciation, and respect for unique perspectives, cultural contexts, power imbalances and biases in deliberation and decision-making
- iv. **Procedural Fairness:** Understanding of administrative law principles, and using consistent and sound judgement to make decisions in accordance with procedural fairness principles
- v. **Conflicts of interest:** Understanding and ability to identify conflicts of interest

In order to reflect the communities that NSCN serves, and the context within which those communities receive healthcare, all committee members will be asked (not required) to identify whether they bring any of the following diverse background and perspectives:

- i. **Indigenous Identity:** First Nations, Inuk/Inuit, Métis, Mi'kmaq, Other Nationhood
- ii. **Cultural Diversity:** A variety of cultural backgrounds and experiences, including being a member of a historical Nova Scotian Community, such as African/Black Nova Scotian, Acadian and Gael/Gaelic
- iii. **Gender Diversity:** Includes non-binary, gender non-conforming, gender queer, trans-experience and other gender identities
- iv. **Ability Diversity:** Lived experience navigating a spectrum of physical, mental or cognitive abilities
- v. **Age Diversity**
- vi. **Practice Diversity (Registrants):** Includes practice experiences, backgrounds, specialties and locations

Committee Members – Chairs and Vice Chairs

In addition to the competencies required of committee members, every committee Chair and Vice Chair will demonstrate the following knowledge and skills:

- i. **Committee Leadership:** Understanding of and experience in facilitating meetings, developing a positive culture, conflict resolution, building consensus and fostering effective decision making
- ii. **(For adjudicative committee Chairs): Holding Hearings:** Knowledge and experience of participating in and/or chairing hearings within a legislative framework, including an understanding of the principles of administrative law and procedural fairness
- iii. **(For adjudicative committee Chairs): Decision Writing:** knowledge and experience in writing defensible decisions

Every committee Chair and Vice Chair will either demonstrate, or be willing to learn, the following knowledge and skills:

- i. **Trauma and Culturally Sensitive Decision-Making:** Understanding and sensitivity to the effects of stress or potential stress on individuals involved in regulatory processes and ability to create safe spaces and trust-building processes that are also culturally sensitive.