

NEW BRUNSWICK PERSONAL SUPPORT WORKER ASSOCIATION (NBPSWA)

PROGRAM REVIEW & ALIGNMENT TOOL

FOR PSW EDUCATION PROGRAMS IN NEW BRUNSWICK
2026 | Aligned with the NBPSWA Standards Series (Volumes 1–8)

Part 1 — Educator Guide · Part 2 — Scoring Rubric (9 Domains)

Part 3 — Review Report Template · Part 4 — Resubmission Tracker

Part 5 — Student Comparison Guide

Designation Levels: Aligned · Conditionally Aligned · Not Aligned / Resubmit

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What NBPSWA Program Alignment Recognition Is

NBPSWA Program Alignment Recognition is a formal review process by which post-secondary institutions, private career colleges, and other educational providers can have their Personal Support Worker programs evaluated against the NBPSWA Standards Series — the complete professional practice framework for PSWs in New Brunswick.

Recognition is not a government licence or a legal accreditation requirement. It is a voluntary professional alignment designation that signals to students, employers, and the healthcare system that a program's curriculum, clinical model, faculty standards, and graduate preparation align with what the PSW profession in New Brunswick expects of its practitioners.

Three Designation Outcomes

Designation	Score Threshold	What It Means
NBPSWA Aligned Program	75–100%	All critical criteria met. Listed in the NBPSWA Aligned Program Registry. Students may be fast-tracked to NBPSWA membership. Program may use the NBPSWA Aligned Program designation in marketing.
Conditionally Aligned	60–74%	All critical criteria met; significant gaps in one or more domains. Conditional designation issued for 12 months. Program must resolve identified gaps and resubmit within 12 months to retain designation. Students disclosed as 'Under Active Review'.
Not Aligned / Resubmit	Below 60% or any Auto-Fail	No designation awarded. Detailed gap report provided. Program may resubmit after addressing gaps — no waiting period, but all gaps identified in the report must be addressed before resubmission. No limit on number of resubmissions.

Auto-Fail Criteria

The following criteria will result in a 'Not Aligned / Resubmit' decision regardless of total score. These are non-negotiable minimum thresholds for PSW education in New Brunswick:

-  **AUTO-FAIL CRITERIA** — Any single criterion below, if Not Met, results in 'Not Aligned / Resubmit' regardless of total score
- 1. Program delivers fewer than 700 hours of total instruction (below the NACC national minimum standard)**
 - 2. Program has no supervised clinical practicum component**
 - 3. No faculty member holds a healthcare-related credential (PSW diploma minimum; RN, LPN, or allied health credential preferred for clinical instruction)**
 - 4. Program curriculum does not reference, assess, or align to the NBPSWA V1 Entry-to-Practice Competency Framework domains**
 - 5. Program describes PSW scope of practice in a way that includes activities not authorized in New Brunswick (e.g., medication administration without reference to Section 5.13 settings and conditions)**

What to Include in a Submission Package

A complete submission package must include all of the following. Incomplete packages will be returned without review.

#	Required Submission Element	Format
1	Completed Program Information Sheet (page 2 of this document)	This form, completed in full
2	Complete program curriculum — course titles, descriptions, learning outcomes, and total hours per course	PDF or DOCX; table format preferred
3	Competency mapping matrix — showing which NBPSWA V1 D#.C# indicators are addressed by which course(s)	Table format; course codes in columns, V1 indicators in rows
4	Clinical practicum description — hours, settings, supervision model, skill validation process	Narrative + hours breakdown
5	Faculty roster with credentials, healthcare experience, and teaching assignments	Table: name, credential, years experience, courses taught
6	Student assessment samples — at least two examples of assessment tools used in the program	Anonymized samples, any format
7	Sample course outline or syllabus for the primary clinical practice course	Full syllabus, any format
8	Program completion data (if program has graduated cohorts) — graduation rate, employment rate	Table or narrative; N/A acceptable for new programs
9	Program's own gap assessment — where does the program believe its current alignment is strongest and weakest?	One page narrative; optional but recommended

Submission and Review Timeline

Step	Action	Responsible	Timeline
1	Submit complete package to NBPSWA via email or member portal	Program	Any time
2	Completeness check — NBPSWA confirms all required elements are present	NBPSWA	Within 10 business days of receipt
3	Formal review — NBPSWA Standards Committee scores the submission against the Part 2 rubric	NBPSWA	Within 30 business days of completeness confirmation
4	Review report issued — scored results, gap table, and designation decision sent to program	NBPSWA	Within 5 business days of review completion
5	Program response period — program may submit questions or clarifications in writing	Program	Within 15 business days of report receipt
6	Final designation confirmed and recorded in the NBPSWA Aligned Program Registry	NBPSWA	Within 10 business days of response period close
7	Resubmission (if applicable) — program addresses gaps and	Program / NBPSWA	No waiting period; program determines readiness

Step	Action	Responsible	Timeline
	resubmits; review repeats from Step 2		
8	Annual renewal declaration — aligned programs confirm no material curriculum changes	Program	Annually, by March 31

After Designation

- Aligned programs are listed in the NBPSWA Aligned Program Registry, publicly accessible on the NBPSWA website
- Graduates of Aligned Programs may apply for NBPSWA membership with a reduced documentation burden — the program alignment replaces some of the standard entry documentation
- NBPSWA will issue an annual letter to Aligned Programs confirming the designation for use in program marketing
- Programs must notify NBPSWA within 30 days of any material curriculum change (new courses, removed courses, changes to clinical hours or practicum structure) — material changes trigger a targeted re-review of affected domains
- Designation is renewed every three years through a simplified renewal review

PROGRAM INFORMATION SHEET — Complete and include with submission package

Field	Program Information
Institution / Provider Name	
Program Title	
Program Code (if applicable)	
Campus / Delivery Location(s)	
Program Start Date (first cohort or planned start)	
Credential Awarded	
Total Program Hours	
Clinical Practicum Hours (subset of total)	
Maximum Cohort Size	
Program Delivery Mode	☐ In-person ☐ Online ☐ Hybrid
Primary Contact — Name and Title	
Primary Contact — Email	
Primary Contact — Phone	
Has this program been reviewed by any other body? (ANBLPN, PLAR, provincial registry, etc.)	☐ No ☐ Yes — specify:
Is this a new program or an existing program seeking recognition?	☐ New (no graduates yet) ☐ Existing — first graduating cohort:
Submission Date	
NBPSWA Use Only — Reviewer Assigned	
NBPSWA Use Only — Review Reference #	

PART 2 — SCORING RUBRIC (9 Domains · 100 Points Total)

How to Use This Rubric

For each criterion, the reviewer circles or checks the score that best reflects the submitted evidence. The Evidence / Notes column captures the specific evidence from the submission that supports the score. The Gap? column flags criteria where a gap was identified for inclusion in the Part 3 gap table.

Score	Level	What It Means
0	Not Met	Absent or fails to address the criterion
1	Partially Met	Addressed but with significant gaps
2	Substantially Met	Mostly addressed; minor gaps remain
3	Fully Met	Criterion comprehensively addressed with evidence

Domain	Title	Weight	Max Points
1	Administration & Governance	8%	24
2	Curriculum Design & Competency Coverage	25%	75
3	Clinical Education & Practicum	20%	60
4	Faculty Qualifications & Development	15%	45
5	Student Assessment & Progression	12%	36
6	Learning Environment & Resources	5%	15
7	Ethics, Professional Practice & Values Integration	8%	24
8	Specialty Pathway Support	4%	12
9	Continuing Competency Preparation	3%	9
TOTAL		100%	300 points

Weighted Score Calculation per Domain: (Domain Score ÷ Domain Max Points) × Domain Weight % = Weighted Score for that Domain. Sum of all weighted scores = Overall Alignment Score.

DOMAIN 1 — Administration & Governance | *Weight: 8%*

Criterion	0NotMet	1Partial	2Subst.	3FullyMet	Evidence / Notes	Gap?
The program has a documented mission and purpose statement that aligns with professional PSW practice in New Brunswick and references the NBPSWA Standards Series or equivalent professional framework	☐	☐	☐	☐		☐ Yes ☐ No
The program has a formal policy for curriculum review — minimum 3-year cycle — and evidence shows the curriculum has been reviewed within that period or is newly developed	☐	☐	☐	☐		☐ Yes ☐ No
The program has a written admissions policy with clear prerequisites; the policy is publicly accessible to prospective students	☐	☐	☐	☐		☐ Yes ☐ No
The program has a documented student complaint and appeals process that is accessible and followed consistently	☐	☐	☐	☐		☐ Yes ☐ No
The program discloses total program hours, clinical practicum hours, costs, and graduation requirements to students before enrolment	☐	☐	☐	☐		☐ Yes ☐ No
The program has a formal agreement with at least one clinical placement facility — confirmed in writing — prior to student placement	☐	☐	☐	☐		☐ Yes ☐ No
The program tracks and can report graduation rates and (for established programs) graduate employment rates	☐	☐	☐	☐		☐ Yes ☐ No
The program holds any applicable provincial approvals required for its credential type (private career college registration, PLAR recognition, etc.)	☐	☐	☐	☐		☐ Yes ☐ No
Domain 1 Subtotal / 24 points maximum	Score: _____ / 24	Weighted Score: _____ %	Gaps: ____			

DOMAIN 2 — Curriculum Design & Competency Coverage

| Weight: 25%

Criterion	0NotMet	1Partial	2Subst.	3FullyMet	Evidence / Notes	Gap?
2.1 — NBPSWA Volume 1 Competency Framework Alignment						
Domain 1 (Foundational Knowledge & Supportive Care): All six D1 competency clusters are explicitly addressed in the curriculum — anatomy/physiology, health conditions, ADL support, restorative care, nutrition, and health promotion	☐	☐	☐	☐		☐ Yes ☐ No
Domain 2 (Safety, Risk Awareness & Infection Prevention): All six D2 competency clusters are addressed — IPAC, safe handling, recognizing deterioration, medication practice, workplace safety, and emergency preparedness	☐	☐	☐	☐		☐ Yes ☐ No
Domain 3 (Person-Centred & Relational Care): All six D3 clusters are addressed — therapeutic relationships, cultural safety, cognitive/mental health, palliative, family engagement, and trauma-informed care	☐	☐	☐	☐		☐ Yes ☐ No
Domain 4 (Collaborative Practice & Communication): All five D4 clusters addressed — documentation, communication, teamwork, privacy, and digital health	☐	☐	☐	☐		☐ Yes ☐ No
Domain 5 (Professional Responsibility): All five D5 clusters addressed — scope, ethics, continuing competency, professional identity, and quality improvement	☐	☐	☐	☐		☐ Yes ☐ No
A formal competency mapping matrix is provided that traces each V1 indicator (D#.C#.#) to specific courses and learning activities in the curriculum	☐	☐	☐	☐		☐ Yes ☐ No
2.2 — Curriculum Design Quality						
Learning outcomes are written at appropriate Bloom's Taxonomy levels — progressing from knowledge and comprehension in foundational courses to application and evaluation in advanced courses	☐	☐	☐	☐		☐ Yes ☐ No
The curriculum shows logical sequence and integration — foundational content precedes applied content; knowledge	☐	☐	☐	☐		☐ Yes ☐ No

supports skills; theory and practice are integrated across the program						
The curriculum includes specific, dedicated content on New Brunswick context — NB Social Development ARF Standards (including Section 5.13), NB human rights law, NB-specific health resources, and the bilingual NB care environment	☐	☐	☐	☐		☐ Yes ☐ No
The curriculum includes dedicated instruction on Indigenous health, cultural safety, and the NB nations — Wolastoqiyik, Mi'kmaq, and Peskotomuhkati — aligned with TRC Calls to Action 18–24	☐	☐	☐	☐		☐ Yes ☐ No
Total program hours are at or above 700 hours (NACC national minimum) and are distributed proportionally across theory, skills lab, and clinical practicum	☐	☐	☐	☐		☐ Yes ☐ No
2.3 — Medication Education Specifically						
Medication content correctly reflects the NB context: the distinction between medication assistance (all settings) and medication administration (Section 5.13 authorized residential facilities only) is clearly and accurately taught	☐	☐	☐	☐		☐ Yes ☐ No
Medication content includes the five rights, MAR documentation, refusal management, co-witness protocol for insulin, and error reporting — aligned with V5 Module E skills	☐	☐	☐	☐		☐ Yes ☐ No
Domain 2 Subtotal / 75 points maximum	Score: _____ / 75	Weighted Score: _____ %	Gaps: _____			

DOMAIN 3 — Clinical Education & Practicum | Weight: 20%

Criterion	0NotMet	1Partial	2Subst	3FullyMet	Evidenc e / Notes	Gap?
3.1 — Practicum Structure						
The clinical practicum constitutes a minimum of 140 hours of supervised practice in a real care setting (not simulation only)	☐	☐	☐	☐		☐ Yes ☐ No
Clinical placements are in settings appropriate to PSW practice — long-term care, special care homes, home care, or equivalent NB-regulated adult care environments	☐	☐	☐	☐		☐ Yes ☐ No
The program has confirmed placement agreements with sufficient sites to provide all enrolled students with required clinical hours	☐	☐	☐	☐		☐ Yes ☐ No
Clinical placements are distributed to expose students to more than one care setting or population type where possible	☐	☐	☐	☐		☐ Yes ☐ No
3.2 — Skills Laboratory						
The program has a dedicated skills laboratory with equipment sufficient to teach and practice all skills in the NBPSWA V5 Clinical Skills Manual (Modules A–H)	☐	☐	☐	☐		☐ Yes ☐ No
Skills lab instruction precedes clinical placement — students practise skills in a controlled environment before performing them with real clients	☐	☐	☐	☐		☐ Yes ☐ No
The program uses a competency validation checklist model (aligned with V5 format) — students must demonstrate each core skill to a pass standard before practising it clinically	☐	☐	☐	☐		☐ Yes ☐ No
3.3 — Supervision and Support						
Clinical supervision is provided by a regulated health professional (RN or LPN) or by an experienced PSW under the oversight of a regulated professional — not by facility staff without any professional oversight	☐	☐	☐	☐		☐ Yes ☐ No
The supervision ratio in clinical settings is documented and appropriate — students are not placed in unsupervised positions	☐	☐	☐	☐		☐ Yes ☐ No

The program has a clear protocol for managing unsafe student behaviour or critical incidents during clinical placement	☐	☐	☐	☐		☐ Yes ☐ No
Students receive formative feedback during clinical placement — not only a final pass/fail determination	☐	☐	☐	☐		☐ Yes ☐ No
3.4 — Simulation (if used)						
Simulation is used to supplement, not replace, clinical hours — the distinction between simulated and real clinical hours is clearly disclosed to students	☐	☐	☐	☐		☐ Yes ☐ No
Simulation scenarios are designed against specific V1 competency indicators and V5 skill codes where simulation is used	☐	☐	☐	☐		☐ Yes ☐ No
High-fidelity simulation (where used) follows INACSL or equivalent standards	☐	☐	☐	☐		☐ Yes ☐ No
Debriefing is conducted following simulation activities	☐	☐	☐	☐		☐ Yes ☐ No
Domain 3 Subtotal / 60 points maximum	Score: _____ / 60	Weighted Score: _____ %	Gaps: _____			

DOMAIN 4 — Faculty Qualifications & Development |
Weight: 15%

Criterion	0NotMet	1Partial	2Subst.	3FullyMet	Evidence / Notes	Gap?
4.1 — Credential and Experience						
Faculty delivering clinical and skills content hold, at minimum, a PSW credential with recent clinical experience in PSW settings; clinical faculty teaching at a supervisory level hold an RN or LPN credential	☐	☐	☐	☐		☐ Yes ☐ No
The program director or academic lead holds a post-secondary credential in a health-related field and has program administration or curriculum development experience	☐	☐	☐	☐		☐ Yes ☐ No
The faculty roster is fully documented — all teaching positions are filled for the upcoming intake; there are no significant vacancies in clinical or core theory instruction	☐	☐	☐	☐		☐ Yes ☐ No
Faculty have recent, relevant clinical experience — within the past 5 years — in the care settings being taught	☐	☐	☐	☐		☐ Yes ☐ No
4.2 — Currency and Development						
Faculty participate in continuing professional development — evidence of conference attendance, professional membership, credential maintenance, or formal education within the past 3 years is provided	☐	☐	☐	☐		☐ Yes ☐ No
Faculty are familiar with the NBPSWA Standards Series — evidence shows instructors have reviewed and can teach to V1 through V5 standards	☐	☐	☐	☐		☐ Yes ☐ No
Faculty who teach dementia care, palliative care, or mental health content hold or are working toward specialty credentials or training in that area (GPA, ASIST, palliative care certification)	☐	☐	☐	☐		☐ Yes ☐ No
4.3 — Teaching Practice						
Faculty use adult learning principles in course design — active learning, case-based instruction, skills practice, and reflection are observable in curriculum materials	☐	☐	☐	☐		☐ Yes ☐ No

Faculty use a variety of assessment methods appropriate to PSW learning — not exclusively written examinations	☐	☐	☐	☐		☐ Yes ☐ No
Faculty-to-student ratios in skills lab settings are sufficient for safe skills practice — documented and appropriate	☐	☐	☐	☐		☐ Yes ☐ No
New or less experienced faculty are formally oriented to program expectations and receive mentoring or peer support from experienced colleagues	☐	☐	☐	☐		☐ Yes ☐ No
Faculty performance is formally evaluated — through student feedback, peer review, or program director observation — at least annually	☐	☐	☐	☐		☐ Yes ☐ No
A candid faculty gap assessment has been provided — the program has identified its own areas of faculty strength and vulnerability and has a plan to address gaps	☐	☐	☐	☐		☐ Yes ☐ No
Domain 4 Subtotal / 45 points maximum	Score: _ / 45	Weighted Score: _ %	Gaps: _			

DOMAIN 5 — Student Assessment & Progression <i>Weight: 12%</i>						
Criterion	0NotMet	1Partial	2Subst.	3FullyMet	Evidence / Notes	Gap?
5.1 — Assessment Design						
The program uses multiple assessment methods — written examinations, practical demonstrations, case studies, clinical evaluations, and reflective assignments — that together assess all five V1 competency domains	☐	☐	☐	☐		☐ Yes ☐ No
Assessment criteria are explicitly mapped to learning outcomes which are mapped to V1 competency indicators — the connection from assessment to competency is traceable and documented	☐	☐	☐	☐		☐ Yes ☐ No
Practical/clinical assessments use observable, behavioural criteria — assessed against a standard (pass/fail or performance rubric), not against comparison to peers	☐	☐	☐	☐		☐ Yes ☐ No
Students receive clear information about assessment expectations before each assessment — rubrics, marking	☐	☐	☐	☐		☐ Yes ☐ No

schemes, or performance criteria are disclosed in advance						
5.2 — Progression Standards						
The program has a documented minimum passing standard — a student who does not meet the standard is not permitted to progress to clinical placement	☐	☐	☐	☐		☐ Yes ☐ No
The program has a documented policy for students who fail an assessment — including opportunity for remediation, number of permitted attempts, and consequences of continued failure	☐	☐	☐	☐		☐ Yes ☐ No
Medication administration competency (where included) requires a higher passing threshold than general theory content — minimum 80% is the benchmark; 100% on medication-specific practicals is appropriate	☐	☐	☐	☐		☐ Yes ☐ No
5.3 — Student Support						
The program provides academic support resources for students who are struggling — tutoring, additional practice opportunities, or faculty support — not simply repeating the failed assessment	☐	☐	☐	☐		☐ Yes ☐ No
The program has a documented process for identifying and supporting students with learning needs or accommodation requirements	☐	☐	☐	☐		☐ Yes ☐ No
Student feedback on program quality is collected and documented; evidence shows feedback is reviewed and where applicable, acted upon	☐	☐	☐	☐		☐ Yes ☐ No
The program discloses to prospective students the historical pass rate on any provincial or national standardized examinations if applicable	☐	☐	☐	☐		☐ Yes ☐ No
The program tracks graduate outcomes — employment, NBPSWA membership uptake, further education — and uses this data in program improvement	☐	☐	☐	☐		☐ Yes ☐ No
Domain 5 Subtotal / 36 points maximum	Score: / 36	Weighted Score: %	Gaps: —			

DOMAIN 6 — Learning Environment & Resources |
Weight: 5%

Criterion	0NotMet	1Partial	2Subst.	3FullyMet	Evidence / Notes	Gap?
The program's physical learning environment (classroom, lab) is appropriate for health education — adequate space, appropriate hygiene standards, and purpose-built or appropriately adapted facilities	☐	☐	☐	☐		☐ Yes ☐ No
The skills laboratory is equipped with a hospital bed, wheelchair, mechanical lift (or equivalent), personal care manikins, vital signs equipment, and other items listed in the V5 Module equipment lists	☐	☐	☐	☐		☐ Yes ☐ No
Students have access to the NBPSWA Standards Series (Volumes 1–8) — either through program purchase, library access, or individual copy as part of program materials	☐	☐	☐	☐		☐ Yes ☐ No
Students have access to library or research resources appropriate for health education — online databases, clinical references, or equivalent	☐	☐	☐	☐		☐ Yes ☐ No
The program's online or technology infrastructure (if applicable) is adequate for hybrid or online delivery — documented through platform description and student access support	☐	☐	☐	☐		☐ Yes ☐ No
Domain 6 Subtotal / 15 points maximum	Score: _____ / 15	Weighted Score: _____ %	Gaps: _____			

DOMAIN 7 — Ethics, Professional Practice & Values Integration <i>Weight: 8%</i>						
Criterion	0NotMet	1Partial	2Subst.	3Fully Met	Evidence / Notes	Gap?
7.1 — Ethics Content (V3 Alignment)						
The curriculum includes dedicated instruction on professional ethics aligned with the NBPSWA Code of Ethics (V3) — the eight values are taught explicitly, not only implied through conduct expectations	☐	☐	☐	☐		☐ Yes ☐ No
Ethical reasoning and ethical decision-making frameworks are taught — students learn a structured approach to navigating ethical dilemmas, not only rules	☐	☐	☐	☐		☐ Yes ☐ No
Moral distress and moral courage are addressed — students learn that ethical conflict is a normal part of care work and are given tools for navigating it	☐	☐	☐	☐		☐ Yes ☐ No
7.2 — Standards of Practice Content (V2 Alignment)						
The ten Standards of Practice (V2) are taught explicitly — not only referenced but addressed as a discrete professional expectation	☐	☐	☐	☐		☐ Yes ☐ No
Accountability, honesty in documentation, and error disclosure are taught as professional obligations — not only as policy compliance	☐	☐	☐	☐		☐ Yes ☐ No
Scope of practice content is accurate, specific to New Brunswick, and taught with the nuance of the V2 Standard 2 framework — scope is setting-dependent, employer-authorized, and not uniform across NB	☐	☐	☐	☐		☐ Yes ☐ No
7.3 — Equity and Cultural Safety						
Cultural safety is taught as a practice orientation, not only cultural awareness — students learn to assess and adapt practice to individual cultural needs, not memorize cultural facts	☐	☐	☐	☐		☐ Yes ☐ No
LGBTQ2S+ inclusive care is explicitly addressed in the curriculum	☐	☐	☐	☐		☐ Yes ☐ No
Anti-racism and anti-oppression content is present in the curriculum — students examine their own biases as a professional competency	☐	☐	☐	☐		☐ Yes ☐ No

Domain 7 Subtotal / 24 points maximum	Score: _____ _ / 24	Weighted Score: _____ %	Gaps: _____
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DOMAIN 8 — Specialty Pathway Support | Weight: 4%

Criterion	0NotMet	1Partial	2Subst .	3Fully Met	Evidence / Notes	Gap?
The curriculum includes content on at least three of the six specialty areas identified in V8 — Dementia, Palliative, Community/Home Care, Mental Health, Restorative, or Complex Care	☐	☐	☐	☐		☐ Yes ☐ No
Specialty content goes beyond awareness-level — students develop entry-level practical knowledge in at least the dementia and palliative specialty areas	☐	☐	☐	☐		☐ Yes ☐ No
The program informs students of the V8 NBPSWA Specialty Certification pathway — students graduate knowing that specialty credentials are available as a career development option	☐	☐	☐	☐		☐ Yes ☐ No
The program's clinical placements include exposure to at least one specialty population (dementia, palliative, or equivalent)	☐	☐	☐	☐		☐ Yes ☐ No
Domain 8 Subtotal / 12 points maximum	Score: _____ / 12	Weighted Score: _____ %	Gaps: _____			

**DOMAIN 9 — Continuing
Competency Preparation |**
Weight: 3%

Criterion	0NotMet	1Partial	2Subst	3FullyMet	Evidence / Notes	Gap?
The curriculum introduces students to the NBPSWA Continuing Competency Program (V7) — students understand the four-stage cycle and the 10-hour annual minimum before they graduate	☐	☐	☐	☐		☐ Yes ☐ No
The program teaches reflective practice as a skill — students practise self-assessment against competencies and write structured professional reflections during the program	☐	☐	☐	☐		☐ Yes ☐ No
The program prepares students to build a professional portfolio — students graduate with the beginning of a portfolio (credential, practicum hours record, completed skills checklists) and understand its purpose for NBPSWA membership and future PLAR applications	☐	☐	☐	☐		☐ Yes ☐ No
Domain 9 Subtotal / 9 points maximum	Score: _____ — / 9	Weighted Score: _____ %	Gaps: _____			

PART 3 — REVIEW REPORT TEMPLATE

This report is completed by the NBPSWA reviewer following Part 2 scoring. A copy is provided to the program within 5 business days of review completion.

Report Header

Field	Detail
Program Name	
Institution	
Review Reference #	
Submission Date	
Review Completed Date	
Lead Reviewer	
Secondary Reviewer (if applicable)	
Review Type	☐ Initial Review ☐ Resubmission Review ☐ Material Change Review

Auto-Fail Check

Auto-Fail Criterion	Status	Notes
Program hours ≥ 700	☐ Met ☐ NOT MET — Auto-Fail	
Supervised clinical practicum present	☐ Met ☐ NOT MET — Auto-Fail	
At least one faculty member holds healthcare credential	☐ Met ☐ NOT MET — Auto-Fail	
Curriculum addresses NBPSWA V1 competency domains	☐ Met ☐ NOT MET — Auto-Fail	
Medication scope accurately represents NB context	☐ Met ☐ NOT MET — Auto-Fail	
Auto-Fail Result	☐ No auto-fail criteria triggered — proceed to domain scoring ☐ Auto-fail triggered — decision is NOT ALIGNED / RESUBMIT regardless of domain scores	

Domain Score Summary

#	Domain	Weight	Raw Score	Weighted Score	Gaps Found	Strengths
1	Administration & Governance	8%	/ 24	_____ %	—	
2	Curriculum Design & Competency Coverage	25%	/ 75	_____ %	—	
3	Clinical Education & Practicum	20%	/ 60	_____ %	—	

#	Domain	Weight	Raw Score	Weighted Score	Gaps Found	Strengths
4	Faculty Qualifications & Development	15%	/ 45	_____ %	_____	
5	Student Assessment & Progression	12%	/ 36	_____ %	_____	
6	Learning Environment & Resources	5%	/ 15	_____ %	_____	
7	Ethics, Professional Practice & Values	8%	/ 24	_____ %	_____	
8	Specialty Pathway Support	4%	/ 12	_____ %	_____	
9	Continuing Competency Preparation	3%	/ 9	_____ %	_____	
OVERALL ALIGNMENT SCORE	100%	/ 300	_____ % TOTAL	Total gaps: ____ Total strengths: ____		

Reviewer Narrative Comments

Overall program strengths:

Key areas for development:

Additional notes for the program:

Reviewer Sign-Off

Lead Reviewer Name	Credential / Role	Signature	Date

PART 4 — RESUBMISSION TRACKER

This tracker is initiated when a program receives a 'Not Aligned / Resubmit' or 'Conditionally Aligned' decision and chooses to resubmit. The program completes the 'Program Response' column for each gap identified in Part 3. The reviewer completes the 'Reassessment' column during the resubmission review.

Resubmission Header

Field	Detail
Program Name	
Original Review Reference #	
Original Decision	☐ Not Aligned / Resubmit ☐ Conditionally Aligned
Original Review Date	
Resubmission Date	
Resubmission Review Reference #	
Number of gaps to be addressed	

Gap Resolution Matrix

Transfer each gap from the Part 3 Gap Table. The program documents their response. The reviewer assesses whether each gap has been resolved.

Dom.	Crit.	Original Gap	Program Response(how the gap was addressed)	Reviewer Reassessment	Resolved?
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No
			Program completes ▶	Reviewer completes ▶	☐ Yes ☐ Partial ☐ No

Resubmission Decision

Resubmission Score: _____ %

☐ Upgraded to: NBPSWA ALIGNED PROGRAM

☐ **Upgraded to: NBPSWA ALIGNED PROGRAM — CONDITIONAL**

☐ **Remaining gaps insufficient for designation — further resubmission invited**

Gaps resolved: ____ of ____ Remaining unresolved: ____

Reviewer: _____ Signature: _____ Date:

PART 5 — STUDENT COMPARISON GUIDE

What to ask before choosing a PSW program in New Brunswick

This guide is for students who are considering a Personal Support Worker program. It explains what to look for in a quality program, what NBPSWA alignment means, and what questions to ask any program before you enrol.

What NBPSWA Alignment Means

Designation	What the Student Sees	What It Means for You
NBPSWA Aligned Program	Green checkmark and designation on NBPSWA website and program materials	The program has been independently reviewed against all 8 volumes of the NBPSWA Standards Series and met the standard. Your training is designed to prepare you for professional practice in NB.
Conditionally Aligned	Noted as 'Under Active Review' on NBPSWA registry	The program met the minimum standard but has gaps being addressed. It may still be a good program — ask what gaps were identified and how they are being fixed.
Not Listed	Program does not appear on NBPSWA Aligned Program Registry	The program has not been reviewed by NBPSWA, or was reviewed and did not meet the standard. Ask why.

Key Questions to Ask Any PSW Program

Question	Why It Matters	What a Good Answer Sounds Like
How many total hours is this program?	NACC sets 700 hours as the national minimum. Short programs may not provide adequate preparation.	At least 700 hours total, with at least 140 hours in real clinical settings.
How many hours will I spend in a real care setting with actual clients?	Simulation alone is not the same as clinical experience. Clinical hours in real settings are essential.	A specific number — not 'it depends.' Simulation and skills lab hours are described separately from real clinical hours.
Who teaches the clinical content?	Instructors without healthcare backgrounds cannot teach clinical practice effectively.	At least some faculty hold RN, LPN, or PSW credentials with recent direct care experience.
Does the program teach the NBPSWA Standards Series?	The Standards Series is what NB employers, NBPSWA, and the healthcare system expect graduates to know.	The program explicitly references and teaches V1 (competencies), V2 (standards), V3 (ethics), V4 (guidelines), and V5 (skills).
Does the curriculum cover medication administration	Medication scope in NB is specific and	A clear explanation of the difference between medication assistance (all settings) and Section

Question	Why It Matters	What a Good Answer Sounds Like
— and does it accurately explain when a PSW can and cannot administer medications in NB?	complex. Graduates who misunderstand it create safety risk.	5.13 administration (authorized residential facilities only).
What happens if I fail an assessment?	Programs should have remediation processes, not just immediate failure.	A clear remediation policy with opportunity to retry, additional support, and documented consequences for repeated failure.
What is your graduation rate? What percentage of graduates get jobs in healthcare within six months?	Outcomes data shows whether the program actually prepares people for work.	Specific numbers, not vague answers. For new programs, 'N/A — first cohort in progress' is acceptable.
Is this program NBPSWA aligned? Can I become an NBPSWA member after I graduate?	NBPSWA membership connects you to the professional community and supports your career development.	Yes — and ideally 'we are a recognized Aligned Program so your membership application is streamlined.'
Does the program build my professional portfolio? Will I graduate with my skills checklists and competency records?	Your portfolio supports future PLAR applications if you pursue Practical Nursing education.	Yes — students leave with completed V5 checklists, practicum hours records, and a portfolio index.
After I graduate, will the program help me understand the NBPSWA Continuing Competency Program?	The CCP is how you grow professionally after graduation. You should know about it before you leave.	Yes — the CCP is taught in the program and students understand the 10-hour annual minimum and the four-stage cycle.

What You Should Receive When You Enrol

- A clear breakdown of total program hours — theory, skills lab, and clinical hours listed separately
- The program's student handbook including assessment policies, grading scales, and remediation processes
- A list of the clinical placement sites where you will be placed — or confirmation that placements are secured
- Access to the NBPSWA Standards Series — either purchased on your behalf or accessible through the library
- A copy of (or reference to) the program's competency mapping matrix showing how courses align to V1 domains

The NBPSWA Aligned Program Registry

The current list of NBPSWA Aligned Programs in New Brunswick is available on the NBPSWA website. Employers, students, and the public can search the registry by program name, institution, and delivery location. Programs are listed with their designation status and the date of their most recent review.

End of NBPSWA Program Review & Alignment Tool

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Questions about the review process: admin@nbpswa.com