## **Qualification Allowance and Advanced Qualification Allowance**

The following nursing qualifications achieved at a postgraduate certificate, diploma, degree, masters, or PhD level, meet the department’s criteria as an approved qualification for payment of the qualification or advanced qualification allowance.

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| **NU6 and NU7** | |
| **Qualification** | **Description** |
| **General/Acute Paediatric Nursing** | A paediatric nursing qualification identifying advanced knowledge and skills across a broad range of acute and chronic childhood, adolescent, or young people’s health. |
| **Diabetes Nursing (Credentialed Diabetes Educator)** | Qualifications in childhood diabetes, thyroid, or pituitary (endocrine) health management. |
| **Allergy Nursing** | Qualifications that advance understanding of the allergic process and the varying manifestations in children. Broad understanding of the immune responses in allergy, asthma, eczema, anaphylaxis, and drug allergies |
| **Stomal Therapy** | Qualifications demonstrating advanced understanding of stomal management in children. Broad understanding of enteral devices and stomal appliances as relates to the state schools registered nurse role and context. |
| **Child and Family Health** | Qualification that focuses on assessing and facilitating child, family, and young person’s health, focusing on considerations of connection between family, their community and health providers. The course covers middle childhood and adolescent health. |
| **Rural health (rural areas only)** | Qualifications demonstrating cultural, linguistic, social, economic, geographical, and climatic context. Engage competently with a framework of cultural safety. Work cooperatively with primary health care teams to service remote, isolated, and marginalised First Nations people |
| **Chronic Disease and Palliative Care** | Qualifications that focus on collaborative arrangements for supporting middle childhood or adolescents with complex care trajectories in school or community settings. Knowledge and abilities in assessment and use of medical technology to support advanced care and support planning for optimal outcomes. |
| **Community and public health – School nursing** | Qualification that provides advanced understanding of school service models and links to public health outcomes. Knowledge of common middle childhood and young person’s development, cultural needs, health, and wellbeing. |
| **Critical, Acute or Intensive Care Nursing** | Qualifications that focus on assessing and managing critical airway, mechanical ventilation, cardiac, or acute care complexity planning and support in a high dependency situation. Board understanding of the application and safety for airway, suctioning and ventilation technology. |
| **NU7 Only** | |
| **Qualification** | **Description** |
| **Clinical Practice (Advanced clinical practice)** | Qualifications related to expertise and knowledge in clinical supervision. Where a high degree of expertise is required for greater level of responsibility and leadership. Applying principles of evidence and evaluation to support innovative change and improved practices pertinent to the regional clinical nurse consultant role. |
| **NU7 Advisor** | |
| **Qualification** | **Description** |
| **Clinical Education in Nursing** | Clinical education in nursing is focused on providing evidence-based practice advice and developing training resources that deliver clear best practice messages for the context. The course develops skills and abilities that ensure regular review of curriculum and contemporary pedagogies for the effective delivery of education and health support. |

**Qualifications not listed:** Qualifications not included on this list may be referred to the review committee for review of provided evidence that the qualification:

* builds on the registered nurses’ knowledge of providing appropriate planning and training for management of health support needs within an educational context; and
* reflects knowledge required by state schools nurses in state schools i.e., conditions that have a reasonable level of prevalence; and
* does not duplicate knowledge and expertise, that is, not provided by other professionals in the department or the student’s treating team