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| Diploma of Nursing HLT54115 Transition Tool |
| Enrolled Nurse Accreditation Standards 2009 |

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# Submission preparation

This Diploma of Nursing HLT54115 Transition Tool relates solely to the transition from the qualification Diploma of Nursing HLT51612 to Diploma of Nursing HLT54115. Any other changes to the program offered will be assessed through ANMAC’s usual modification process. This transition tool is not to be used for any purpose other than the transition process.

The evidence required in the Transition Tool replaces the evidence guide that is described in the full Enrolled Nurse Accreditation Standards. The full evidence guide, including glossary and a list of abbreviations, is available for reference and may be accessed in the standards:

[*ANMC, Enrolled Nurses Standards and Criteria for the Accreditation of Nursing and Midwifery Courses Leading to Registration, Enrolment, Endorsement and Authorisation in Australia with Evidence Guide, February 2009*](http://www.anmac.org.au/sites/default/files/documents/ANMC%20Accreditation%20standards%20-%20Enrolled%20Nurse.pdf)*.*

You will note that both the ANMC National Competency Standards for the Enrolled Nurse and the NMBA Enrolled Nurse Standards for Practice are mentioned within the Transition Tool. This is due to the fact that the Enrolled Nurse Accreditation Standards are currently under review and any reference to National Competency Standards will be replaced with a reference to the Enrolled Nurse Standards for Practice in the revised accreditation standards.

When preparing documentation for transition review it is important to keep in mind:

* readability – present documents in a clear and concise manner
* accessibility – readers may not have access to specialised software
* searchability – readers will need to be able to easily find the evidence that you’ve provided using search tools, bookmarks, tabs or accurately referenced pages.

Your submission will be divided into two sections:

* Part 1 - Diploma of Nursing HLT54115 Transition Tool
* Part 2 - Evidence aligned with the Accreditation Standards

To complete the Transition Tool, fill in the ‘evidence’ column by referencing the location of the information in your evidence documents, include appendix number, title, page numbers, and paragraph numbers as required or provide a hyperlink to the relevant sections. **You are only required to complete the criteria that are directly relevant to the changes you are planning to make in relation to transition. Some cells are deliberately shaded as they do not relate to the transition process.**

You are required to provide ANMAC with one hard copy of your submission documents and one electronic copy (USB or cloud based). **Please make sure the electronic copy of the transition tool is provided in Word format - not as a PDF.**

Send your completed submission to:

Executive Director   
Accreditation & Assessment Services  
Australian Nursing & Midwifery Accreditation Council  
GPO Box 400   
CANBERRA CITY ACT 2601

Or share a cloud based link with [accreditation@anmac.org.au](mailto:accreditation@anmac.org.au).

# Program details

### CONTACT INFORMATION

|  |  |
| --- | --- |
| EDUCATION PROVIDER |  |
| ADDRESS OF HEAD OFFICE |  |
| HEAD OF DISCIPLINE (NAME AND TITLE) |  |
| PHONE NUMBER |  |
| EMAIL |  |
| PROGRAM CONTACT PERSON (NAME AND TITLE) |  |
| PHONE NUMBER |  |
| EMAIL ADDRESS |  |

### PROGRAM INFORMATION

|  |  |
| --- | --- |
| PROGRAM |  |
| PROGRAM ABBREVIATION |  |
| PROGRAM OF STUDY COURSE CODE |  |
| ACCREDITATION EXPIRY DATE |  |
| REGISTRATION TYPE | Enrolled Nurse |
| QUALIFICATION TYPE | Diploma |
| PROGRAM TYPE | Entry |
| ACCREDITATION TYPE | Transition to HLT54115 |

### ANMAC USE ONLY

|  |  |
| --- | --- |
| ANMAC ASSOCIATE DIRECTOR FOR PROFESSIONAL PROGRAMS |  |
| SUBMISSION RECEIVED |  |
| PRELIMINARY REVIEW DATE |  |
| DATE(S) FURTHER EVIDENCE RECEIVED |  |

1. Compulsory Units of Competency

|  |  |  |  |
| --- | --- | --- | --- |
|  | Unit of Competency Codes | Unit Titles | Nominal Hours |
| 1 | CHCDIV001 | Work with diverse people |  |
| 2 | CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |  |
| 3 | CHCPRP003 | Reflect on and improve own professional practice |  |
| 4 | HLTAAP002 | Confirm physical health status |  |
| 5 | HLTAAP003 | Analyse and respond to client health information |  |
| 6 | HLTENN001 | Practise nursing within the Australian health care system |  |
| 7 | HLTENN002 | Apply communication skills in nursing practice |  |
| 8 | HLTENN003 | Perform clinical assessment and contribute to planning nursing care |  |
| 9 | HLTENN004 | Implement, monitor and evaluate nursing care plans |  |
| 10 | HLTENN005 | Contribute to nursing care of a person with complex needs |  |
| 11 | HLTENN006 | Apply principles of wound management in the clinical environment |  |
| 12 | HLTENN007 | Administer and monitor medicines and intravenous therapy |  |
| 13 | HLTENN008 | Apply legal and ethical parameters to nursing practice |  |
| 14 | HLTENN009 | Implement and monitor care for a person with mental health conditions |  |
| 15 | HLTENN011 | Implement and monitor care for a person with acute health problems |  |
| 16 | HLTENN012 | Implement and monitor care for a person with chronic health problems |  |
| 17 | HLTENN013 | Implement and monitor care of the older person |  |
| 18 | HLTENN015 | Apply nursing practice in the primary health care setting |  |
| 19 | HLTINF001 | Comply with infection prevention and control policies and procedures |  |
| 20 | HLTWHS002 | Follow safe work practices for direct client care |  |

1. Elective Units of Competency

|  |  |  |  |
| --- | --- | --- | --- |
|  | Unit of Competency Codes | Unit Titles | Nominal Hours |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

# Declaration

Academic integrity means honesty and responsibility in scholarship. This principle forms the foundation of the education system. The intellectual property of an education institution is central to the work and structures that support the business of the institution, and it is essential that this work is protected. This declaration indicates acknowledgement of and adherence to this fundamental principle.

|  |
| --- |
| Academic integrity of submission  I, [insert name] declare that all documentation in this submission, or in support of this submission, is true and correct and is the original work of [insert name of education provider] except in so far as acknowledgement is made to other sources. I acknowledge that any reporting requirements, including the submission of an Annual Declaration confirming that the program is being delivered as accredited, is a general condition of accreditation.  Signature:  Date: |

# Standard One: Governance

The course provider demonstrates policies, procedures, processes and practices in regard to: quality assurance and improvement; course design and management; consultation and collaboration; and ensuring resources adequate to course implementation.

### Statement of Intent

That courses have adequate governance arrangements to produce graduates with the required graduate competency outcomes as detailed in the ANMC National Competency Standards for the Enrolled Nurse.

The course provider is required to demonstrate or confirm:

| **Criteria** | **Evidence related to the transition to HLT54115** | **ANMAC Office Use Only** |
| --- | --- | --- |
| * 1. Current quality assurance and accreditation in the relevant education sector in Australia – enrolled nurse courses must show evidence of VET-sector quality assurance and accreditation.   *Evidence required***:**  **Screenshot of HLT54115 listing on scope with ASQA if available at the time.** |  |  |
| * 1. Course development, monitoring, review, evaluation and quality improvement.   *Evidence required:*  **Evidence of health industry consultation and support for the transition to HLT54115 with particular regard to Primary Health Care and Intravenous Therapy in core units.** |  |  |
| * 1. Collaborative approaches to course organisation and design between teaching staff and/or curriculum or instructional designers, students, consumers and key stakeholders.   *Evidence required:*  **Details of any *changes* related to the requirements of HLT54115.** |  |  |
| * 1. That students are provided with facilities and resources sufficient in quality and quantity to the attainment of the required graduate competency outcomes.   *Evidence required:*  **Details of *additional* resources required for core or elective Units of Competency.** |  |  |
| * 1. How shared formal agreements between the education provider and any health service providers where students gain their professional experience are developed and reviewed, and justification of their requirements.   *Evidence required:*  **Details of additional agreements if required for core and elective Units of Competency.** |  |  |
| * 1. How risk assessments of and risk minimisation strategies for any environment where students are placed to gain professional experience are developed. |  |  |
| * 1. That credit transfer or the recognition of prior learning (RPL) is consistent with both AQF national principles and the expected outcomes of regulatory authorities for practice.   *Evidence required:*  **Mapping of transitioning students from HLT51612 to HLT54115.** |  |  |
| * 1. The equivalence of course outcomes for courses taught in Australia in all delivery modes in which the course is offered (courses delivered on campus or in mixed mode, by distance or by e- learning methods). |  |  |
| * 1. The equivalence of course outcomes for cross-border education in all delivery modes in which the course is offered (courses delivered on-campus or in mixed-mode, by distance or by e-learning methods). |  |  |
| * 1. Monitoring of staff performance and ongoing teaching staff development, and of staff having current relevant professional registration.   *Evidence required:*  **Details of any *changes* to teaching staff related to the requirements of HLT54115 - please provide relevant NMBA registration numbers.** |  |  |
| * 1. That the course provider is:   a. The primary provider for the course |  |  |
| b. Not the primary provider of the course, where this is the case, details must be provided of the primary and any other providers and evidence of processes to ensure that the institution requesting accreditation remains accountable for quality and for meeting the accreditation status obligations. |  |  |

# Standard Two: Staffing

The course provider demonstrates policies, procedures, processes and practices to demonstrate that staff are qualified and prepared for their roles and responsibilities in relation to educating and supervising students.

### Statement of Intent

That staff are qualified and sufficient in number to provide students with the support and the expertise necessary to attain their graduate competency outcomes.

The course provider is required to demonstrate that the:

| Criteria | Evidence related to the transition to HLT54115 | ANMAC Office Use Only |
| --- | --- | --- |
| * 1. Head of Discipline (or person responsible for course content and delivery) and teaching staff members hold a tertiary qualification relevant to their nursing profession as a minimum qualification. |  |  |
| * 1. Head of Discipline (or person responsible for course content and delivery) and teaching staff are registered nurses with a current practising certificate. |  |  |
| * 1. Teaching staff hold a qualification that is higher than the qualification for which the students they educate are studying (or justification of where exceptions to this criterion should be made).   *Evidence required:*  **Details of *changes* to teaching staff related to the requirements of HLT54115, including teaching experience, qualifications and Units of Competency taught.** |  |  |
| * 1. In cases where a teaching staff member’s qualifications are not in nursing their qualifications are relevant to the education of the given students (e.g. in cross-disciplinary courses).   *Evidence required:*  **Details of *changes* to teaching staff related to the requirements of HLT54115, including teaching experience, qualifications and Units of Competency taught.** |  |  |
| * 1. Teaching staff are qualified to fulfil their teaching responsibilities, including current competence in area of teaching.   *Evidence required:*  **Details of *changes* to teaching staff related to the requirements of HLT54115, including teaching experience, qualifications and Units of Competency taught.** |  |  |
| * 1. Staffing arrangements around course delivery are aligned with course outcomes.   *Evidence required:*  **Details of *changes* to teaching staff related to the requirements of HLT54115, including teaching experience, qualifications and Units of Competency taught.** |  |  |

# Standard Three: Students

The course provider demonstrates policies, procedures, processes and practices which establish: equal opportunities for students to successfully meet the requirements for enrolment as a nurse; that students are informed before enrolling in the course of specific requirements or learning styles that the course may require and that they are aware of the regulatory authorities’ requirements for entry to practice.

### Statement of Intent

That courses are underpinned by equal opportunity principles in terms of recruitment, enrolment and support of students and establish that students are given the opportunity to make informed course selections before enrolling in the course, understanding any specific requirements of the provider for entry to the course, any specific teaching and learning approaches through which the course is delivered, or any regulatory authorities’ requirements for enrolment to practice.

The course provider is required to demonstrate:

| Criteria | Evidence related to the transition to HLT54115 | ANMAC Office Use Only |
| --- | --- | --- |
| **RECRUITMENT** |  |  |
| * 1. That students are informed of specific requirements for right of entry to professional experience placements.   *Evidence required:*  **Details of any *changes* related to the requirements of HLT54115.** |  |  |
| * 1. That students are informed of regulatory authorities’ criteria for registration to practice. |  |  |
| **ENROLMENT** |  |  |
| * 1. That Aboriginal and Torres Strait Islander students are encouraged to enrol. |  |  |
| * 1. That students from other groups under-represented in the nursing profession, especially those from culturally and linguistically diverse groups, are encouraged to enrol. |  |  |
| * 1. That students who have diverse academic, work and life experiences are encouraged to enrol. |  |  |
| **SUPPORT** |  |  |
| * 1. That the range of support needs are provided for Aboriginal and Torres Strait Islander students. |  |  |
| * 1. That provision is made for the range of support needs of students: from other groups under-represented in the nursing profession; from diverse academic, work and life experiences and achievements; of diverse social and cultural backgrounds; and of diverse ages. |  |  |
| * 1. That all students have equal opportunity to gain all graduate competency outcomes regardless of the mode of course delivery. |  |  |

# Standard Four: Course length and structure

The course provider demonstrates policies, procedures, processes and practices to establish that the total length of the course and the time and place in the course allocated to professional experience is appropriate to the graduate competency outcomes to be developed, with evidence of an integration of theory and professional experience.

### Statement of Intent

That the course structure is sufficient to gain the graduate competency outcomes and that professional experience is incorporated into the course.

The course provider is required to demonstrate that:

| Criteria | Evidence related to the transition to HLT54115 | ANMAC Office Use Only |
| --- | --- | --- |
| * 1. For courses leading to enrolment as a nurse the minimum qualification must be a Diploma. |  |  |
| * 1. The total length and structure of the course are sufficient to allow all the graduate competency outcomes to be met, together with any additional units of competency that may be required by regulatory authorities to meet industry standards.   *Evidence required:*  **Full course outline.**  **A map, grid and/or table detailing structure and length of course.** |  |  |
| * 1. The theoretical content of the course prepares students for the timing and length of professional experience placements. |  |  |
| * 1. Professional experience hours are sufficient to allow graduate competency outcomes to be met. |  |  |
| * 1. Total professional experience placement hours amount to no less than 400 hours.   *Evidence required:*  **Details of any *changes* related to the requirements of HLT54115.** |  |  |
| * 1. Where the structure of the course allows for qualifications for entry and exit these are outlined and that the exit points meet standards for exit qualifications. |  |  |

# Standard Five: Course content

The course provider demonstrates policies, procedures, processes and practices to establish that the course comprehensively addresses the graduate competency outcomes.

### Statement of Intent

That the course takes as its primary focus nursing and contemporary nursing practice, and that it includes national health priorities and contemporary issues in health care.

The course provider is required to demonstrate that:

| Criteria | Evidence related to the transition to HLT54115 | ANMAC Office Use Only |
| --- | --- | --- |
| * 1. The central focus of the course is on enrolled nursing practice, understood as the provision of patient-centred nursing care, including the recognition of normal and abnormal in assessment, intervention and evaluation of individual health and functional status. (As described by ANMC National Competency Standards for the Enrolled Nurse (2002, p.1). |  |  |
| * 1. The course has been mapped against the relevant ANMC National Competency Standards for the Enrolled Nurse to demonstrate how the graduate competency outcomes are to be achieved.   *Evidence required:*  **A map, grid and/or table *linking* the program to the NMBA Enrolled Nurse Standards for Practice.** |  |  |
| * 1. Selection, organisation, sequencing and delivery of learning experiences provides students with the opportunity to attain all the required graduate competency outcomes.   *Evidence required:*  **A map, grid and/or table *linking* the program to the NMBA Enrolled Nurse Standards for Practice.** |  |  |
| * 1. The course addresses specifically Aboriginal and Torres Strait Islander Peoples history, health and culture and incorporates the principles of cultural safety. |  |  |
| * 1. Technology, including information technology and information management, to support health care is integral to the course. |  |  |
| * 1. The course addresses mental health. |  |  |
| * 1. The course addresses chronic disease self-management. |  |  |
| * 1. Elective units of competence in the course are complementary to health.   *Evidence required:*  **List and description of electives and how they are complementary to health, where new electives have been introduced.** |  |  |
| * 1. Course content, approaches to teaching and learning, and assessment procedures are developed cognisant of best practice research and practice. |  |  |

# Standard Six: Approaches to teaching and learning

The course provider demonstrates policies, procedures, processes and practices to establish that the course is consistent with contemporary teaching and learning best practice.

### Statement of Intent

That contemporary, relevant and varied approaches to teaching and learning underpin the course and teaching and learning approaches provide Australian and international best practice perspectives on nursing.

The course provider is required to demonstrate:

| Criteria | Evidence related to the transition to HLT54115 | ANMAC Office Use Only |
| --- | --- | --- |
| * 1. A course design and framework and expected learning outcomes. |  |  |
| * 1. Congruence between content, practical application, competency achievement and teaching and learning strategies. |  |  |
| * 1. Understanding of current Australian and international best practice teaching and learning approaches. |  |  |
| * 1. A commitment to the development of graduates who are competent for beginning level practice. |  |  |
| * 1. A commitment to the development of graduates who have the capacity to continue to learn throughout their careers. |  |  |
| * 1. A commitment to the development of graduates who understand their professional responsibility for their continuing competence. |  |  |
| * 1. Teaching and learning approaches that promote communication and collaboration skills. |  |  |
| * 1. Interprofessional learning and practice. |  |  |
| * 1. Varied and relevant learning experiences that accommodate differences in student learning styles. |  |  |
| * 1. That approaches to teaching and learning achieve stated course outcomes. |  |  |

# Standard Seven: Student assessment

The course provider demonstrates policies, procedures, processes and practices to establish that the course incorporates a variety of approaches to assessment that are suited to the nature of the learning experiences and that achieve the required learning outcomes.

### Statement of Intent

That assessment is explicitly and comprehensively linked to the attainment of the graduate competency outcomes, is consistent with best practice assessment approaches and uses diverse assessment techniques.

The course provider is required to demonstrate:

| Criteria | Evidence related to the transition to HLT54115 Provided | ANMAC Office Use Only |
| --- | --- | --- |
| * 1. That graduates have achieved each graduate competency outcome on completion of the course. |  |  |
| * 1. That the level and number of assessments are consistent with determining the achievement of the graduate competency outcomes.   *Evidence required:*  **Unit of Competency outlines.**  **Matrix or table of the assessments across the program.**  **Assessments aligned to the NMBA Enrolled Nurse Standards for Practice.** |  |  |
| * 1. A variety of assessment types and tasks across the course to enhance individual and collective learning.   *Evidence required:*  **Matrix or table of the assessments across the program.** |  |  |
| * 1. A variety of assessment contexts to ensure demonstration of targeted skills leading to competence.   *Evidence required:*  **Matrix or table of the assessments across the program.** |  |  |
| * 1. Assessment in the professional experience context to establish the combination of skills, knowledge, attitudes, values and abilities that underpin quality outcomes of performance.   *Evidence required:*  **Unit of Competency outlines.**  **Details of any *changes* to the clinical assessment tool in response to the requirements of HLT54115.** |  |  |
| * 1. Procedural fairness, validity, reliability and transparency of assessment. |  |  |
| * 1. That the education provider remains ultimately accountable for the assessment of students in relation to their professional experience assessment. |  |  |
| * 1. That assessments reflect collaborative arrangements between students, nurses, and teachers and health service providers. |  |  |

# Standard Eight: Professional experience

The course provider demonstrates policies, procedures, processes and practices to establish that professional experience is conducted in an environment that provides conditions for students to gain graduate competency outcomes.

### Statement of Intent

That professional experience complements and promotes learning and that the conditions in which it is provided are risk assessed and risk managed.

The course provider is required to demonstrate or explain:

| Criteria | Evidence related to the transition to HLT54115 | ANMAC Office Use Only |
| --- | --- | --- |
| * 1. That professional experience supports learning activities and provides opportunities to attain learning outcomes (cross reference with standard 4). |  |  |
| * 1. That professional experience provides opportunities for experiential learning of course content (cross reference with standard 4, criterion 3).   *Evidence required:*  **Details of *additional* professional experience placements needed to meet the requirements of HLT54115.** |  |  |
| * 1. Shared formal agreements between the education provider and all health service providers where students gain their professional experience (cross reference with standard 1, criterion 5).   *Evidence required:*  **Details of arrangements with any *new* health service providers needed to meet the requirements of HLT54115.** |  |  |
| * 1. Risk assessment of and risk minimisation for all environments where students are placed to gain their professional experience (cross reference with standard 1, criterion 6).   *Evidence required:*  **Details of any *changes* related to the requirements of HLT54115.** |  |  |
| * 1. Collaborative approaches to evaluation of students’ professional experience placements. |  |  |
| * 1. Supervision models for professional experience placement and their relationship to the achievement of learning outcomes (cross reference with standard 2, criterion 6). |  |  |
| * 1. That teaching staff engaged in supporting and/or assessing students on professional experience placements are experienced in and prepared for the role (cross reference with Standard 2).   *Evidence required:*  **Details of the preparation for staff who support or assess students on professional experience placements that ensures they have an understanding of the requirements of HLT54115.** |  |  |
| * 1. That nurses engaged in supporting and/or assessing student on professional experience placements are prepared for the role.   *Evidence required:*  **Details of the preparation of nurses engaged in supporting and/or assessing student on professional experience placements that ensures they have an understanding of the requirements of HLT54115**. |  |  |

# Standard Nine: Research

The course provider demonstrates policies, procedures, processes and practices to establish that graduates are educated in nursing inquiry and that the contribution of the teaching staff to the education program is informed by research and scholarship.

### Statement of Intent

That students are exposed to, and their learning informed by, current research and that they develop the skills themselves to understand and participate in research and apply it to their practice.

The course provider is required to demonstrate that:

| Criteria | Evidence related to the transition to HLT54115 | ANMAC Office Use Only |
| --- | --- | --- |
| * 1. Teaching staff use current research in teaching and learning. |  |  |
| * 1. Teaching staff involved in the course development and delivery use current research and scholarship to inform this process. |  |  |
| * 1. Students are introduced to and develop skills in nursing inquiry. |  |  |
| * 1. Students develop an understanding of the ethics of research and its application to practice. |  |  |
| * 1. Students are inducted, as future professionals, into a culture of nursing inquiry. |  |  |

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| Further comments |