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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 HLT 54115 Transition Tool (Transition Tool) relates solely to the transition from the qualification Diploma of Nursing HLT51612 to Diploma of Nursing HLT 54115. Any other changes to the program offered will be assessed through ANMAC’s usual modification process. This tool is not to be used for any other purpose.

The transition evidence guide included in the Transition Tool replaces the evidence guide that is described in the full Enrolled Nurse Accreditation Standard. The full evidence guide may still 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)*.*

When preparing documentation for 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 in-line 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.

The glossary and abbreviations for these accreditation standards may provide further clarification and are available on the ANMAC website.

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.

# 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 |  |
| REGISTRATION TYPE | Enrolled Nurse |
| QUALIFICATION TYPE | Diploma |
| PROGRAM TYPE | Entry |
| ACCREDITATION TYPE | Transition to HLT54115 |
| SITES WHERE PROGRAM IS TO BE OFFERED |  |
| NO. OF STUDENTS TO BE ENROLLED PER COHORT |  |
| NO. OF COHORTS PER YEAR |  |
| PROGRAM LENGTHPart time, full time where applicable |  |
| MODES OF DELIVERY |  |
| ENTRY LEVEL ENGLISH LANGUAGE PROFICIENCY REQUIREMENT |  |

### ANMAC USE ONLY

|  |  |
| --- | --- |
| ANMAC ASSOCIATE DIRECTOR FOR PROFESSIONAL PROGRAMS |  |
| SUBMISSION RECEIVED |  |
| PRELIMINARY REVIEW DATE |  |
| ASSESSMENT TEAM (AT) MEMBERS |  |
| DATE OF FIRST TELECONFERENCE |  |
| DATE SITE VISIT INFORMATION AND COLLATED REVIEW SENT TO EDUCATION PROVIDER |  |
| DATE(S) OF SITE VISIT |  |
| DATE(S) FURTHER EVIDENCE RECEIVED  |  |
| DATE(S) OF FOLLOW UP MEETINGS |  |

1. Compulsory Units of Competency

|  |  |  |  |
| --- | --- | --- | --- |
|  | Unit of Competency Codes | Unit Titles | Nominal Hours |
| 1 | CHCPRP003 |  Reflect on and improve own professional practice  |  |
| 2 | HLTAAP002  | Confirm physical health status  |  |
| 3 | HLTAAP003  | Analyse and respond to client health information |  |
| 4 | CHCDIV001  | Work with diverse people  |  |
| 5 | CHCDIV002  | Promote Aboriginal and/or Torres Strait Islander cultural safety  |  |
| 6 | HLTENN001  | Practise nursing within the Australian health care system  |  |
| 7 | HLTENN002  | Apply communication skills in nursing practice HLTENN003 Perform clinical assessment and contribute to planning nursing care  |  |
| 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 submissionI, [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.

*Transition Evidence Guide***:****Screenshot of listing of HLT54115 on scope if available at the time.** |  |  |
| * 1. Course development, monitoring, review, evaluation and quality improvement.

*Transition Evidence Guide:***Evidence of health industry consultation and support for the HTP particularly for example Primary health care and Intravenous therapy as core units.** |  |  |
| * 1. Collaborative approaches to course organisation and design between teaching staff and/or curriculum or instructional designers, students, consumers and key stakeholders.
 |  |  |
| * 1. That students are provided with facilities and resources sufficient in quality and quantity to the attainment of the required graduate competency outcomes.

*Transition Evidence Guide:***Changes to the HTP must include any additional resources required for core or elective unit of competence (UoC).** |  |  |
| * 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.

*Transition Evidence Guide:***Additional agreements if required for core and elective UoC (refer to 1.2)** |  |  |
| * 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.

*Transition Evidence Guide:***Transition evidence:****Provide mapping if transitioning students from HLT51612 to HLT 54115.** |  |  |
| * 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).

*Transition Evidence Guide:***Delivery mode to be provided.** |  |  |
| * 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).

*Transition Evidence Guide:***If changes to geographical delivery please provide processes to ensure equivalence of program outcomes-documentation of arrangements for offshore courses to satisfy professional experience component of course (M) eg. Breakdown of onshore and offshore teaching. Declaration regarding teaching and assessment in English.** |  |  |
| * 1. Monitoring of staff performance and ongoing teaching staff development, and of staff having current relevant professional registration.

*Transition Evidence Guide:***Any changes to teaching staff related to transition - please provide staff registration.** |  |  |
| * 1. That the course provider is:

a. The primary provider for the course*Transition Evidence Guide:***Any changes please provide.** |  |  |
| 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.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. Head of Discipline (or person responsible for course content and delivery) and teaching staff are registered nurses with a current practising certificate.

Transition Evidence Guide:**Any changes please provide.** |  |  |
| * 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).

*Transition Evidence Guide:**List of current teaching staff, including teaching experience, qualifications and courses taught (****M****).***Transition evidence:****Any changes to teaching staff related to transition please provide teaching experience, qualifications and UoC 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).

*Transition Evidence Guide:***Any changes please provide teaching experience, qualifications and UoC taught.** |  |  |
| * 1. Teaching staff are qualified to fulfil their teaching responsibilities, including current competence in area of teaching.

*Transition Evidence Guide:***Please refer to 2.3.** |  |  |
| * 1. Staffing arrangements around course delivery are aligned with course outcomes.

*Transition Evidence Guide:***Please refer to 2.3 and 2.4.** |  |  |

# 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.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. That students are informed of regulatory authorities’ criteria for registration to practice.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| **ENROLMENT** |  |  |
| * 1. That Aboriginal and Torres Strait Islander students are encouraged to enrol.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. That students from other groups under-represented in the nursing profession, especially those from culturally and linguistically diverse groups, are encouraged to enrol.

*Transition Evidence Guide:***Transition evidence:****Any changes please provide.** |  |  |
| * 1. That students who have diverse academic, work and life experiences are encouraged to enrol.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| **SUPPORT** |  |  |
| * 1. That the range of support needs are provided for Aboriginal and Torres Strait Islander students.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 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.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. That all students have equal opportunity to gain all graduate competency outcomes regardless of the mode of course delivery.

*Transition Evidence Guide:***Any changes please provide.** |  |  |

# 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.

*Transition Evidence Guide:***Please provide.** |  |  |
| * 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.

*Transition Evidence Guide:**Copy of full course outline (****M****).***Transition evidence:****Please provide.** |  |  |
| * 1. The theoretical content of the course prepares students for the timing and length of professional experience placements.

*Transition Evidence Guide:**Map, grid and/or table of total professional experience outcomes in relation to graduate competency outcomes (****M****).***Transition evidence:****Please provide.** |  |  |
| * 1. Professional experience hours are sufficient to allow graduate competency outcomes to be met.

*Transition Evidence Guide:**As per criterion 3.***Refer to 4.3.** |  |  |
| * 1. Total professional experience placement hours amount to no less than 400 hours.

*Transition Evidence Guide:***Please provide.** |  |  |
| * 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.

*Transition Evidence Guide:**Documentation of exit processes and standards.***Please provide.** |  |  |

# 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).

*Transition Evidence Guide:**Detailed description of course content and relationship to the National Health Training Package (****M****). Cross reference with standards 4, criterion 2.***Please provide.** |  |  |
| * 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.

*Transition Evidence Guide:***Please provide course mapping to the NMBA Standards for Practice for the Enrolled Nurse.** |  |  |
| * 1. Selection, organisation, sequencing and delivery of learning experiences provides students with the opportunity to attain all the required graduate competency outcomes.

*Transition Evidence Guide:***Please provide.** |  |  |
| * 1. The course addresses specifically Aboriginal and Torres Strait Islander Peoples history, health and culture and incorporates the principles of cultural safety.

*Transition Evidence Guide:***Please direct to specific UoC outlines.** |  |  |
| * 1. Technology, including information technology and information management, to support health care is integral to the course.

*Transition Evidence Guide:***Please direct to specific UoC outlines.** |  |  |
| * 1. The course addresses mental health.

*Transition Evidence Guide:***Please direct to specific UoC outlines.** |  |  |
| * 1. The course addresses chronic disease self-management.

*Transition Evidence Guide:* **Please direct to specific UoC outlines.** |  |  |
| * 1. Elective units of competence in the course are complementary to health.

*Transition Evidence Guide:***Please provide.** |  |  |
| * 1. Course content, approaches to teaching and learning, and assessment procedures are developed cognisant of best practice research and practice.

*Transition Evidence Guide:***Any changes please provide.** |  |  |

# 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.

*Transition Evidence Guide:***Please provide.** |  |  |
| * 1. Congruence between content, practical application, competency achievement and teaching and learning strategies.

*Transition Evidence Guide:***Please provide.** |  |  |
| * 1. Understanding of current Australian and international best practice teaching and learning approaches.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. A commitment to the development of graduates who are competent for beginning level practice.

*Transition Evidence Guide:***Please provide.** |  |  |
| * 1. A commitment to the development of graduates who have the capacity to continue to learn throughout their careers.

*Transition Evidence Guide:***Please direct to specific UoC outlines.** |  |  |
| * 1. A commitment to the development of graduates who understand their professional responsibility for their continuing competence.

*Transition Evidence Guide:***Please direct to specific UoC outlines.** |  |  |
| * 1. Teaching and learning approaches that promote communication and collaboration skills.

*Transition Evidence Guide:***Please direct to specific UoC outlines.** |  |  |
| * 1. Interprofessional learning and practice.

*Transition Evidence Guide:***Please direct to specific UoC outlines.** |  |  |
| * 1. Varied and relevant learning experiences that accommodate differences in student learning styles.

*Transition Evidence Guide:***Please direct to specific UoC outlines.** |  |  |
| * 1. That approaches to teaching and learning achieve stated course outcomes.

*Transition Evidence Guide:***Any changes please provide.** |  |  |

# 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.

*Transition Evidence Guide:**Matrix/statement of achievement demonstrating where competency standards have been met and within the course (Cross reference with standard 6, criterion 4*).**Please provide.** |  |  |
| * 1. That the level and number of assessments are consistent with determining the achievement of the graduate competency outcomes.

*Transition Evidence Guide:***UoC outlines will provide this information. Assessments aligned to graduate competency outcomes.** |  |  |
| * 1. A variety of assessment types and tasks across the course to enhance individual and collective learning.

*Transition Evidence Guide:***UoC outlines will provide this information.** |  |  |
| * 1. A variety of assessment contexts to ensure demonstration of targeted skills leading to competence.

*Transition Evidence Guide:***UoC outlines will provide this information.** |  |  |
| * 1. Assessment in the professional experience context to establish the combination of skills, knowledge, attitudes, values and abilities that underpin quality outcomes of performance.

*Transition Evidence Guide:***UoC outlines will provide this information. If ther has been a requirement to change the current clinical assessment tool (CAT) please provide the updated CAT.** |  |  |
| * 1. Procedural fairness, validity, reliability and transparency of assessment.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. That the education provider remains ultimately accountable for the assessment of students in relation to their professional experience assessment.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. That assessments reflect collaborative arrangements between students, nurses, and teachers and health service providers.

*Transition Evidence Guide:***Please provide (refer to 1.2).** |  |  |

# 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).

*Transition Evidence Guide:***Refer to 1.2 and 4.3.** |  |  |
| * 1. That professional experience provides opportunities for experiential learning of course content (cross reference with standard 4, criterion 3).

*Transition Evidence Guide:***Refer to 4.3 and 7.4.** |  |  |
| * 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).

*Transition Evidence Guide:***Where new health service providers have been required please provide agreements.** |  |  |
| * 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).

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. Collaborative approaches to evaluation of students’ professional experience placements.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. Supervision models for professional experience placement and their relationship to the achievement of learning outcomes (cross reference with standard 2, criterion 6).

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 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).

*Transition Evidence Guide:***Please provide preparation for teaching staff that either support or assess students on PEP that ensures they have an understanding of the requirements of the HLT54115 HTP.** |  |  |
| * 1. That nurses engaged in supporting and/or assessing student on professional experience placements are prepared for the role.

*Transition Evidence Guide:***Please provide preparation for assessors that ensures they have an understanding of the requirements of the HLT54115 HTP**. |  |  |

# 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.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. Teaching staff involved in the course development and delivery use current research and scholarship to inform this process.

*Transition Evidence Guide:***Any changes please provide.** |  |  |
| * 1. Students are introduced to and develop skills in nursing inquiry.

*Transition Evidence Guide:***UoC outlines will provide this information. Please direct to specific UoC learning outcomes.** |  |  |
| * 1. Students develop an understanding of the ethics of research and its application to practice.

*Transition Evidence Guide:***UoC outlines will provide this information. Please direct to specific UoC learning outcomes.** |  |  |
| * 1. Students are inducted, as future professionals, into a culture of nursing inquiry.

*Transition Evidence Guide:***Any changes please provide.** |  |  |

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| --- |
| Further comments |