
Mapping Articulation
Pathways Project

Certificate IV to Bachelor (Nursing)



Community Services & Health
Industry Training Board

Industry Leadership for Learning



Mapping Articulation Pathways
from Certificate IV to Bachelor (Nursing) Project

Final Report
to
Office of Training & Tertiary Education
Department of Education & Training

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1. Executive Summary

Inconsistent and unclear articulation pathways have been identified as inhibiting factors for people intending to enter and progress within the nursing profession. Differing methods of assessment, recognition of prior learning and processes for credit transfer between Vocational Education & Training (VET) and Higher Education make it difficult for educators and prospective students to identify the range of education options available. This has led to a perception that Division 2 nurses with a Certificate IV in Health (Nursing) are disadvantaged in articulating to Bachelor of Nursing programs.

This study surveyed all Universities and Registered Training Organisations (RTOs) offering the Bachelor of Nursing or the Certificate IV in Health Nursing programs. It maps the current articulation environment, identifies the methods currently used to assess candidates and or courses for articulation, measures demand for articulation, compares and contrasts approaches and identifies opportunities and threats from the proposed national qualifications in the revised health training package.

The results of the survey reveal that while university articulation arrangements are unclear and allow some discretion, there is no evidence that holders of the Certificate IV are disadvantaged or discriminated against.

- **Admission.** Certificate IV holders are admitted to Bachelor of Nursing places in slightly higher proportion than other cohorts (22% of applicants/25% of entrants). However a significant barrier to admission cited was Certificate IV results not being released from Registered Training Organisations in time for application and universities not accepting incomplete results.
- **Credit.** At admission to undergraduate nursing courses, Certificate IV holders received greater credit than other cohorts. Despite universities claiming that difficulty in comparing Certificate IV qualifications with undergraduate curriculum was the greatest barrier to credit transfer, credit offered for the Certificate IV varies from 6 -18 months, with 12 months being the most common amount offered. Universities appeared not to greatly distinguish between RTOs, but placed greater store on graded assessment and the



achievement of consistently good grades by students. All but one RTO provided graded assessments. It is noteworthy that Victorian universities award significantly greater credit to students with Certificate IV than many interstate universities give to students with a Diploma in Nursing who are registered Enrolled or Division 2 nurses. Typical Victorian credit amounts to 33% of the Bachelor of Nursing course. Interstate comparisons are 8% to 16%.¹

- **Completion.** Certificate IV entrants are significantly more likely to complete the Bachelor of Nursing than other cohorts, with a 93% completion rate (other cohorts – 86%). This compares very favourably with the national rate of 79% (2002)². Financial and time constraints were listed as the most significant reasons cited both for not pursuing a Bachelor of Nursing and for failure to complete the course. Academic ability was not a significant factor. According to this study, the only area where Certificate IV holders underperformed the rest of the cohort was in high achievement; Certificate IV holders were slightly less likely to be in the top quartile.

At enrolment in the Certificate IV, 30% of applicants stated their intention to pursue Division 1 studies. Upon the evidence of this study, this is a very achievable goal. Subject to good and consistent performance in the Certificate IV, there is every indication that a Certificate IV holder can gain admission to university with significant advanced standing and go on to successfully complete their Bachelor of Nursing studies. Improvements in the process can and should be made at both university and RTO levels, but it would appear that the high levels of anxiety and pessimism about Certificate IV articulation are unjustified. Improved communication between universities and RTOs may go some way to changing this perception.

¹ Case studies on University of Wollongong and James Cook University cited in Department of Education, Science and Training (2006). Stage 2 Report – Case Studies, *National study to improve outcomes in credit transfer and articulation from vocational and technical education to higher education*. PhilipsKPA.

² National rate of attrition for domestic commencing undergraduate students in DEST (March 2004). *Higher Education Attrition Rates 1994-2002: A Brief Overview*.



Glossary of Terms

Agreement	Structured credit transfer arrangement between VET and HE institutions.
Articulate / Articulation	The arrangements which facilitate the movement or progression of students from a course in the VET sector to another course in the HE sector.
Credit	Also called status or advanced standing. The acknowledgement that a person has satisfied the requirements of a module (subject) or unit of competency either through previous study (credit transfer) or through work or life experience (recognition of prior learning). The granting of credit exempts the student from that part of the course.
Credit Transfer	The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competency completed at the same or another institution or training organisation.
Recognition of Prior Learning	The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a module (subject) or unit of competency.

Abbreviations

BN	Bachelor of Nursing
Cert IV	Certificate IV in Health (Nursing)
Div1	Registered Nurse Division 1
Div2	Registered Nurse Division 2
HE	Higher Education
NBV	Nurses Board of Victoria
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
TAFE	(Institute of) Technical and Further Education
VET	Vocational Education and Training



2. Background

The health workforce is facing a challenging time, with pressure from many directions. The average age of nurses is increasing and the supply of sufficient nurses with the right skills to meet current and future demand is of significant concern. Campaigns to encourage recruitment and retention of nurses within the Victorian healthcare system have made advances, with over 7000 nurses recruited back into the public sector since June 1999.³ However barriers that limit access, pursuit and completion of undergraduate education still exist.

Inadequate pathways between VET and higher education were identified in the *Productivity Commission's* report.⁴ It was highlighted that universities do not give enough recognition to the VET qualifications of Enrolled or Division 2 nurses when the latter seek to further their education and careers by entering an undergraduate nursing course. The *Prepare Nurses for the Future Report – Phase 1*, released in December 2005, also identified inconsistent articulation pathways and complex entry requirements as key factors inhibiting people intending to enter, progress in and re-enter the profession. Differing methods of assessment, recognition of prior learning and processes for credit transfer between Vocational Education & Training (VET) and Higher Education (HE) providers further compound this situation, making it difficult for prospective students to identify the range of education options available. This leads to a confusing and frustrating experience that frequently deters students from pursuing further education. The current review and proposed changes to the Health Training Package to include the Division 2 nurse will further impact on the prospects of certificate and diploma qualified nurses to access degree level studies. The Department of Education and Training initiated a project to investigate the factors affecting nursing students who seek to progress to undergraduate nursing courses in the HE sector after completing their certificate course in the VET sector.

³ Provided by the Victorian Department of Human Services Nurse Policy Branch based on Department payroll statistics - current at October 2006.

⁴ Commonwealth of Australia (2005). Australia's Health Workforce: *Productivity Commission Research Report*.



3. Project Aim

The aim of this project was to map the current processes by which articulation from Certificate IV to Bachelor of Nursing degree for Division 2 nurses is undertaken in order to identify ways in which the process may be enhanced or improved.

4. Project Objectives

The project identified 5 key objectives:

1. Map the current environment regarding articulation requirements for Certificate IV qualified nurses to enter Higher Education Degree courses
2. Identify the methods currently used to assess candidates and/or courses for articulation into degree studies
3. Measure demand including successful/unsuccessful entry to degree courses for certificate qualified nurses
4. Compare and contrast opportunities offered for articulation to degree studies
5. Identify opportunities and threats from the proposed national qualifications in the revised Health Training Package.

5. Literature Review

Nurses in Australia provide high quality care through safe and effective work practices which are regulated and accountable to the community. To achieve this, state and territory regulatory authorities for nursing develop and uphold standards and processes for nursing regulations within Australia. In Victoria, the Nurses Board of Victoria (NBV) undertakes this role and is responsible for:

- registering registered nurse Division 1 and registered nurse Division 2 for practice
- endorsing Registered Training Organisations to award the Certificate IV in Health (Nursing)



- accrediting nursing courses.

An enrolled nurse, or registered nurse Division 2 as they are known in Victoria, must have successfully graduated from an accredited course from the Vocational Education and Training (VET) sector to be registered with the Nurses Board of Victoria (NBV). Currently, the minimum requirement for registration is a Certificate IV in Health (Nursing). Similarly, graduates from accredited university nursing courses can register to operate as Division 1 nurses in Victoria.⁵ That is, there are two levels of training and registration. Conversion from the Division 2 to the Division 1 register requires the completion of a bachelor degree in nursing. Bachelor of Nursing students may apply for registration in Division 2 of the register whilst completing their undergraduate degree. This allows third year nursing undergraduates to work as a registered nurse Division 2 in health related areas while continuing their studies.⁶

The original Certificate IV in Health (Nursing) was first accredited in 1994. It was reaccredited in 2002 as an 850-hour course incorporating 510 off-the-job⁷ hours and 340 clinical placement⁸ hours. Consultations were undertaken across the industry and education sectors with key stakeholders and also conducted with the NBV to ensure that requirements for accreditation were acknowledged. The course was designed to recognise the emerging nature of health care delivery across the five fields of nursing in aged care, acute care, mental health, rehabilitation and community nursing. Students may undertake training on a full-time or part-time basis and complete the requisite clinical placement requirements. Traineeship opportunities are also available on a full or part-time basis. Assessment included the validation of underpinning knowledge, skills and attributes required to meet the competencies and included examples covering a range of clinical settings and across the range of nursing specialities. The intended outcomes were based on the National Competency Standards for Enrolled Nurses of the Australian Nursing

5 [http://www.nbv.org.au/nbv/nbvonlinev1.nsf/\\$LookupDocName/nurse_registration](http://www.nbv.org.au/nbv/nbvonlinev1.nsf/$LookupDocName/nurse_registration) - Accessed 10/11/2006.

6 [http://www.nbv.org.au/nbv/nbvonlinev1.nsf/\\$LookupDocName/student_information](http://www.nbv.org.au/nbv/nbvonlinev1.nsf/$LookupDocName/student_information) - Accessed 10/11/2006.

7 'Off-the-job' in this context means 'not in a workplace'.

8 'Clinical placement' in this context means 'in the designated nursing care workplace'.



Council Incorporated. They also comply with the Code of Ethics for Nurses in Australia and the Code of Professional Conduct for Nurses in Australia.

The Division 2 nurse qualification was incorporated into the national Health Training Package (HTP) during the review in 2006. The HTP is endorsed by the National Quality Council and consists of industry-specified competency standards packaged into VET qualifications for occupations in health. These qualifications are awarded through accreditation of competency-based courses by Registered Training Organisations (RTOs). RTOs delivering the Certificate IV course are accredited by the NBV to ensure that their requirements for the implementation and delivery of this course are met. RTOs are also required to comply with the Australian Qualifications Training Framework standards in implementing and delivering this course.

Undergraduate nursing courses in Victorian universities are developed on an institution-by-institution basis. Each university is self-accrediting so there is some variation in undergraduate courses in Victoria that award the Bachelor of Nursing (BN) degree. From an internet review of the information available on accredited BN course structures, the following were identified as common features:

- stated aim of developing the wide platform of knowledge, professional values, attitudes and competencies required of nurse clinicians
- three-year full time study
- clinical placement requirements
- training fulfils the registration requirements for Division 1 of the Nurses Board of Victoria
- Bachelor degree awarded on successful completion of the course
- graduates have the option to continue study in a range of specialist postgraduate courses as well as higher degrees by research.

Research indicated that there are many reasons for the Division 2 nurse to convert to Division 1 of the nursing register. While some progress to higher education to expand their knowledge and skills to better manage advanced nursing requirements, many others did so because of increasing disenchantment,



uncertainty about their function and loss of their role.⁹ Many also voiced their frustration with their role and the limited scope to branch out to other areas of nursing.¹⁰ Some were motivated by improved career prospects and career advancement while others pursued a personal goal in graduating from a higher education course.¹¹

An internet search revealed that all universities in Victoria offer Division 2 nurses a pathway to degree studies. All of the higher education institutions determined their own credit transfer arrangements by mapping the VET competencies to their higher education curriculum. The University of Melbourne is an exception to the case. The University of Melbourne's program was unique in its departure from judging existing nursing or health-related knowledge and skills for articulation, instead focusing on selecting applicants with generic experience and skills required for an "accelerated progression" through a two-year nursing undergraduate course.

Admission to undergraduate nursing courses in university is a competitive process where the selection of applicants with Division 2 nursing qualifications is compared with the academic performance of other applicants, majority of them school leavers. On a national level in 2004, 9.4% of all students commencing a course at bachelor level or below were admitted based on qualifications attained from prior TAFE study. The figure for the state of Victoria was 11.4%.¹² The 2005 report by the Australian Vice-Chancellors' Committee indicated that 2,761 or 20% of eligible nursing applicants missed out on an undergraduate nursing course. To ensure the maintenance of a quality health system in Australia, an increase in the number of student nursing places is needed.¹³ This need is especially apparent in

9 Kenny, A. J. & Duckett, S. (2005). 'An online study of Australian Enrolled Nurse conversion' in *Journal of Advanced Nursing*.

10 Rapley, P.A., Nathan, P. & Davidson, L. (2006). EN to RN: The transition experience pre- and post-graduation. *Rural and Remote Health* 6 (online) 363. Available from: <http://rrh.deakin.edu.au>.

11 Harris, R., Sumner, R. & Rainey, L. (April 2005). Student traffic: Two-way movement between vocational education and training and higher education.

12 Department of Education, Science and Training (2006). *National study to improve outcomes in credit transfer and articulation from vocational and technical education to higher education*. PhillipsKPA.

13 Beadnell, C. (2006). 'Nurse Education - Our Health Depends on it' in *Australian Nursing Journal* vol 13 number 7 February 2006.



Victoria. In 2004, 2.2% of the total number of commencing students in undergraduate courses were in nursing courses, a figure lower than any other state in Australia except the ACT.¹⁴ Other factors that prevented many Division 2 nurses from pursuing a nursing degree were financial constraints and family commitments and responsibilities.¹⁵

An efficient articulation pathway is one of the strategies identified in the *Prepare Nurses For The Future report - Phase 1* to make nursing more accessible. The simplification of current pathways and the creation of new pathways are needed to encourage entry and progression within the nursing profession. A well thought-out and effective articulation pathway will not only relieve pressure on the competitive admission process but also on the workforce shortage in nursing.¹⁶ For this study, it should be noted that 'articulation' is used in the broader sense of movement from the VET to HE sector.

The awarding of credit is an integral part of the articulation process. It involves the granting of some level of exemption from the study of units or advanced standing in the course the student is entering. These credits may be granted conditionally on specified academic achievements or the successful completion of bridging courses. To further facilitate articulation and credit transfer, VET and HE institutions have been known to collaborate on "agreements" where pre-determined amounts of credit or exemption are approved in advance for a specified level of VET award that has been mapped to a specific undergraduate course. This streamlines the process and the student is aware of the credit before making an application. Such a process offers several advantages - students do not face the overwhelming task of negotiating on their own for credit transfer, an

¹⁴ http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/students_2004_selected_higher_education_statistics.htm - Accessed 2/08/06.

¹⁵ Kenny, A. J. & Duckett, S. (2005). 'An online study of Australian Enrolled Nurse conversion' in *Journal of Advanced Nursing*.

¹⁶ Commonwealth of Australia (2005). *Australia's Health Workforce: Productivity Commission Research Report*.



agreed credit transfer process is integrated into standard admission procedures and greater consistency in outcomes.¹⁷

In order to promote career transitions and opportunities for development in the education and training of Division 2 nurses, education providers are encouraged to maximise the potential for recognition of prior learning (RPL) during the enrolment process.¹⁸ RPL is defined by the Victorian Qualifications Authority as *the acknowledgement of the skills and knowledge a person has acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.*¹⁹ The inconsistent and diverse approach taken by self-accrediting universities to RPL was also noted as a barrier to entry.²⁰ It is generally acknowledged that RPL facilitates articulation between RTOs and universities. The Ministerial Council on Education, Employment, Training and Youth Affairs has also identified credit transfer and articulation as a high priority²¹ and the council has raised awareness across both sectors through the dissemination of the *Good Practice Principles for Credit Transfer and Articulation from VET to Higher Education.*²² An internet search of Victorian university websites to identify the level of RPL available to students seeking articulation revealed that though every university offers credit transfer, it is awarded in different forms and amounts.^{23,24,25,26,27,28,29} For example, it may be offered as either credit points, entire units of study or exemption from particular units of study, confusing Certificate IV applicants who may be unfamiliar with these terminologies.

17 Department of Education, Science and Training (2006). *National study to improve outcomes in credit transfer and articulation from vocational and technical education to higher education*. PhilipsKPA.

18 Department of Education, Science and Training (2002). *National Review of Nursing Education 2002*.

19 http://www.vqa.vic.gov.au/vqa/accreditation/glossary.htm#m_r.

20 Victorian Department of Human Services (2005). *Prepare Nurses For The Future" Report – Phase 1*.

21 MCEETYA (2005). *Good practice principles for credit transfer and articulation from VET to higher education*. Adopted by MCEETYA 13 May 2005.

22 Department of Education, Science and Training (2006). *National study to improve outcomes in credit transfer and articulation from vocational and technical education to higher education*. PhilipsKPA.

23 Australian Catholic University (2006) www.acu.edu.au – Accessed 8/08/2006.

24 Deakin University (2006) www.deakin.edu.au – Accessed 8/08/06.

25 Latrobe University (2006) www.latrobe.edu.au – Accessed 8/08/06.

26 Monash University (2006) www.monash.edu.au – Accessed 8/08/06.

27 RMIT University (2006) www.rmit.edu.au – Accessed 8/08/06.

28 University of Ballarat (2006) www.ballarat.edu.au – Accessed 8/08/06.

29 Victoria University (2006) www.vu.edu.au – Accessed 8/08/06.



Applicants are generally informed that those who are successful in their RPL application may be exempted from 6 to 18 months of a 3-year course with “up to 12 months” being the most frequent amount of credit transfer offered. Information obtained on the credit transfer available also varied according to the method of enquiry and the type of media consulted eg websites, printed materials or phone enquiries.³⁰ The information sourced via internet websites did not specify the amount of credit transfer that would be awarded, but only indicated that credit was available “up to ‘X’ amount”. Case studies carried out in New South Wales and Queensland indicated that Division 2 nurses who were enrolled in 3-year undergraduate nursing courses received 8% to 16% of the total program’s credit for their credit transfer applications.³¹

The difficulty in mapping competencies to curriculum was also perceived by the VET and HE sectors as a significant barrier to entry and credit transfer. Universities assess the level of attainment of students through a review of their grades and graded assessment. This enables the HE institutions to match like for like to determine equivalence in learning outcomes before granting credit. University courses are based on learning objectives whereas VET qualifications reflect industry-specified competency standards. This resulted in difficulty mapping the extent to which students with VET qualifications share a knowledge base with undergraduate nursing courses. It posed significant problems in determining equitable and consistent levels of credit transfer. It also restricted credit transfer at individual, course, department or institution levels. The *High Level Review of Training Packages* identified a strong demand for graded assessment for articulation purposes³², but grading is strongly resisted in the VET sector. Some VET practitioners consider grading to be incompatible with their competency-based approach. This difference in educational philosophies is an obstacle to improving articulation between the two sectors.

30 Department of Human Services (June 2005). *Articulation between Vocational Education and Training and the Higher Education sectors*. Community Service and Health Industry Training Board research project report.

31 Department of Education, Science and Training (2006). *National study to improve outcomes in credit transfer and articulation from vocational and technical education to higher education*. PhilipsKPA.

32 Chappell, C., Hawke, G., Rhodes, C. & Solomon, N. (2003). *High Level Review of Training Packages - Phase 1 Report: An analysis of the current and future context in which Training Packages will need to operate*. Australian National Training Authority.



Other identified factors affecting credit transfer and articulation are:

- different responsibilities for governance, regulation and funding of VET and HE sectors which prevent a national coordinated approach;
- attitudinal barriers at all levels in the VET and HE sectors, with claims of discrimination from the former and fears of lowering standards from the latter;
- varying priorities placed by VET and HE institutions on access and equity, collaboration with other educational providers, regional engagement or enhanced pathways and options for students;
- lack of consistent and transparent approaches that prevent inconsistencies in interpretation and outcomes; and
- lack of easily understood information of the arrangements, the implications and advantages of taking them and the administrative processes involved.³³

The continuation and completion of the course by undergraduate nursing students must also be considered when investigating the articulation process. The general perception of teaching staff at the University of Wollongong is that Division 2 nurses who gain admission to undergraduate nursing courses perform as well as other students though they may initially lack confidence in their academic achievements.³⁴ Reports indicated that the national attrition rate is 21.2% (2002) among all domestic commencing undergraduate students.³⁵ One study reported that students found the transition from a work environment to the life of a student stressful. Other students indicated that financial needs, personal and family commitments were important issues when undertaking tertiary studies while continuing to be employed.³⁶ These are particularly significant issues since the

³³ Department of Education, Science and Training (2006). *National study to improve outcomes in credit transfer and articulation from vocational and technical education to higher education*. PhilipsKPA.

³⁴ Department of Education, Science and Training (2006). *National study to improve outcomes in credit transfer and articulation from vocational and technical education to higher education*. PhilipsKPA.

³⁵ Department of Education, Science and Training (2004). *Higher Education Attrition Rates 1994-2002: A Brief Overview*.

³⁶ Rapley P.A., Nathan P. & Davidson L. (2006). *EN to RN: The transition experience pre- and post-graduation*. Rural and Remote Health 6 (online), p. 363. Available from: <http://rrh.deakin.edu.au>.



majority of students with Certificate IV tend to be female, mature-aged and are generally the primary carer in their household, major responsibilities that conflict with the challenges of being a student and completing a tertiary course.

Several other factors were also identified as influencing the students' decision to withdraw from undergraduate education.³⁷ These included:

- unrealistic expectations;
- academic and clinical workload;
- inconsistent teaching, both academic and clinical;
- negative clinical placement and facilitator issues;
- travel time.

In the current environment, the Division 2 nurse has to articulate from a Certificate IV in Health to a Bachelor of Nursing degree for career development and an extension of scope of practice. The advent of the new Diploma and Advance Diploma may reduce the demand for Bachelor of Nursing degrees, as these additional options will provide other avenues for career development and extension of practice.

Although the Diploma in Nursing shares some units in common with the Certificate IV and also leads to registration as a Division 2 nurse, other units are specific to the Diploma course and cover nursing skills and knowledge at an advanced level. The proposed Advanced Diploma in Health (Nursing) covers enrolled nursing work in specialised areas, with advanced skills and knowledge in client assessment, care and management across a wide range of health care settings. Seven competency units are required for this qualification. Core units include 'Assess clients and manage client care' and 'Apply research skills within a contemporary health environment'. The electives cover the following range of health care settings:

- palliative care nursing
- critical care nursing
- nursing in aged care

³⁷ Victorian Department of Human Services (2005). *Prepare Nurses For The Future Report – Phase 1*.



- perioperative nursing
- nursing people with chronic illnesses
- rehabilitation nursing
- paediatric nursing
- mental health nursing
- rural and remote area nursing
- pathology
- counselling
- alcohol and other drugs
- disability work
- leadership and management
- other areas of nursing.

Details of the full qualification can be found in Appendix 1.



6. Project Methodology

The methodology is in the form of a project plan that describes all tasks and stages required to complete the project over a six month period. The project plan consisted of six parts:

1. Preliminary research
2. Development and conducting of survey
3. Correspondence with VET and HE providers
4. Collation and comparative analysis of data
5. Preparation of report
6. Presentation of report findings.

A project steering committee was established to provide governance and maintain project momentum. It met on a regular basis and comprised five members of the Prepare Nurses for the Future Work Group 3, and two nominees from the Office of Training and Tertiary Education (OTTE), Department of Education and Training. The committee provided input for each aspect of the project and ensured ongoing support from key stakeholder groups. The list of steering committee members can be found in Appendix 2.

All project information was tabled for discussion with the Prepare Nurses for The Future Work Group 3, which formed the broader reference group for this project.

Preliminary Research: literature search and key stakeholder interviews

The literature review focused on identifying the specific issues that affect access to, progression in and completion of undergraduate nursing courses.

An electronic literature search for reports on articulation from VET to Higher Education (HE) nursing courses provided a range of documents and links to resources. The findings of several key reports informed the approach for the project and the criteria for the survey that was subsequently developed. Meetings with educators from both sectors were also conducted in order to assist the project team to better understand the main issues concerning the articulation pathways for nursing students from VET to HE.



For the information gathered to be valid, it was critical to ensure that:

- the right questions were formulated,
- the questions were directed to the relevant organisations,
- the most authoritative specialist on the subject within that organisation provided the information and
- a high response rate was achieved.

Survey Tool

A survey tool was developed to:

- map the current environment regarding articulation requirements for Certificate IV qualified nurses to enter HE degree courses,
- identify any inconsistencies and themes, and
- highlight opportunities to improve articulation pathways.

The development of the survey was informed by:

- consultation with the steering committee,
- interviews with stakeholders and
- a desktop literature review.

The discussions with the stakeholders made it clear that there were two sides to the issues to be considered; the perception of VET practitioners and the practice of the HE sector. Therefore, two versions of the survey were developed with questions categorised under broad interrelated themes.

The survey tools were designed to determine the significance of the factors uncovered in the literature review and research. In areas where not much data or literature exists, such as the demand for articulation to university, including successful and unsuccessful entry, a number of questions were developed to determine the situation. Although the *Prepare Nurses For The Future report – Phase 1* cited several factors that influenced the withdrawal of students from undergraduate nursing courses, there was no weighting of the importance of each influence. Questions in the survey were designed to determine the significance



given to each of them by nursing undergraduates in general and those with Certificate IV.

Feedback was gathered from a pilot survey trialled by three institutions from each sector. The survey tool was further refined following the pilot to amend any inconsistencies in formatting, and language and phraseology was amended to improve the clarity of questions. The revised surveys were then distributed to all rural and metropolitan Victorian education and training campuses that are accredited by the Nurses Board of Victoria to award the Certificate IV in Health (Nursing) or the Bachelor of Nursing degree.

On the advice of the Victorian Department of Education and Training, a survey was sent to the heads of the schools of nursing of each of the 13 campuses of Victoria's eight universities where a Bachelor of Nursing course was offered.

While the University of Melbourne offers a Bachelor of Nursing program, the survey results do not include any information from this university. The University of Melbourne's Bachelor of Nursing program is open to Registered Nurses Division 2, graduates of any discipline and professionals with the relevant TAFE qualifications.³⁸ The program offers an alternative approach to mature aged and experienced students in that it does not assume any prior knowledge or seek to align a student's prior knowledge and experience to the course content. All entrants complete a two year accelerated program.³⁹

In the VET sector, a survey tool was sent out to each of the heads of the 16 Victorian TAFE colleges and six private registered training organisations where the Certificate IV in Health (Nursing) was offered. A total of 35 surveys were distributed.

26 surveys were returned from this survey exercise; seven from the HE sector and 19 from the VET sector. This represented a return rate of 90%. The project team liaised with the VET and Higher Education providers by phone and email to

³⁸ <http://coursesearch.unimelb.edu.au/coursedetail.aspx?er=1&ptype=10&ctype=1&cid=1119&typeall=1&typepg=0&typeug=1&typesc=0&stype=Keyword&sterm=nursing> - Accessed 22/10/06.

³⁹ Case study on University of Melbourne, cited in Department of Education, Science and Training (2006). *Stage 2 Report – Case Studies, National study to improve outcomes in credit transfer and articulation from vocational and technical education to higher education*. PhilipsKPA.



clarify any ambiguous data in responses. The institutions surveyed are listed in Appendix 3.

Collation and analysis of data

For the purposes of this analysis, we have treated the estimates provided by the informed specialists as fact. Given the high response rate and that our aim is to establish trends and the relative importance of issues, we believe that this is an acceptable methodological decision.

Report of findings

Findings were compiled in a final report together with a summary of findings that will be submitted to the Prepare Nurses for The Future project. Preliminary findings were presented and discussed at meetings with the steering committee and presentations were made to the PNFF reference group. This provided further opportunities to capture their feedback and include comments and revisions before the final report was compiled and submitted to the Victorian Department of Education and Training.

7. Results from the surveys

The survey was distributed to all accredited institutions in Victoria that awarded the Certificate IV in Health (Nursing) or the Bachelor degree in Nursing. The complete survey tools for the VET and Higher Education sectors can be found in Appendices 4 and 5. Table 1 provides a breakdown of the responses received.

Table 1: Response Rate

Target Institutions in Victoria	No. Targeted	No. Responded	Response Rate (%)
VET Registered Training Organisations	22	19	86%
- TAFE Colleges*	16	16	100%
- Private Registered Training Organisations	6	3	50%
Universities**	7	7	100%
TOTAL	29	26	90%

*major providers of Certificate IV in Health (Nursing) courses

**University of Melbourne excluded. Rationale under *Survey tool* on page 18.

Results - VET survey

Graduate information

Q1: How many students graduated with a Certificate IV in Health (Nursing) between 2003 to 2005?

Results indicated that the number of Certificate IV graduates decreased by 11% from 1,870 in 2003. This is largely due to one RTO that saw a 37.3% reduction in numbers (168) in 2004. The figures from the other institutions were stable.

Q1.2 : Do you use graded assessment for any of the units? If Yes, why?

79% RTOs use graded assessment for all or some of the units to facilitate articulation to higher education.



Reasons for obtaining the Certificate IV in Health

Q2.1: What are the most common reasons cited by students for obtaining a Certificate IV?

Students obtained the Certificate IV for the following reasons:

- a. To work as a nurse / Employment purposes / Articulation from other sectors - 45%
- b. Articulate to a B.Nursing degree / Missed out on a B.Nursing degree course - 27%
- c. Gain formal qualifications / Upgrade qualifications - 18%
- d. Help others – 4%
- e. Other – 6%

Q2.2 What percentage of students enrolled in the Certificate IV so that they can articulate to an undergraduate nursing course?

An average of 32% enrolled in the Certificate IV course as a pathway to a Bachelor of Nursing degree.

Q.2.3 What percentage of students enrolled in the Certificate IV because they missed out on an undergraduate nursing course?

An estimated 16% of students enrolled in the Certificate IV course did so because they missed out on an undergraduate nursing course.

Pathways

Q3.1 What are the pathways of students after graduation?

After graduating with a Certificate IV, 76% went on to work as Division 2 nurses, 31% enrolled for undergraduate nursing courses, 16% pursued post-registration specialisations and 10% worked in midwifery, pathology or changed profession.



Q3.2 For Certificate IV students who apply for undergraduate nursing courses, what percentage are *not successful*?

An average of 17% were not successful in gaining admission to undergraduate nursing courses but one RTO estimated that as many as 60% of their applicants may not have been successful.

Access to undergraduate nursing courses

Q4.1 Please identify the 3 main barriers that limit a Certificate IV graduate's access to an undergraduate nursing course.

Main barriers that limit Certificate IV graduates' access to Bachelor of Nursing courses are:

- a. Academic requirements (low / no marks or no recognition for current competency) - 32%
- b. Financial reasons - 22%
- c. Lack of places in BN - 22%
- d. No access to / too far from University – 8%

Other barriers cited included "Time constraints". "VET results too late for university application", "Lack nursing knowledge or experience", "No suitable method of delivery" and "Other".

Q4.2 For Certificate IV graduates who have expressed an interest in pursuing an undergraduate nursing course, does your institution provide any guidance or information on the articulation pathways available?

All RTOs provide some guidance or information to Certificate IV students interested in pursuing a Bachelor of Nursing course in the form of information sessions in collaboration with universities, career counseling, school handbooks or an academic appraisal of work submitted.



Applications for undergraduate nursing courses

Q5.1 How many Certificate IV graduates from your institution applied for undergraduate nursing courses in 2003, 2004 and 2005?

In 2005, there were an estimated 254 Certificate IV graduates who applied for Bachelor of Nursing courses, an increase of 22% from 2003.

Q5.2 How many Certificate IV graduates from your institution were successfully enrolled into undergraduate nursing courses in 2003 to 2005?

An estimated 168 Certificate IV graduates were successfully enrolled for a place in a Bachelor of Nursing course in 2005, an increase of 22% from 2003.

Q5.3 Please list the 3 probable reasons for *successful* applications.

The probable reasons cited for successful applications for Bachelor of Nursing courses were:

- a. Academic ability (high marks) - 28%
- b. Current skills / knowledge / experience - 22%
- c. Persistence / motivated - 20%
- d. Accessibility / more places available - 9%
- e. Maturity / confidence - 7%
- f. Reputation of RTO - 5%
- g. Other – 10%



Q5.4 Please list the 3 probable reasons for *unsuccessful* applications.

The probable reasons cited for unsuccessful applications for Bachelor of Nursing courses were:

- a. Poor academic results - 33%
- b. Lack of places - 26%
- c. Poor interview / preparation / quality of application - 15%
- d. Strong competition - 6%
- e. Ungraded results – 5%
- f. Lack of clinical placements / experience - 5%
- g. Timing of application (Did not coincide with release of VET results) - 2%
- h. Other – 7%

Agreement with universities

Q6.1 Do you have an agreement with any university for articulation in relation to undergraduate nursing courses?

Ten of the RTOs surveyed have agreements while the other nine do not. Agreements are with various campuses of six universities for articulation into undergraduate nursing courses. One reply indicated that agreements include undocumented and verbal understandings. Some universities offered 6 months' to a year's worth of credit in the agreements while others required the successful completion of a bridging course or summer school program before enrolment into the second year of a three-year course.



Application process for undergraduate nursing courses

Q7.1 Is the application process similar for each university?

Ten of the RTOs indicated that the application process for each university was different, five indicated that it was the same, two indicated that it was “unknown” and two did not answer the question.

Q7.2 In your opinion, is the application process easily understood by a Certificate IV graduate who is applying for an undergraduate nursing course?

61% of the VET respondents stated that the application process is not easily understood by a Certificate IV graduate.

Q7.3 What are the 3 main challenges faced by Certificate IV graduates during the application process for an undergraduate nursing course?

The main challenges faced by Certificate IV graduates in applying for an undergraduate nursing course are:

1. Certificate IV results not released in time for application / university not accepting incomplete results / Bachelor of Nursing course starts before Certificate IV course is completed – 45%
2. Did not understand the different application processes / entrance requirements / credit schemes – 41%
3. Other – 14%

Recognition of prior learning

Q8.1 Are you aware of the methods of assessment the universities employ to establish the prior learning of Certificate IV graduates?

Thirteen of the nineteen RTOs are not aware of the methods of assessment used by universities in recognising prior learning. Those that were cited “Results”, articulation agreements, mapping of units of competency and bridging courses as the methods used.



Q8.2 Is any assistance requested by the universities or rendered to them to assist this process of recognising prior learning?

Eleven of the nineteen RTOs do not receive requests for, nor do they render, assistance to universities for the assessment of prior learning of Certificate IV graduates. Eight universities rendered information to assist curriculum mapping in the form of course outlines, module descriptions, graded transcripts and consultations.

Q8.3 In your opinion, is the basis for determining credit transfer/exemption explicit or discretionary?

71% of RTOs indicated that the basis for determining credit transfer / exemption is discretionary.

Q8.4 Is information about the credit transfer/exemption process advertised?

Nine of the sixteen RTOs that answered this question indicated that the process is not advertised.

Q8.5 Do students who apply to different universities receive the same amount of credit from each university?

94% of the RTOs indicated that Certificate IV graduates did not receive the same amount of credit in their applications to different universities.

Q8.6 What is the most common amount of credit/exemption an enrolled student with a Certificate IV obtains?

75% of the VET respondents indicated that universities commonly offered six to twelve months' credit or exemption for an enrolled student with a Certificate IV.



Q8.7 What is the maximum amount of credit an enrolled student with a Certificate IV receives from a university that your institution *has an agreement* with?

For RTOs that have agreements with universities for articulation purposes, the maximum amount of credit awarded by an affiliated university for an enrolled student with a Certificate IV is 12 months.

Q8.8 What is the maximum amount of credit an enrolled student with a Certificate IV receives from a university that your institution *does not have an agreement* with?

RTOs that do not possess any agreements for articulation purposes indicated that their Certificate IV graduates who are enrolled in universities received a maximum credit of 12 months.

Q8.9 Is the amount of credit/exemption the same between enrolled students with a Certificate IV who are full-time or part-time students of an undergraduate nursing course?

Of the 12 RTOs that replied to this question, all of them indicated that all Bachelor of Nursing undergraduates with a Certificate IV received the same amount of credit transfer / exemption regardless if they were enrolled as full-time or part-time students.



Q8.10 What are the main barriers to obtaining credit/exemptions?

The main barriers to obtaining credit/exemptions are:

- a. Difficulty in comparing Certificate IV qualifications with undergraduate curriculum – 30%
- b. Lack of direction and / or information from university – 28%
- c. Lack of process for assessment of credit- 19%
- d. Lack of information – 14%
- e. Other – 9%

One RTO commented that universities do not understand the complexity of training at Certificate IV while others listed ungraded results, clinical placement issues or questioned if the universities actually wanted Division 2 nurse applicants.

Pursuit and completion of an undergraduate nursing course

Q9.1a What are the 3 main barriers that limit the *pursuit of* an undergraduate nursing course?

The main barriers to the pursuit of a Bachelor of Nursing course are:

- a. Number of funded places available – 25%
- b. Financial constraints - 24%
- c. Time constraints / existing commitments – 14%
- d. Lack of information on articulation pathways – 12%
- e. Lack of processes for credit transfer – 9%
- f. Shortage of clinical placements – 5%
- g. Access / proximity to university – 4%
- h. Other – 7%



Q9.1b What are the 3 main barriers that limit the *completion of* an undergraduate nursing course?

The main barriers to the completion of a BN course are:

- a. Financial constraints – 49%
- b. Lack of support from university – 15%
- c. Number of funded places – 7%
- d. Shortage of clinical placements – 7%
- e. Course not meeting expectations – 7%
- f. Viability / scope of course content – 5%
- g. Other – 10%

Q9.2 Do enrolled students with a Certificate IV who are pursuing an undergraduate nursing course face the same barriers listed in Q9.1?

Fifteen of the nineteen RTOs indicated that enrolled students with a Certificate IV face the same barriers in the pursuit and completion of a BN course as their non-Certificate IV counterparts. The 4 that disagreed stated the following barriers:

- a. Financial constraints – 30%
- b. Number of funded places – 30%
- c. Time constraints – 13%
- e. Access / proximity to university – 10%
- f. Not meeting academic requirements – 10%
- g. Lack of support from university – 7%

The full range of data from the survey of the VET sector is found in Appendix 6.



Results - Higher Education survey

Undergraduate nursing courses available

Q.1.1 What undergraduate nursing courses are offered by the university?

All the universities offer an undergraduate nursing course that leads to a Bachelor of Nursing degree. Most of them also award degrees in Midwifery, Nursing Science, Public Health and Health Promotion. Some offer double degrees that combine a nursing degree with one from Arts, Commerce or Applied Science. Seven universities offer undergraduate nursing courses that enable a Division 2 nurse to convert to Division 1 of the nursing register. Two of the universities offer a formal Division 2 conversion course.

Q.1.3 If you have a formal Division 2 conversion course, what is the length in terms of semesters?

The Division 2 conversion courses offered are conducted over 4 semesters each.

Entry requirements for undergraduate nursing courses

Q.2.1 Do you have the same entry requirements for all courses?

Four of the universities indicated that they have different entry requirements for all courses while three have the same requirements.



Q.2.2 If the entry requirements are different for each course, please list the course name and the entry requirements.

While the universities differ in their requirements for non-year 12 school leavers, the requirements for school leavers are more uniform, particularly with regards to literacy and numeracy skills.

For entry to a Division 2 conversion course, pre-entry requirements might include:

- proof of the applicant's Division 2 registration
- a Special Tertiary Admissions Test (STAT)
- a current first aid certificate
- qualifications in health assessment, human bioscience and psychology.

Applications for undergraduate nursing courses

Q.3.1 Please list the total number of applications for all nursing courses in 2003 to 2005.

In 2005, there was an estimated 17,228 applicants for undergraduate nursing courses in the seven universities, an increase of 7% from 2003.

Q.3.2 What percentage of all applicants for your undergraduate nursing courses has the Certificate IV in Health (Nursing)?

22% of the applicants have a Certificate IV.

Q.3.3 What percentage of applicants with a Certificate IV apply for full-time or part- time study in an undergraduate nursing course?

Three of the universities indicated that all of the applicants opt for full time study in an undergraduate nursing course. The other four had percentages that ranged from 15 to 95% opting for full-time study.



Q.3.4 For Certificate IV graduates who have expressed an interest in pursuing an undergraduate nursing course, does your institution provide any guidance or information on the articulation pathways available?

All the universities indicated that information or directions on articulation is offered through their websites, brochures, information sessions, open days or inquiries from course administrators.

Selection of students

Q.4.1 Do you have an agreement with any TAFEs or RTOs in relation to articulation to undergraduate nursing courses?

Three universities indicated that they have agreements with RTOs for articulation into undergraduate nursing courses. One indicated that it is a verbal or informal agreement. While two universities allocate up to 10% of places for Certificate IV applicants from their affiliated RTOs, the applicants' results are also taken into consideration during the selection process.

Q.4.2 In selecting students with Certificate IV into your undergraduate nursing courses, does the reputation/standing of the awarding TAFE or RTO influence selection?

Five of the universities do not regard the reputation of the RTO in the selection of students. The other two universities prefer RTOs that "provide quality courses" or where "institutional grading pattern more information on students who have grades".

Q.4.3 When setting targets for selection, does your institution have a quota percentage for mature-aged (non Year 12) students?

Five universities do not set any quota in the selection of mature-aged (non year-12) applicants. Two universities cap the number of mature-aged entrants at a maximum of 20%.



Enrolment of students

Q.5.1 What was the total number of undergraduate places in your university in all courses, including non-nursing ones, in 2003 to 2005?

In 2005, there were a total of 137,514 undergraduate places available in the seven universities, an increase of 2.9% from 2003.

Q.5.2 How many places were available for undergraduate nursing courses in 2003 to 2005?

There were 2,955 places available in undergraduate nursing courses in 2005, an increase of 2.5% from 2003.

Q.5.3 How does the university decide on the number of nursing students to enroll each year?

Five universities cited government funding allocated as the main factor in determining the number of places available for undergraduate nursing courses.

Other factors included:

- a. Student attrition / progression rates – 2 (universities)
- b. No of scholarships offered - 1
- c. Demand for course - 1
- d. Demand for full fee places by international students – 1
- e. Direction from Department of Education, Science and Training – 1
- f. Redistribution of existing 'Equivalent Full-time Student Unit' or student load - 1

Q.5.4 What is the total number of all enrolled students that commenced undergraduate nursing courses in 2003 to 2005?

A total of 3,039 enrolled students commenced undergraduate nursing courses in 2005, an increase of 19.6% from 2003.



Q.5.5 What percentage of enrolled students commencing undergraduate nursing courses has the Certificate IV?

25% of enrolled students in undergraduate nursing courses have the Certificate IV in Health (Nursing).

Recognition of prior learning

Q.6.1 Is information about the credit transfer/exemption process advertised?

Four of the seven universities advertise information about the credit transfer / exemption process. This information is made available on their websites, brochures, enrolment guide, information sessions and enquiries to their school or Open Day.

Q.6.2 Is the basis for determining credit transfer/exemption explicit or discretionary?

Four of the universities have a discretionary basis for determining credit transfer / exemption.

Q.6.3 Other than enrolment into a formal Division 2 conversion course for students who have a Certificate IV, what factors assist in granting credit/exemption to Certificate IV graduates who are enrolled in other undergraduate nursing courses?

Factors that facilitates the granting of credit / exemptions included:

- consistent good grades - 33%
- relevant work experiences - 17%
- completion of bridging course - 17%
- agreements with RTOs - 8%
- other - completion of a Certificate IV in Health (Nursing) or relevant tertiary studies.



Q.6.4 What are the main barriers to granting credit transfer/exemption?

Six of the seven universities cited “difficulty in comparing Certificate IV qualifications with undergraduate curriculum” as the main barrier to granting credit. One university indicated that the information, or lack of it, from RTOs do not demonstrate a direct relationship between previous study and the unit content in Bachelor of Nursing courses. Another asserted, “Certificate IV qualifications not university level”.

Q.6.5 Does your university give single unit credit to students on an individual basis or to all students?

75% of the universities give single unit credit to students on an individual basis.

Q.6.6 What percentage of a three-year nursing course is the maximum credit given?

One university offered a maximum credit transfer of 67% (2 years) of a 3-year course.

Five universities offered 50%.

One university offered 33%.

Q.6.7 What percentage of enrolled students receives the maximum amount of credit/exemption allowed?

An average of 27% of enrolled students received the maximum amount of credit transfer available.



Q.6.8 What is the most common amount of credit/exemption an enrolled student obtains?

More commonly, students are granted 3 to 8 credit points or up to a full year's exemption of a 3-year course.

	Credit / Exemption	Remarks*
U1	6 points	144 points for 3-year course
U2	1 year	
U3	15 points	360 points for 3-year course
U4	One-third of program up to 1 year	24 subjects for 3-year course
U5	-	
U6	1st year	
U7	3 - 8 Credit Points	24 points for 3-year course

*Information from universities' websites on 3-year Bachelor of Nursing courses. Accessed Nov 2006.

Q.6.9 What is the most common amount of credit/exemption an enrolled student *with a Certificate IV* obtains?

The universities indicated that undergraduate nursing students with a Certificate IV usually received 8 to 24 credit points or up to the exemption of the first year of a 3-year course.

	Credit / Exemption	Remarks*
U1	18 - 24 points	144 points for 3-year course
U2	0	For Division 2 conversion course
U3	15 points	360 points for 3-year course
U4	6 - 8 subjects	24 subjects for 3-year course
U5	4 out of 24 units	
U6	1st year	
U7	8 Credit Points	24 points for 3-year course

*Information from universities' websites on 3-year Bachelor of Nursing courses. Accessed Nov 2006.

Q6.10 Is the amount of credit/exemption the same between enrolled students with a Certificate IV who are full time or part time students of an undergraduate nursing course?

Five of the universities indicated that students with a Certificate IV receive the same amount of credit transfer whether they are full-time or part-time students.



Q6.11 Is the credit/exemption granted the same between Certificate IV graduates who were full-time students, part-time students or traineeship students?

The universities award the same amount of credit to the applicant regardless of whether their Certificate IV was obtained through full-time study, part-time study or traineeship.

6.12 If students have their application for credit transfer/exemption denied, is there any avenue for appeal?

Six of the universities indicated that they offer the right to appeal should a student's application for credit transfer fail.

Rate of success

Q7.1 What is the number of graduates from all undergraduate nursing courses in 2003 to 2005?

In 2005, 1,195 graduated from undergraduate nursing courses, an increase of 15% from 2003.

Q7.2 What percentage of graduates have a Certificate IV in 2003 to 2005?

The universities indicated that 17% of their nursing graduates have a Certificate IV.

Q7.3 What percentage of enrolled students completed their undergraduate nursing courses?

An average of 86% of undergraduate nursing students completed their courses.



Q7.4 What percentage of enrolled students *with a Certificate IV* completed their undergraduate nursing courses?

An average of 93% of enrolled students with a Certificate IV completed their undergraduate nursing course.

Q7.5 What percentage of graduates in the top 25 percentile has a Certificate IV?

15% of nursing graduates in the top quartile have a Certificate IV.

Q7.6 What are the most common reasons cited when a student withdraws before completing an undergraduate nursing course?

Common reasons cited by students withdrawing from an undergraduate nursing course include:

- a. Financial constraints - 31%
- b. Realities of nursing not meeting expectations - 24%
- c. Time constraints / existing commitments - 19%
- d. Difficulty in completing course - 14%
- e. Medical reasons – 7%
- f. Lack of support from family / employer – 2%
- g. Course was not meeting expectations – 2%



Q7.7 Do enrolled students with a Certificate IV who are pursuing an undergraduate nursing course face the same barriers listed above?

Four of the universities stated that nursing undergraduates with a Certificate IV faced the same barriers to completion. The three universities that stated otherwise indicated the following:

- a. Financial constraints - 42%
- b. Time constraints / existing commitments – 33%
- c. Realities of nursing not meeting expectations – 8%
- d. Medical reasons – 8%
- e. Difficulty of completion – 4%
- f. Lack of support from family / employer - 4%

The full range of data from the survey of the Higher Education sector is found in Appendix 7.



8. Discussion of results

The high response rate to the survey indicates the interest in and priority given to articulation pathways by the surveyed educational institutions and their constituents.

The main conclusions drawn from the survey results are outlined below:

Admission

1. Students applied for a Certificate IV in Health (Nursing) to fulfil career aims or as a pathway to an undergraduate nursing course and not as a result of failing to gain admission to an undergraduate nursing course in university.
2. Increasing numbers of Certificate IV qualified nurses are applying to articulate to undergraduate nursing courses.
3. Universities offer similar requirements for year 12 school leavers to enrol in undergraduate nursing courses but differ from institution to institution in their requirements for certificate-qualified applicants.
4. The university admission processes for certificate qualified applicants are not consistent, transparent or easy to understand. However, the uncertainties associated with these methods of assessment do not equate to an arbitrary or unfair process. Universities exercise a degree of professional judgement in determining the merits of an applicant's academic ability.
5. The Certificate IV qualified applicant is not disadvantaged in the university admission process. They are admitted in slightly greater proportion compared to non-certificate qualified applicants (22% applicants/25% entrants) and fared much better at national and state level when compared to other students seeking to progress to undergraduate studies on the basis of prior TAFE study.
6. The late release of academic results from RTOs is a restricting factor for students wishing to apply for articulation.



Credit

7. The factors most influencing credit transfers and exemptions are graded assessments, good grades, relevant work experience and completion of bridging courses.
8. The presence, or lack, of agreements between VET and HE institutions was not a major factor in the articulation process for this study.
9. Students with Certificate IV were awarded between 1½ to 4 times more in credit transfers than other students.
10. The universities did not significantly differentiate between Certificate IV applicants on the basis of RTO awarding the Certificate IV.
11. There are variations in the form and quantity of credits awarded to Certificate IV applicants by universities.

Completion

12. Students entering the Bachelor of Nursing with a Certificate IV qualification have a higher completion rate (93%) when compared to other student groups entering the Bachelor program (86%).
13. The major reasons for non-completion of an undergraduate nursing course for students with Certificate IV are non-academic. As many as 42% of the students with Certificate IV withdraw from an undergraduate nursing course due to financial constraints. 33% cite time constraints or existing commitments as their reason for non-completion. While 8% of enrolled students with Certificate IV withdrew because the “realities of nursing were not meeting expectations”, the figure for the general nursing undergraduate population was 24%. It was also noted that 14% of the latter did not complete the course because they experienced “difficulty in completing” compared to only 4% of enrolled students who have a Certificate IV.



9. Limitations

The respondents were not necessarily expected to have access to all the information requested, but they were the specialist on nursing in their institution, and therefore presumed to be in a position to make authoritative estimates. Under these circumstances, their estimates have been treated as fact in the analysis of data.

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11. Appendices

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Appendix 1

HLT61106 Advanced Diploma of Nursing (Enrolled/Division 2 nursing)

This qualification covers enrolled nursing work in areas of specialisation, with advanced skills and knowledge in client assessment, care and management across a wide range of health care settings.

Pre-requisite requirements

Participants in this qualification must be eligible for enrolment** with state/territory nursing and midwifery regulatory authorities and hold the Diploma of Nursing (Enrolled/Division 2 nursing) or equivalent. (**or registration as a Division 2 Nurse in Victoria)

PACKAGING RULES

7 competency units are required for this qualification, including:

- All 2 compulsory units
- 5 elective units

Elective may be selected from:

- Electives competency units listed below
- A maximum of 2 competency units may be selected from the Health and/or Community Services Training Packages to address specific workplace requirements

Compulsory units

HLTEN606A	Assess clients and manage client care
HLTEN514A	Apply research skills within a contemporary health environment

Elective units

Electives are to be selected in line with the specified Packaging Rules, which include selection of electives from other sectors of the health industry.

The following grouping of electives is intended to facilitate selection. Electives may be selected from one or more groups and certain electives may be required to address identified workplace needs.

Palliative care nursing

HLTEN511A	Provide nursing care for clients requiring palliative care
HLTEN608A	Practise in the domiciliary health care environment
CHCGROUP3C	Plan and conduct group activities
HLTEN619A	Manage clients and others experiencing loss and grief



Critical care nursing

HLTEN519A	Administer and monitor intravenous medication in the nursing environment
HLTEN607A	Practise in the critical care environment
HLTEN609A	Practise in the respiratory nursing environment
HLTEN610A	Practise in the cardiovascular nursing environment
HLTEN620A	Practise in first line emergency nursing

Nursing in aged care

HLTEN615A	Practise in the contemporary aged care environment
HLTOHS500A	Manage OHS processes in the health industry
HLTEN608A	Practise in the domiciliary health care environment
HLTEN619A	Manage clients and others experiencing loss and grief

Perioperative nursing

HLTEN519A	Administer and monitor intravenous medication in the nursing environment
HLTEN612A	Practise in the perioperative nursing environment
HLTIN504B	Manage the control of infection

Nursing people with chronic illnesses

CHCCM3B	Develop, facilitate and monitor all aspects of case management
HLTEN609A	Practise in the respiratory nursing environment
HLTEN610A	Practise in the cardiovascular nursing environment
HLTEN611A	Apply principles of diabetic nursing care
HLTEN605A	Practise in the health clinic environment

Rehabilitation nursing

HLTEN601A	Practise in the orthopaedic nursing environment
HLTEN602A	Practise in the rehabilitation nursing environment
HLTEN604A	Practise in the neurological rehabilitation environment

Paediatric nursing

HLTEN520A	Contribute to the care of mothers and babies
HLTEN614A	Practise in the paediatric nursing environment

Mental health nursing

HLTEN617A	Practise in contemporary mental health care
HLTEN608A	Practise in the domiciliary health care environment
CHCCM3B	Develop, facilitate and monitor all aspects of case management
CHCGROUP3C	Plan and conduct group activities
CHCCS501A	Assess and respond to individuals at risk of self harm or suicide
CHCMH7A	Provide, with consumers, support and interventions to meet the needs of carers and families
CHCMH8A	Provide interventions to meet the needs of consumers with mental health and AOD issues



Rural and remote area nursing

HLTEN618A	Practise in contemporary rural/remote health care
HLTEN608A	Practise in the domiciliary health care environment
CHCCM3B	Develop, facilitate and monitor all aspects of case management

Other areas of nursing

HLTEN603A	Provide sexual and reproductive health care for clients
HLTEN613A	Practise in a hyperbaric environment
HLTEN616A	Apply principles of stoma care
HLTEN620A	Practise in first line emergency nursing

Pathology

HLTPAT315A	Provide donor care
HLTPAT411B	Perform blood collection for specialised testing
HLTEN521A	Determine the eligibility of apheresis donors
HLTEN522A	Contribute to the registration and assessment of donors

Cluster of Counselling electives

(these competency units to be assessed concurrently or sequentially)

CHCCSL601A	Work within a structured counselling process
CHCCSL602A	Facilitate the counselling relationship
CHCCSL603A	Provide support for clients implementing a course of action
CHCCSL604A	Reflect and improve upon counselling skills

Alcohol and other drugs electives may include, for example:

CHCAOD8C	Assess the needs of clients who have alcohol and/or other drugs issues
CHCAOD9C	Provide alcohol and/or other drug withdrawal services
CHCAOD11A	Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues

Disability work

CHCDIS7B	Design and adapt surroundings to group requirements
CHCDIS1C	Orientation to disability work
CHCDIS13A	Support older people with disabilities
CHCDIS20A	Introduction to disability work

Leadership and management electives

HLTOHS500A	Manage OHS processes in the health industry
HLTIN504B	Manage the control of infection
BSBFLM502A	Provide leadership in the workplace
BSBFLM513A	Manage budgets and financial plans within the work team
BSBFLM514A	Manage people
BSBMGT601A	Contribute to strategic direction
BSBMGT603A	Review and develop business plans
BSBMGT604A	Manage business operations
BSBMGT609A	Manage risk
BSBHR601A	Manage change
BSBAUD502A	Prepare and lead a quality audit
HLTPM501A	Manage in a health care business



Appendix 2

List of Steering Committee Members

Name	Organisation	Representing
Amanda Kenny	Acting Head of School, School of Nursing & Midwifery LaTrobe University	Higher Education sector
Brian Spencer	Executive Director Community Services & Health Industry Training Board	VET / ITAB
Catherine Hutchings	Professional Officer Australian Nursing Federation	Industry Representation / Union
David Booth	Senior Planning and Policy Officer Office of Training and Tertiary Education Department of Education and Training	State Government (VET)
Dianna Kidgell	Manager Registration Nurses Board Of Victoria	Regulatory Authority / Accrediting Body
Jenifer McLennan	Business Manager Gippsland TAFE	VET Sector
Stephen Thomas	Project Officer Nurse Policy Branch Department of Human Services	State Government (Functional Dept)
Tim Marshall	Higher Education Project Officer Office of Training and Tertiary Education Department of Education and Training	State Government (Higher Education)



Appendix 3

List of institutions surveyed

Vocational Education and Training sector

Public Registered Training Organisations (Institutes of Technical and Further Education)

Australian Catholic University (VIC) - TAFE division
Bendigo Regional Institute of TAFE
Box Hill Institute of TAFE
Central Gippsland Institute of TAFE
Chisholm Institute of TAFE
East Gippsland Institute of TAFE
Gordon Institute of TAFE
Goulburn Ovens Institute of TAFE
Holmsglen Institute of TAFE
Kangan Batman Institute of TAFE
RMIT University - TAFE Division
South West Institute of TAFE
Sunraysia Institute of TAFE
Swinburne University - TAFE Division
University of Ballarat - TAFE Division
Victoria University - TAFE Division
Wodonga Institute of TAFE

Private Registered Training Organisations

Care Training Australia Pty Ltd
Future Aged Care Training Solutions
Health Education and Recruitment Services
Health Train Education Services Proprietary Ltd
Mayfield Education Centre

Higher Education Sector

Australian Catholic University (VIC)
Deakin University
LaTrobe University
Monash University
RMIT University
University of Ballarat
Victoria University



Appendix 4

SURVEY-VET Providers

Please put a cross in the appropriate boxes.

1. Graduates

1.1 How many students graduated with a Certificate IV in Health (Nursing) (Certificate IV) in

2003 _____ data estimate

2004 _____ data estimate

2005 _____ data estimate

1.2 Do you use graded assessment for any of the units? Yes No

If Yes, why: _____

2. Reasons for obtaining a Certificate IV in Health (Nursing)

2.1 What are the three most common reasons cited by the students for obtaining the Certificate IV?
(Please list in decreasing order ie reason 1 is most common and reason 3 is 3rd most common)

Reason 1: _____

Reason 2: _____

Reason 3: _____

2.2 What percentage of students enrolled in the Certificate IV so that they can articulate to an undergraduate nursing course? _____% data estimate

2.3 What percentage of students enrolled in the Certificate IV because they missed out on an undergraduate nursing course? _____% data estimate

3. Pathways

3.1 After graduation, what percentage of Certificate IV graduates go on to

- work as an enrolled nurse: _____% data estimate

- studies for post-registration specialization: _____% data estimate

- undergraduate nursing courses: _____% data estimate

- other: _____% data estimate



3.2 For Certificate IV graduates who apply for undergraduate nursing courses, what percentage is *not successful* in their application? _____% data estimate

4. Access to undergraduate nursing courses

4.1 Please identify the 3 main barriers that limit a Certificate IV graduate's access to an undergraduate nursing course:

- _____
- _____
- _____

4.2 For Certificate IV graduates who have expressed an interest in pursuing an undergraduate nursing course, does your institution provide any guidance or information on the articulation pathways available? Yes No

If Yes, how:

If No, why:

5. Applications for undergraduate nursing courses

5.1 How many Certificate IV graduates from your institution applied for undergraduate nursing courses in

2003: _____ data estimate

2004: _____ data estimate

2005: _____ data estimate

5.2 How many Certificate IV graduates from your institution were successfully enrolled into undergraduate nursing courses in

2003: _____ data estimate

2004: _____ data estimate

2005: _____ data estimate



5.3 Please list the 3 probable reasons for *successful* applications
(Please list in decreasing order ie reason 1 being the most probable and reason 3 the 3rd most probable)

Reason 1: _____

Reason 2: _____

Reason 3: _____

5.4 Please list the 3 probable reasons for *unsuccessful* applications
(Please list in decreasing order ie reason 1 being the most probable and reason 3 the 3rd most probable)

Reason 1: _____

Reason 2: _____

Reason 3: _____

6. Agreement with universities

6.1 Do you have an agreement with any university for articulation in relation to undergraduate nursing courses? Yes No

If Yes,

- which university: _____

- which campus: _____

- terms of agreement:

7. Application process for undergraduate nursing courses

7.1 Is the application process similar for each university? Yes No

7.2 In your opinion, is the application process easily understood by a Certificate IV graduate who is applying for an undergraduate nursing course? Yes No

7.3 What are the 3 main challenges faced by Certificate IV graduates during the application process for an undergraduate nursing course?

- _____

- _____

- _____



8. Recognition of prior learning

8.1 Are you aware of the methods of assessment the universities employ to establish the prior learning of Certificate IV graduates? Yes No

If Yes, please identify the methods used:

8.2 Is any assistance requested for by the universities or rendered to them to assist this process of recognising prior learning? Yes No

If Yes, what assistance is requested for or rendered?

8.3 In your opinion, is the basis for determining credit transfer/exemption explicit or discretionary?

8.4 Is information about the credit transfer/exemption process advertised? Yes No

If Yes, where: _____

8.5 Do students who apply to different universities receive the same amount of credit from each university? Yes No

8.6 What is the most common amount of credit/exemption an enrolled student with a Certificate IV obtains? _____

8.7 What is the maximum amount of credit an enrolled student with a Certificate IV can receive from a university that your institution *has an agreement* with?

8.8 What is the maximum amount of credit an enrolled student with a Certificate IV can receive from a university that your institution *does not have an agreement* with? _____

8.9 Is the amount of credit/exemption the same between enrolled students with a Certificate IV who are full time or part time students of an undergraduate nursing course? Yes No

If No, why:



8.10 What are the main barriers to obtaining credit/exemptions?

- lack of information
- lack of direction from university
- lack of process for assessment of credit
- difficulty in comparing Division 2 qualifications with undergraduate curriculum
- other: _____

9. Pursuit and completion of an undergraduate nursing course

9.1 What are the 3 main barriers that limit the *pursuit* and *completion* of an undergraduate nursing course? (Rank 1, 2 or 3 with “1” being the most important to “3” the least of the three chosen).

Factors	Pursuit	Completion
Lack of information regarding articulation		
Time constraint / Existing commitments		
Financial constraints		
No of funded places available		
Access / Proximity to training providers		
Lack of clear / transparent processes for credit		
Viability / Scope of course content		
Employment opportunities after graduation		
Lack of support from family / employer		
Lack of support from university		
Shortage of clinical placements		
Negative clinical placement issues		
Course not meeting expectations		
Realities of nursing not meeting expectations		
Other (please state: _____)		

9.2 Do enrolled students with a Certificate IV who are pursuing an undergraduate nursing course face the same barriers listed in 9.1? Yes No

If No, please list the 3 most common barriers choosing from the list in 9.1: (Please list in decreasing order ie reason 1 is most common and reason 3 is 3rd most common)

Reason 1: _____

Reason 2: _____

Reason 3: _____



10. Other information

10.1 Please advise any additional sources of data/information on articulation pathways in relation to undergraduate nursing courses:

10.2 Comments: _____

Thank you for participating in this survey.

Name: _____

Position: _____

Institution: _____

Campus: _____

Phone: _____

Email: _____

Date: _____

Health Training Package

The Division 2 Nursing qualification will soon be included in the Health Training Package as a Diploma and Certificate IV. Will you be interested to be part of a discussion group regarding the impact of this change on articulation pathways? Yes No



Appendix 5

SURVEY-Higher Education Providers

Please put a cross in the appropriate boxes.

1. Undergraduate nursing courses available

1.1 What undergraduate nursing courses are offered by the university?

1. _____
2. _____
3. _____
4. _____
5. _____

1.2 From the list above, please put an asterisk “★” beside those courses that enable Division Two (Division 2) nurses to convert to Division One of the register.

1.3 If you have a formal Division 2 conversion course, what is the length in terms of semesters?

2. Entry requirements for undergraduate nursing courses

2.1 Do you have the same entry requirements for all courses? Yes No

If Yes, please list your selection criteria:

2.2 If the entry requirements are different for each course, please list the course name and the entry requirements.

Course name: _____

Entry requirements:

Course name: _____

Entry requirements:

Course name: _____



Entry requirements:

Course name: _____

Entry requirements:

Course name: _____

Entry requirements:

3. Applications for undergraduate nursing courses

3.1 Please list the total number of applications for all nursing courses in

2003: _____ data estimate

2004: _____ data estimate

2005: _____ data estimate

3.2 What percentage of all applicants for your undergraduate nursing courses has the Certificate IV in Health (Nursing)? _____% data estimate

3.3 What percentage of applicants with a Certificate IV apply for

full time study in an undergraduate nursing course: _____% data estimate

part-time study in an undergraduate nursing course: _____% data estimate

3.4 For Certificate IV graduates who have expressed an interest in pursuing an undergraduate nursing course, does your institution provide any guidance or information on the articulation pathways available? Yes No

If Yes, how:

If No, why:



4. Selection of students

4.1 Do you have an agreement with any TAFEs or RTOs in relation to articulation to undergraduate nursing courses? Yes No

If Yes,

- which TAFE / RTO and campus: _____
- what are the terms of agreement: _____

4.2 In selecting students with Certificate IV into your undergraduate nursing courses, does the reputation/standing of the awarding TAFE or RTO influence selection? Yes No

If Yes, how: _____

4.3 When setting targets for selection, does your institution have a quota percentage for mature aged (non Year 12) students? Yes No

If Yes, what is the quota percentage: _____ %

5. Enrolment of students

5.1 What was the total number of undergraduate places in your university in all courses, including non-nursing ones, in

- 2003: _____ data estimate
- 2004: _____ data estimate
- 2005: _____ data estimate

5.2 How many places were available for undergraduate nursing courses in

- 2003: _____ data estimate
- 2004: _____ data estimate
- 2005: _____ data estimate

5.3 How does the university decide on the number of nursing students to enroll each year?

5.4 What is the total number of all enrolled students that commenced undergraduate nursing courses in

- 2003: _____ data estimate
- 2004: _____ data estimate
- 2005: _____ data estimate



5.5 What percentage of enrolled students commencing undergraduate nursing courses has the Certificate IV? _____% data estimate

6. Recognition of prior learning

6.1 Is information about the credit transfer/exemption process advertised? Yes No

If Yes, where: _____

6.2 Is the basis for determining credit transfer/exemption

explicit or discretionary ?

6.3 Other than enrolment into a formal Division 2 conversion course for students who have a Certificate IV, what factors assist in granting credit/exemption to Certificate IV graduates who are enrolled in other undergraduate nursing courses?

- Consistent good grades
- Relevant work experience
- Completion of bridging course
- Agreements with TAFE/RTO
- Other: _____

6.4 What are the main barriers to granting credit transfer/exemption?

- Lack of process for assessment of credit
- Difficulty in comparing Certificate IV qualifications with undergraduate curriculum
- Other: _____

6.5 Does your university give single unit credit to students on

an individual basis or to all students?

6.6 What percentage of a three-year nursing course is the maximum credit given?

_____ % data estimate

6.7 What percentage of enrolled students receives the maximum amount of credit/exemption allowed?

_____ % data estimate

6.8 What is the most common amount of credit/exemption an enrolled student obtains?

_____ data estimate



6.9 What is the most common amount of credit/exemption an enrolled student *with a Certificate IV* obtains? _____ data estimate

6.10 Is the amount of credit/exemption the same between enrolled students with a Certificate IV who are full time or part time students of an undergraduate nursing course? Yes No

If No, why:

6.11 Is the credit/exemption granted the same between Certificate IV graduates who were full time students, part time student and traineeship students? Yes No

If No, why: _____

6.12 If students have their application for credit transfer/exemption denied, is there any avenue for an appeal? Yes No

If Yes, who will the student appeal to? _____

7. Rate of success

7.1 What is the number of graduates from all undergraduate nursing courses in

2003: _____ data estimate

2004: _____ data estimate

2005: _____ data estimate

7.2 What percentage of graduates, for the years listed, have a Certificate IV?

2003: _____% data estimate

2004: _____% data estimate

2005: _____% data estimate

7.3 What percentage of enrolled students complete their undergraduate nursing courses?

_____ % data estimate

7.4 What percentage of enrolled students *with a Certificate IV* complete their undergraduate nursing courses? _____% data estimate

7.5 What percentage of graduates in the top 25 percentile has a Certificate IV?

_____ % data estimate



7.6 What are the 3 most common reasons cited when a student withdraws before completing an undergraduate nursing course? (Please rank them from “1” for most common reason to “3” for 3rd most common reason)

Factors	Rank
Time constraints / Existing commitments	
Financial constraints	
Employment opportunities after graduation	
Difficulty of completion (perceived)	
Lack of support from family / employer	
Lack of support from university	
Shortage of clinical placements	
Negative clinical placement issues	
Course not meeting expectations	
Realities of nursing not meeting expectations	
Other (Please state:)	

7.7 Do enrolled students with a Certificate IV who are pursuing an undergraduate nursing course face the same barriers you have listed above? Yes No

If No, please list the 3 most common barriers choosing from the list in 7.6: (Please list in decreasing order ie reason 1 is most common and reason 3 is 3rd most common)

Reason 1: _____

Reason 2: _____

Reason 3: _____

8. Other information

8.1 Please advise any additional sources of data/information on articulation pathways in relation to undergraduate nursing courses:

8.2 Other Comments:

Thank you for participating in this survey.



Name: _____

Position: _____

Institution: _____

Campus: _____

Phone: _____

Email: _____

Date: _____

Health Training Package

The Division 2 Nursing qualification will soon be included in the Health Training Package as a Diploma and Certificate IV. Will you be interested to be part of a discussion group regarding the impact of this change on articulation pathways? Yes No



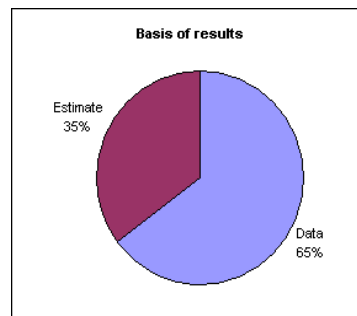
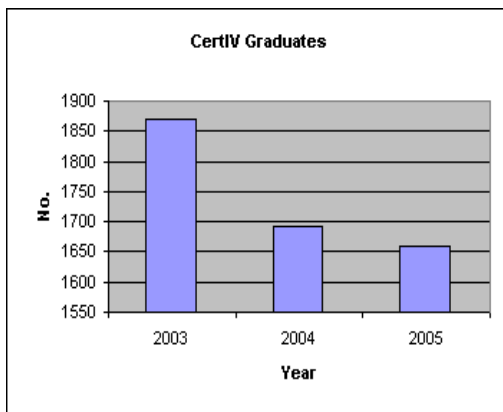
Appendix 6

Survey Data - Vocational Education and Training sector

1. Certificate IV graduates

1.1 How many students graduated with a Certificate IV in Health (Nursing) in

2003	Data	Estimate	2004	Data	Estimate	2005	Data	Estimate	Total
1870	11	6	1693	11	6	1660	12	6	5223

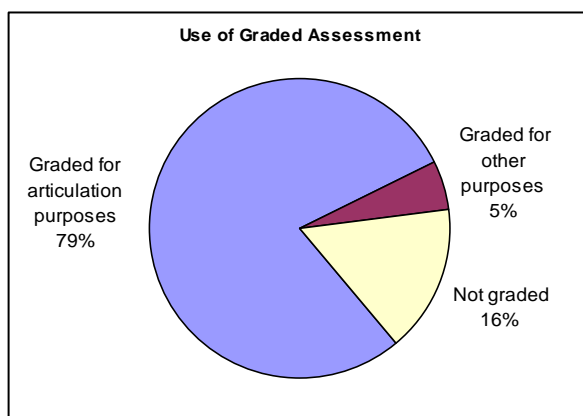


1.2 Do you use graded assessment for any of the units?

Yes	No
16	3

Reason

Use of graded assessment for articulation purposes	15	
Use of graded assessment for other purposes	1	NBV requirement
Do not use graded assessment	3	



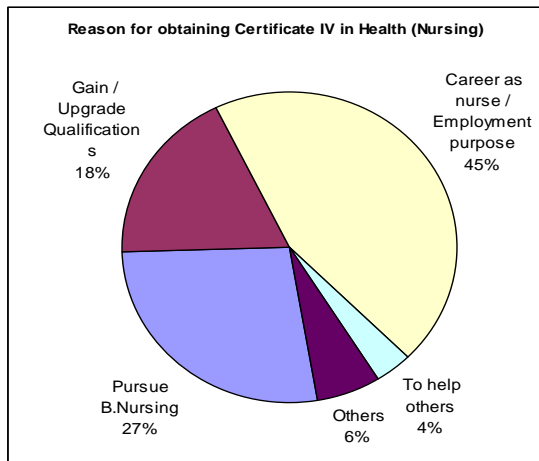
2. Common reasons for obtaining a Certificate IV in Health (Nursing)

2.1 Most common reasons cited by the students for obtaining the Certificate IV

Articulate to BN	Missed out on BN	Gain formal qualifications	Upgrade qualifications / knowledge	To work as a nurse	Employment purposes	Articulate from other sector	To help others	Other
26	5	15	6	26	21	4	4	7



Pursue an undergraduate nursing course	27.19%
To gain or upgrade qualifications	18.42%
Career as nurse or employment purposes	44.74%
To help others	3.51%
Other	6.14%



2.2 Percentage of students enrolled in the Certificate IV so that they can articulate to an undergraduate nursing course:

	%	D	E		
V1	70	0	1	Median	30
V2	60	0	1	Mode	20
V3	20	0	1	Average	32
V4	20	0	1		
V5	10	0	1		
V6	33	0	1		
V7	10	0	1		
V8	25	0	1		
V9	50	0	1		
V10	70	0	1		
V11	30	0	1		
V12	30	0	1		
V13	5	0	1		
V14	20	0	1		
V15	50	0	1		
V16	20	0	1		
V17	40	0	1		
V18	5	0	1		
V19	40	0	1		
		0	19		

2.3 Percentage of students enrolled in the Certificate IV because they missed out on an undergraduate nursing course:

	%	D	E		
V1	50	0	1	Median	15
V2	15	0	1	Mode	20
V3	20	0	1	Average	15.9
V4	1	0	1		



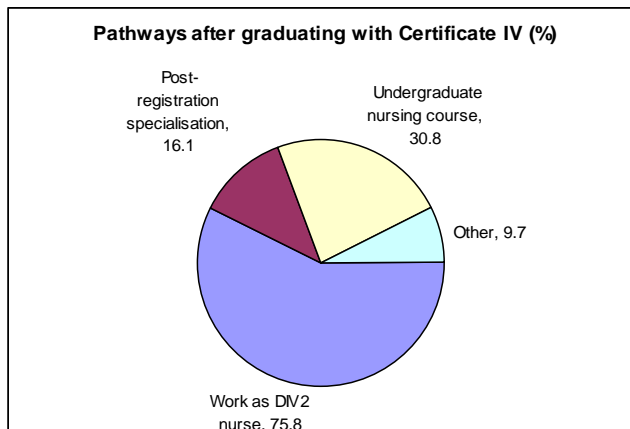
V5	15	0	1
V6	25	0	1
V7	1	0	1
V8	10	0	1
V9	20	0	1
V10	20	0	1
V11	10	0	1
V12	25	0	1
V13	3	0	1
V14	-	0	0
V15	20	0	1
V16	12	0	1
V17	25	0	1
V18	5	0	1
V19	5	0	1
		0	18

3. Pathways

3.1 After graduation, the percentage of Certificate IV graduates that go on to:

	Work as Division 2 Nurse	D	E	Post-reg specialisation	D	E	Undergraduate Nursing Course	D	E	Other*	D	E
V1	85	0	1	20		1	70		1	10		1
V2	95	1	0	10	1	0	50	1	0	10	0	1
V3	-	0	0	-	0	0	-	0	0	-	0	0
V4	99	0	0	10	0	0	5	0	0	-	0	0
V5	50	0	1	25	0	1	20	0	1	5	0	1
V6	77	0	1	5	0	1	50	0	1	-	0	0
V7	75	0	1	10	0	1	10	0	1	5	0	1
V8	99	0	1	30	0	1	22.5	0	1	40	0	1
V9	80	0	1	0	0	1	50	0	1	-	0	0
V10	20	0	1	20	0	0	50	0	1	10	0	0
V11	60	0	1	20	0	1	30	0	1	-	0	1
V12	80	0	1	20	0	1	20	0	1		0	1
V13	80	0	1	10	0	1	10	0	1	1	0	1
V14	95	0	1	10	0	1	22.5	0	1	-	0	0
V15	100	1	0	45	0	1	50	0	1	5	0	1
V16	90	0	1	25	0	1	20	0	1	-	0	0
V17	80	0	1	20	0	1	40	0	1	-	0	0
V18	5	0	1	5	0	1	5	0	1	1	0	1
V19	95	0	1	5	0	1	30	0	1	-	0	0
		2	15		1	15		1	16		0	10
Median	80		Median	15		Median	26.25		Median	5		
Mode	80		Mode	20		Mode	50		Mode	10		
Average	75.8		Average	16.1		Average	30.8		Average	9.7		

*Includes
Pathology,
Midwifery,
Other
courses &
Change of
Profession



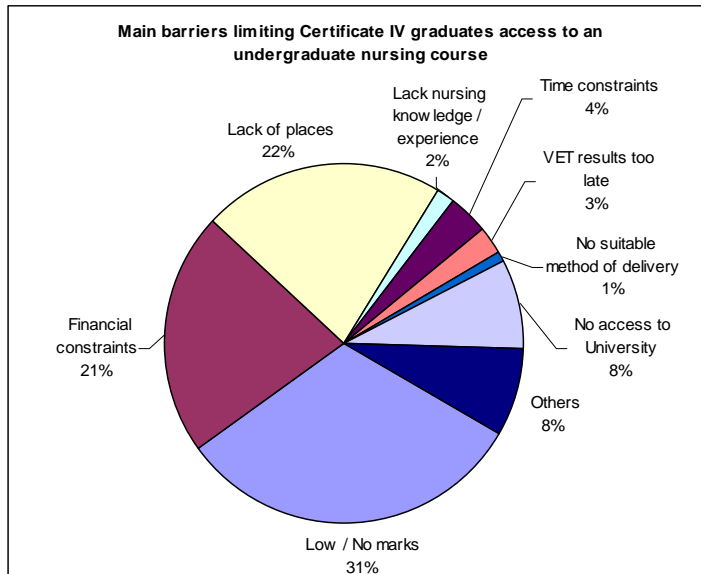
3.2 For Certificate IV graduates who apply for undergraduate nursing courses, what percentage is *not successful* in their application?

	%	D	E		
V1	60	0	1		Median 10
V2	40	0	1		Mode 10
V3	-	0	0		Average 17.4
V4	1	0	1		
V5	-	0	0		
V6	5	0	1		
V7	1	0	1		
V8	-	0	0	Believe it is fairly minimal	
V9	10	0	1	Unsure	
V10	10	0	1		
V11	20	0	1		
V12	-	0	0		
V13	2	0	1		
V14	-	0	0		
V15	-	0	0		
V16	25	0	1		
V17	25	0	1		
V18	10	0	1		
V19	-	0	0		
		0	12		

4. Access to undergraduate courses

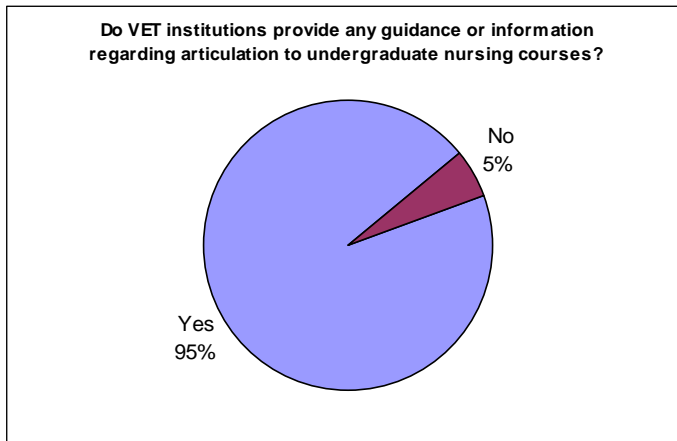
4.1 Please identify the 3 main barriers that limit a Certificate IV graduate's access to an undergraduate nursing course.

Academic requirements (low / no marks or no recognition for current competency)	Financial constraints	Availability / Lack of places	Lack nursing knowledge / experience	Time constraints / existing commitments	VET results too late for University application	No suitable method of delivery	No access to University / too far from University	Others
36	25	25	2	4	3	1	9	9



4.2 For Certificate IV graduates who have expressed an interest in pursuing an undergraduate nursing course, does your institution provide any guidance or information on the articulation pathways available?

	Yes	No	How / Why?
V1	1	0	Printed information sheet
V2	1	0	Units of Delivery - Professional nurses & Preceptorship, Visiting speakers from Uni & RCN
V3	1	0	Providing information to students of different courses
V4	1	0	Support, information, academic appraisal to work submitted, confidence, habits of mind
V5	1	0	Verbal discussion and information printed in student hand books
V6	1	0	Careers counselling, visits from universities discussing articulation pathways
V7	1	0	Class discussion on possible requirements to enter university. Give students an introduction to various university "credits" that we are familiar with. Advised to contact uni early in semester 2.
V8	0	1	No formal structures to do this but recommend students attend university open days & nursing expo. Discussed briefly as part of professional nursing.
V9	1	0	Info sessions given to all students
V10	1	0	Articulation with a particular university program is available
V11	1	0	Career guidance, encouragement to attend open days, guest speakers from hospitals & agencies, uni lecturers to speak about opportunities for employment, talks on managing interviews & CVs
V12	1	0	Talk by university coordinators, assist with paperwork, supply references
V13	1	0	Info session: 6-week bridging course for direct entry into 2nd year for those with distinction and merit achievements. Teachers also provide encouragement & support
V14	1	0	Advice regarding university information
V15	1	0	Through institute course advisor and the nurse educators
V16	1	0	Information sessions late in year, also covered in subject on professional nursing, career, job seeking etc discussed broadly
V17	1	0	Contacts given to university/refer to open days. Anecdotal knowledge of credits/programs. Encouragement to apply at many unis. Letters re current progress/expected completion date.
V18	1	0	Information sessions given by universities, career counselling
V19	1	0	Close links with uni in region, SON staff invited to talk to students in Semester 2 about further study options. Open days are scheduled on same day.
	18	1	



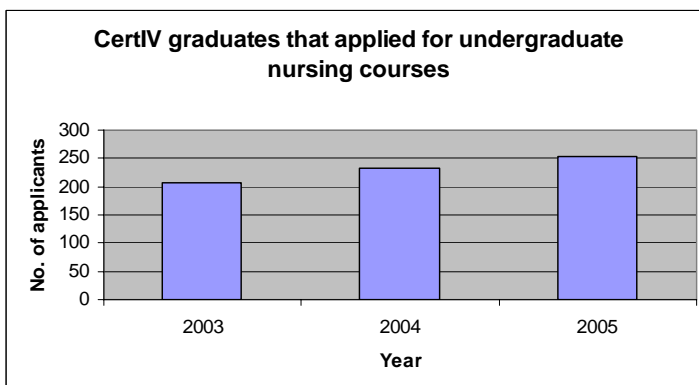
5. Applications for undergraduate nursing courses

5.1 How many Certificate IV graduates from your institution applied for undergraduate nursing courses in:

	2003			2004			2005		
	D	E	D	E	D	E	D	E	
V1	30	0	1	30	0	1	30	0	1
V2	-	0	0	-	0	0	-	0	0
V3	-	0	0	-	0	0	-	0	0
V4	5	0	0	5	0	0	5	0	0
V5	-	0	0	-	0	0	-	0	0
V6	18	0	1	18	0	1	20	0	1
V7	11	0	1	10	0	1	11	0	1
V8	-	0	0	-	0	0	-	0	0
V9	70	0	1	80	0	1	80	0	1
V10	-	0	0	-	0	0	-	0	0
V11	25	0	1	25	0	1	35	0	1
V12	6	0	1	4	0	1	6	0	1
V13	6	0	1	6	0	1	8	0	1
V14	22	0	1	22	0	1	22	0	1
V15	-	0	0	-	0	0	-	0	0
V16	4	0	1	4	0	1	4	0	1
V17	10	0	1	12	0	1	20	0	1
V18	5	0	1	4	0	1	4	0	1
V19	-	0	0	17	0	1	13	0	1
		0	11		0	12		0	12
	208			233			254		

Information not available

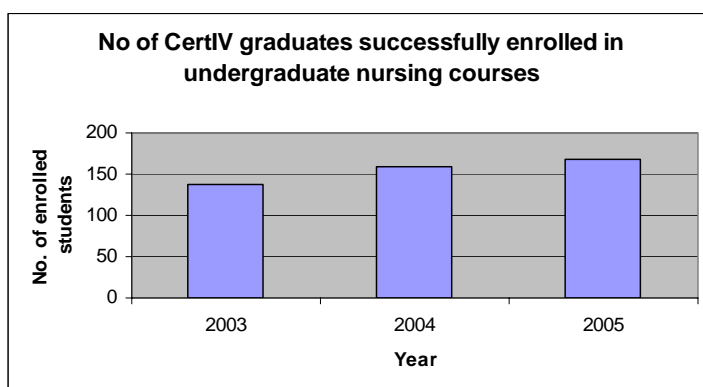
Only hear about the ones that were successful





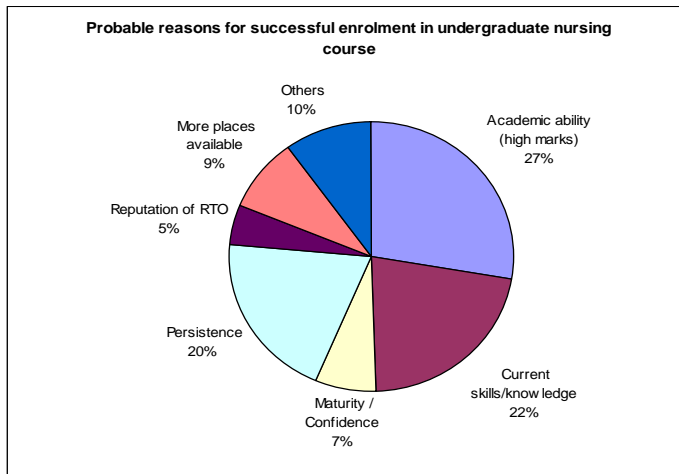
5.2 How many Certificate IV graduates from your institution were successfully enrolled into undergraduate nursing courses in:

	2003	D	E	2004	D	E	2005	D	E	
V1	-	0	1	-	0	1	-	0	0	
V2	-	0	1	-	0	1	-	0	0	
V3	-	0	1	-	0	1	-	0	0	
V4	5	0	1	5	0	1	5	0	0	
V5	-	0	1	-	0	1	-	0	0	Information not available
V6	18	1	0	17	1	0	-	0	0	
V7	11	0	1	10	0	1	10	0	1	
V8	-	0	0	-	0	0	-	0	0	Statistics not collected
V9	60	0	1	70	0	1	70	0	1	
V10	-	0	0	-	0	0	20	0	0	
V11	6	0	1	8	0	1	12	0	1	
V12	6	0	1	4	0	1	6	0	1	
V13	6	0	1	6	0	1	6	0	1	
V14	12	0	1	12	0	1	12	0	1	
V15	15	0	1	10	0	1	10	0	1	
V16	-	0	1	-	0	1	-	0	0	
V17	6	0	1	8	0	1	12	0	1	
V18	5	0	1	4	0	1	4	0	1	
V19	-	0	0	17	0	1	13	0	1	
		1	15		1	16		0	10	
	138			159			168			



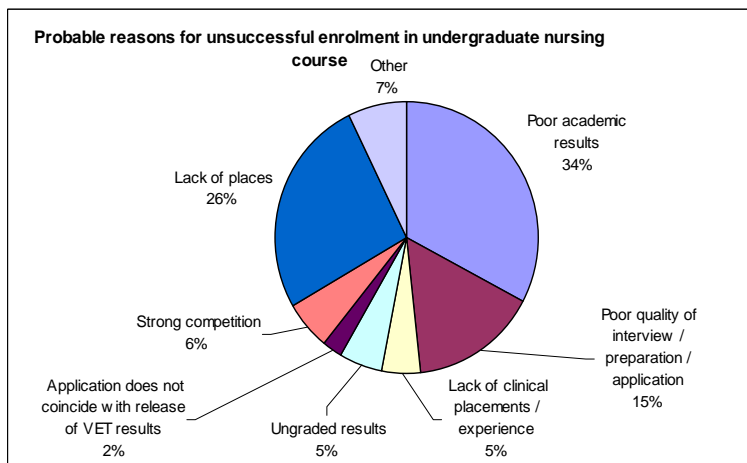
5.3 The 3 probable reasons for *successful* applications listed by RTOs:

Academic ability / High Marks	Current Skills / Knowledge / Experience	Maturity / Confidence	Persistence / Motivated	Reputation of RTO	Accessibility / More places available	Other
28	22	7	20.25	5	9	10



5.4 The 3 probable reasons for *unsuccessful* applications listed by VET Institutions:

Poor academic results	Poor interview / preparation / quality of application	Lack of clinical placement / experience	Ungraded results	Timing of application doesn't coincide with release of VET results	Strong competition	Lack of places	Other
27.5	13	4	4.5	2	5	22	6



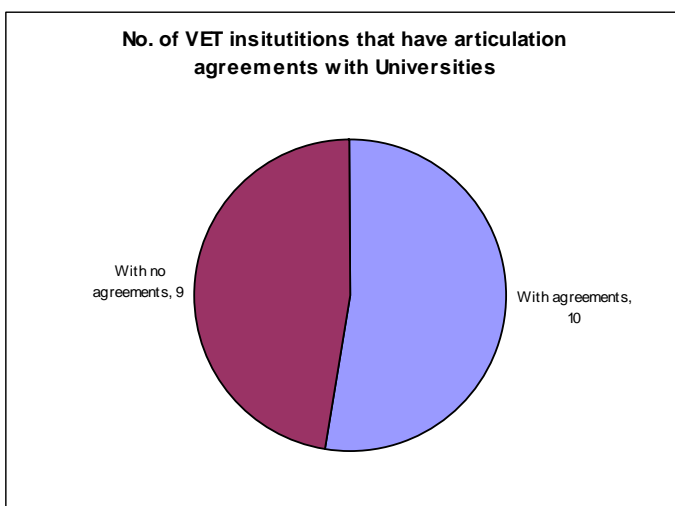
6. Agreement with universities

6.1 Do you have an agreement with any university for articulation in relation to undergraduate nursing courses?

	Yes	No	Terms
V1	0	1	
V2	1	0	Summer school - entry on reference directly from course coordinator related to student application
V3	0	1	
V4	0	1	
V5	1	0	Students are given one year off (credit)
V6	1	0	Conditional letter of offer with Uni for international students
V7	0	1	



V8	0	1	
V9	1	0	Successful applicants undertake short bridging program then enter year 2
V10	1	0	-
V11	1	0	6 months recognition for 1st year of university course
V12	0	1	
V13	1	0	6-week bridging course for direct entry into 2nd year for those with high academic standing
V14	0	1	
V15	1	0	Unwritten / verbal understanding
V16	0	1	
V17	0	1	
V18	1	0	Must undertake a summer school program
V19	1	0	Reserved 5 places for V19 then became conversion program with bridging course of 2 modules
	10	9	



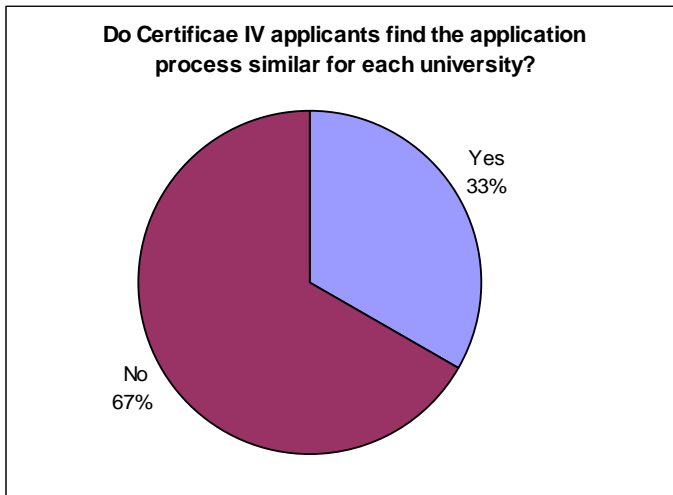
7. Application process for undergraduate nursing courses

7.1 Is the application process similar for each university?

	Yes	No	
V1	1	0	
V2	0	0	Not answered
V3	0	1	
V4	1	0	
V5	1	0	
V6	0	0	Unknown
V7	0	1	
V8	0	0	Unknown
V9	0	1	
V10	0	1	
V11	0	1	
V12	0	1	
V13	1	0	
V14	0	0	Not answered
V15	1	0	
V16	0	1	

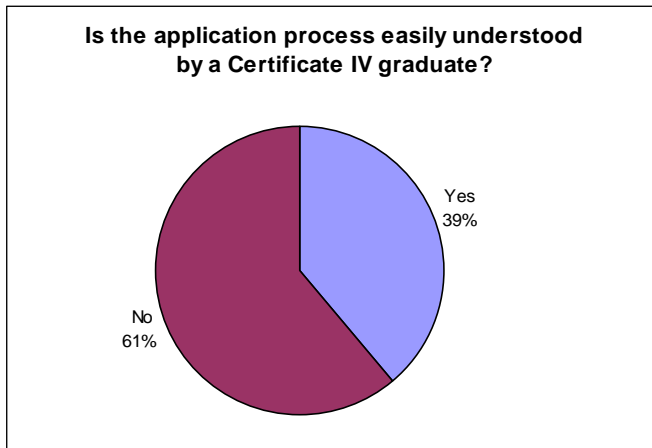


V17	0	1
V18	0	1
V19	0	1
	5	10



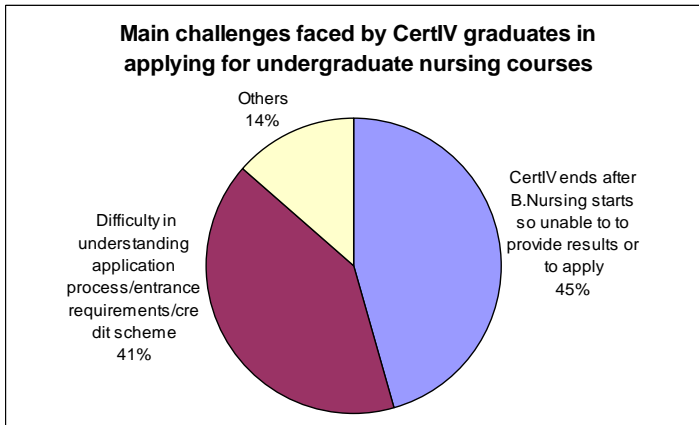
7.2 In your opinion, is the application process easily understood by a Certificate IV graduate who is applying for an undergraduate nursing course?

	Yes	No	
V1	0	0	Unclear
V2	1	0	
V3	0	1	
V4	0	1	Always need support-letter, references, results are inconsistent
V5	1	0	
V6	1	0	
V7	0	1	
V8	0	1	
V9	0	1	
V10	0	1	
V11	0	1	
V12	1	0	
V13	1	0	
V14	1	0	
V15	0	1	
V16	0	1	
V17	0	1	
V18	1	0	
V19	0	1	
	7	11	



7.3 What are the 3 main challenges faced by Certificate IV graduates during the application process for an undergraduate nursing course?

Certificate IV results not in time for Uni application	Uni not accepting incomplete Certificate IV results / competency results	B.Nursing starts before Certificate IV course completed	Does not understand application process / lack of information	Diff entrance test / requirements	Does not understand current / diff credit scheme	Other
28	7	5	19	11	6	12

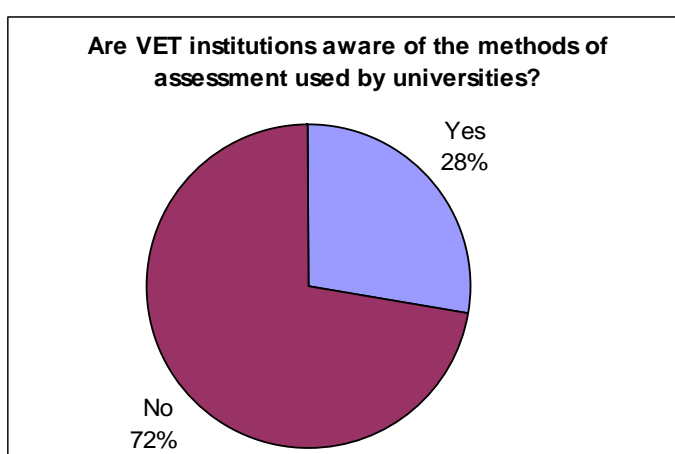


8. Recognition of Prior Learning

8.1 Are you aware of the methods of assessment the universities employ to establish the prior learning of Certificate IV graduates?

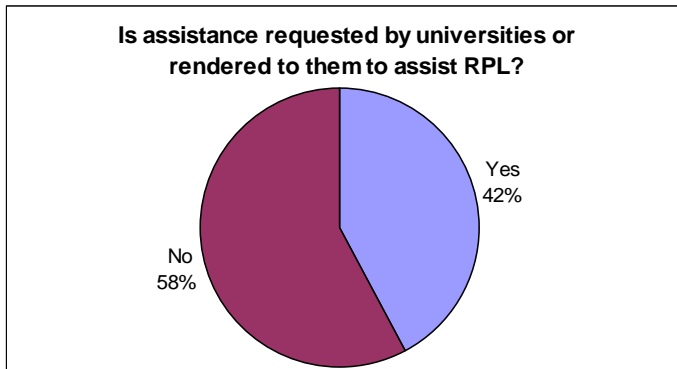
	Yes	No	Methods of assessment
V1	0	1	-
V2	0	1	-
V3	0	1	-
V4	1	0	Results
V5	0	1	-
V6	0	1	-
V7	0	1	-
V8	0	1	-
V9	1	0	Formal articulation pathway negotiated by department
V10	0	1	-

V11	0	1	-
V12	0	1	-
V13	1	0	Matching of units of competency into Bachelor program
V14	1	0	Depending on the universities some are given a 12-month credit, others give some credits, others run summer schools to get applicants to end of 1st year standard
V15	0	1	-
V16	1	0	Use of statement of attainment, CV, testing
V17	0	1	-
V18	0	0	-
V19	0	1	-
	5	13	



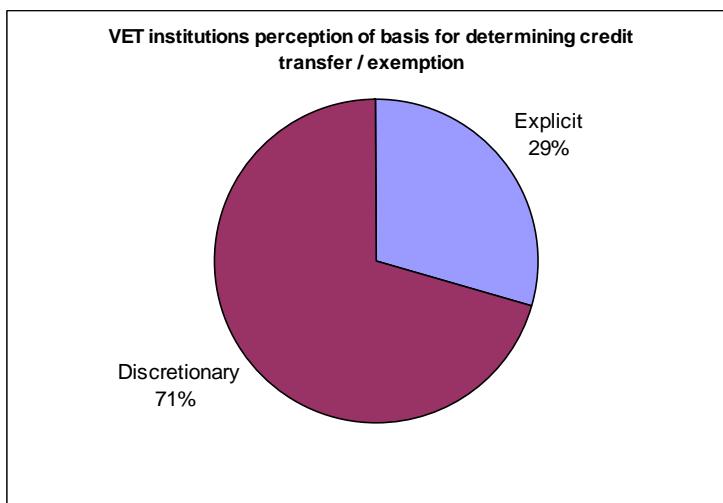
8.2 Is any assistance requested by the universities or rendered to them to assist this process of recognising prior learning?

	Yes	No	What assistance?
V1	0	1	-
V2	0	1	-
V3	0	1	-
V4	0	1	Contact details for clarification on needs basis
V5	0	1	-
V6	0	1	-
V7	1	0	Course outline (curriculum mapping)
V8	0	1	Not currently requested
V9	0	1	-
V10	0	1	-
V11	1	0	Copies of module descriptors, outlines and methods of assessment often asked for
V12	1	0	Current graded transcript, reference from Certificate IV nursing coordinator
V13	1	0	Consultation to match curriculum to learning outcomes
V14	1	0	Usually minimal with specific questions relating to course content
V15	1	0	Statements of attainment and educational documentation
V16	1	0	We communicate between local campuses-especially in recent years
V17	0	1	-
V18	1	0	We supplied a copy of our curriculum
V19	0	1	
	8	11	



8.3 In your opinion, is the basis for determining credit transfer/exemption explicit or discretionary?

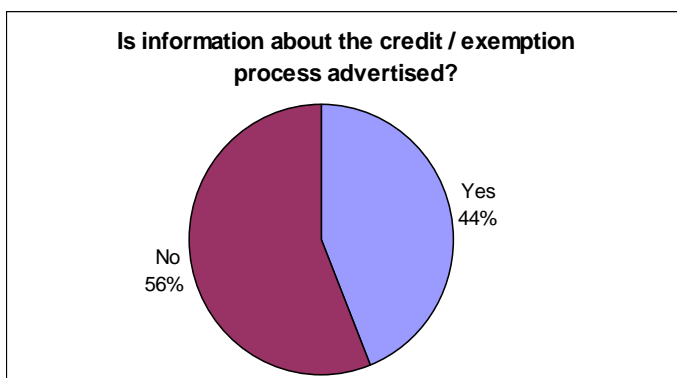
	Explicit	Discretionary	
V1	0	1	
V2	0	1	
V3	0	1	
V4	0	1	
V5	0	1	
V6	1	0	
V7	0	1	
V8	0	0	Unknown
V9	0	1	
V10	0	1	
V11	1	0	
V12	0	0	No opinion
V13	1	0	
V14	1	0	
V15	1	0	
V16	0	1	
V17	0	1	
V18	0	1	
V19	0	1	
	5	12	





8.4 Is information about the credit transfer/exemption process advertised?

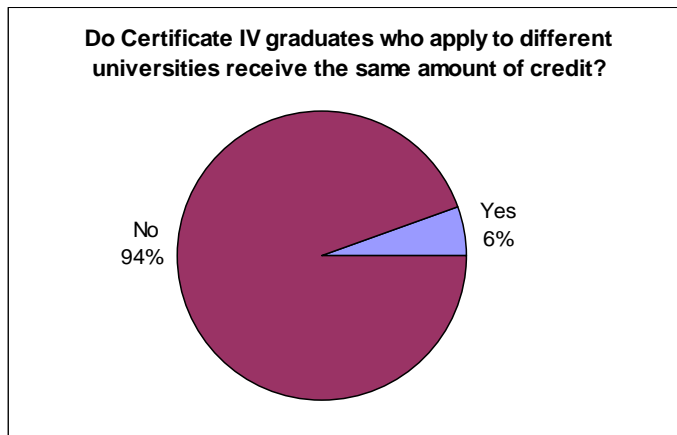
	Yes	No	Where?
V1	0	1	
V2	1	0	University website
V3	0	1	
V4	1	0	On websites but not directly to TAFE
V5	1	0	Student handbooks & websites
V6	1	0	When universities come to speak to students
V7	0	1	
V8	0	0	Unknown
V9	0	1	
V10	0	1	
V11	0	1	
V12	0	1	
V13	1	0	Info session, course brochure
V14	0	0	<i>Not answered</i>
V15	0	0	Don't know
V16	0	1	
V17	1	0	Info sheets, applications
V18	1	0	Flyer provided by the university
V19	0	1	
	7	9	



8.5 Do students who apply to different universities receive the same amount of credit from each university?

	Yes	No	
V1	1	0	
V2	0	1	
V3	0	1	
V4	0	1	
V5	0	1	
V6	0	1	
V7	0	1	
V8	0	0	Unknown
V9	0	1	
V10	0	1	
V11	0	1	
V12	0	1	
V13	0	1	
V14	0	1	

V15	0	1
V16	0	1
V17	0	1
V18	0	1
V19	0	1
	1	17



8.6 What is the most common amount of credit/exemption an enrolled student with a Certificate IV obtains?

Credit / Exemption received

- V1 3 - 4 subjects in B.Nursing
- V2 Credit points relating to 6 months of 1st year undergraduate
- V3 6 months
- V4 Varies 1 year to a couple of subjects
- V5 6 months to 1 year
- V6 8 credit points
- V7 6 months
- V8 Unknown. Anecdotal feedback varies between 1-2 semesters or some subjects
- V9 12 months
- V10 12 months
- V11 6 months in 1st year
- V12 Not known
- V13 1 year
- V14 12 months
- V15 6 months
- V16 6 months equivalent
- V17 0 - 4 units
- V18 1 year
- V19 -

8.7 What is the maximum amount of credit an enrolled student with a Certificate IV can receive from a university that your institution has an agreement with?

Credit given

- V1 4 subjects
- V2 Summer school to be completed then further study in 1st year- being part-time, to 2nd year
- V3 -
- V4 NA
- V5 1 year
- V6 8 credit points



V7	NA
V8	NA
V9	12 months
V10	12 months
V11	6 months
V12	-
V13	1 year
V14	-
V15	6 months
V16	NA
V17	-
V18	1 year
V19	-

8.8 What is the maximum amount of credit an enrolled student with a Certificate IV can receive from a university that your institution *does not have an agreement with*?

Credit given

V1	unsure
V2	1 full year
V3	6 months
V4	1st year
V5	6 months
V6	varies between 4 - 8 credit points
V7	1 year
V8	Unknown
V9	12 months
V10	12 months
V11	1 year
V12	Not known
V13	1 year
V14	-
V15	1 year
V16	12 months
V17	-
V18	Not sure
V19	No knowledge of this

8.9 Is the amount of credit/exemption the same between enrolled students with a Certificate IV who are full-time or part-time students of an undergraduate nursing course?

	Yes	No	Why?
V1	0	0	Unsure
V2	1	0	
V3	1	0	
V4	1	0	
V5	1	0	
V6	1	0	
V7	1	0	
V8	0	0	Unknown
V9	1	0	
V10	0	0	Do not know
V11	1	0	
V12	0	0	<i>Not answered</i>
V13	1	0	
V14	1	0	

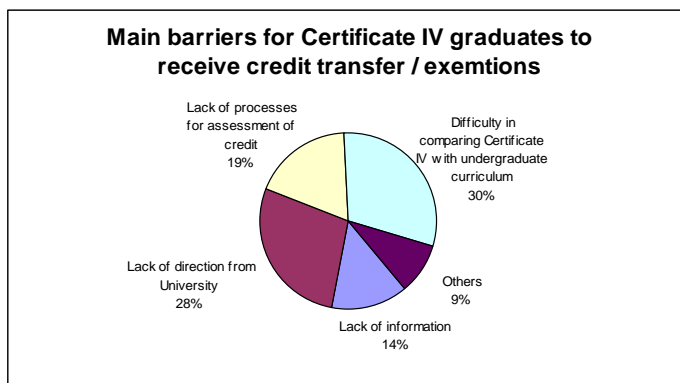


V15	1	0	
V16	1	0	
V17	0	0	Not answered
V18	0	0	Not sure
V19	0	0	No knowledge of this
	12	0	

8.10 What are the main barriers to obtaining credit/exemptions?

	Lack of Information	Lack of direction from university	Lack of process for assessment of credit	Difficulty in comparing qualifications	Other*
V1	1	1	0	1	0
V2	1	1	0	0	0
V3	0	1	1	0	0
V4	1	1	1	1	1
V5	0	0	0	0	1
V6	0	1	0	0	0
V7	0	1	0	1	0
V8	0	0	1	1	0
V9	0	1	0	1	0
V10	0	1	0	1	0
V11	1	1	1	1	0
V12	0	1	0	1	0
V13	0	0	0	1	0
V14	0	0	0	0	0
V15	0	0	0	0	N/A
V16	0	0	1	1	1
V17	1	1	1	1	0
V18	0	0	1	1	0
V19	1	1	1	1	1
	6	12	8	13	4

*V4: "Question if they want Division 2", V5: "Ungraded results", V16: "Universities do not fully understand the level of complexity of Certificate IV training", V19: "Amount of clinical placement undertaken by undergrads in 1st yr compared with Certificate IV program".



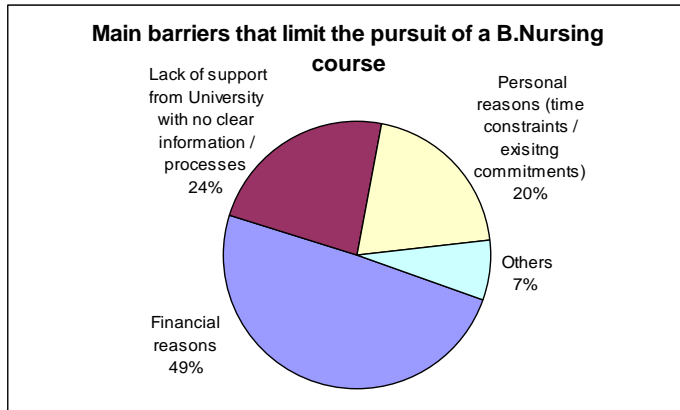


9. Pursuit and completion of an undergraduate nursing course

9.1a What are the 3 main barriers that limit the *pursuit* of an undergraduate nursing course?

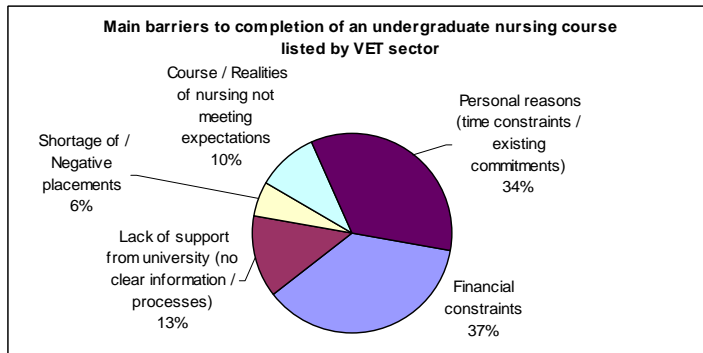
Financial constraints	No of funded places available	Lack of information on articulation pathways	Lack of clear processes for credit transfer	Lack of support from university	Shortage of clinical placements*	Course not meeting expectations*	Negative clinical placements*	Access / proximity to university	Time constraints / existing commitments	Lack of support from family / employer
24	26	12.5	9.5	2	5	1	1.5	4.5	14	2

*Others



9.1b What are the 3 main barriers that limit the *completion* of an undergraduate nursing course?

Financial constraints	No of funded places avail	Lack of info on articulation pathways	Lack of clear processes for credit transfer	Lack of support from university	Shortage of clinical placements*	Negative clinical placements	Course not meeting expectations	Viability / Scope of course content*	Realities of nursing not meeting expectations	Access / proximity to RTO	Time constraints / existing commitments	Lack of support from family / employer	Other (Not meeting academic requirements)
29	4	1	2	9	4	1	4	3	2	3	16	6	6



9.2 Do enrolled students with a Certificate IV who are pursuing an undergraduate nursing course face the same barriers listed in 9.1?

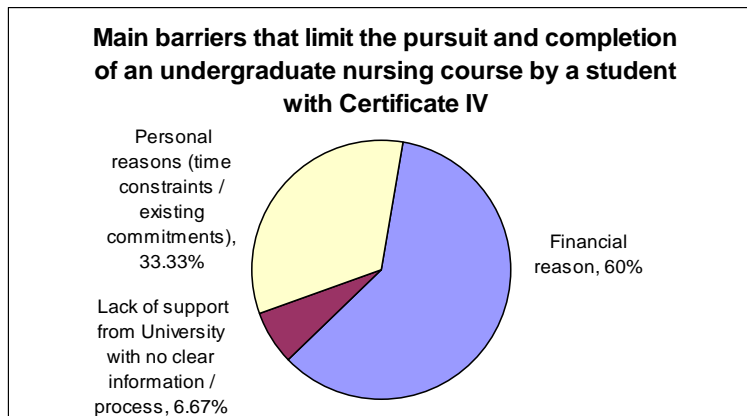
	Yes	No
V1	0	1
V2	1	0
V3	1	0
V4	0	1
V5	1	0
V6	1	0
V7	1	0
V8	1	0
V9	1	0
V10	1	0
V11	1	0



V12	1	0
V13	1	0
V14	1	0
V15	1	0
V16	0	1
V17	1	0
V18	1	0
V19	0	1
	15	4

If they do not, please list the reasons

Financial constraints	No of funded places avail	Lack of info on articulation pathways	Lack of clear processes for credit transfer	Lack of support from university	Access / proximity to university	Time constraints / existing commitments	Lack of support from family / employer	Other (Not meeting academic requirements)
9	9	0	0	2	3	4	0	3



10. Other information

- V1 -
- V2 Working party-University / TAFE across multiple courses. Nursing driven by TAFE, limited interest from Uni. Could be related to high numbers of applicants across TAFE & Higher Education.
- V3 -
- V4 -
- V5 -
- V6 -
- V7 -
- V8 -
- V9 -
- V10 -
- V11 -
- V12 -
- V13 Further consultation & negotiation will be required with changes made in new training package to cross-match competencies for articulation
- V14 Certificate IV students are encouraged by teachers to pursue a career path in nursing
- V15 -



- V16 -
- V17 -
- V18 Universities not accepting competency base training results such as competency achieved. They insist on actual marks given even though is not the policy of the TAFE.
- V19 -

11. Health Training Package-

To be part of a discussion group regarding impact of this change in articulation pathways:

	Yes	No
V1	1	0
V2	1	0
V3	1	0
V4	0	0
V5	1	0
V6	1	0
V7	1	0
V8	1	0
V9	1	0
V10	1	0
V11	1	0
V12	1	0
V13	1	0
V14	1	0
V15	1	0
V16	1	0
V17	1	0
V18	1	0
V19	1	0
	18	0

Appendix 7

Survey Data - Higher Education sector

1. Undergraduate nursing courses available

1.1 What undergraduate nursing courses are offered by the university?

	Course 1	Course 2	Course 3	Course 4	Course 5
U1	B.Nursing	B.Midwifery			
U2	B.Nursing	B.Nursing (Division 2 conversion)	B.Nursing Science	B.Nursing / B.Public Health	B.Nursing (Post registration)
U3	B.Nursing	B.Nursing (Honours)			
U4	B.Nursing 3 years	B.Nursing 1 year for International students seeking registration	B.Nursing 1 semester Full-time for Div3 and Div4		
U5	B.Nursing	B.Nursing / B.Arts			
U6	B.Nursing 3 years	B.Nursing (Division 2 entry) 2 years	B.Nursing (Grad entry) 2 years	B.Midwifery 3 years	
U7	B.Nursing	B.Nursing / B.Commerce	B.Nursing / B. Applied Science (Psych)	B.Nursing / B. Public Health, Health Promotion	B.Nursing / B.Midwifery

1.2 Courses that enable Division Two (Div2) nurses to convert to Division One of the register

	Course
U1	B.Nursing
U2	B.Nursing (Division 2 conversion)
U3	B.Nursing
U4	B.Nursing 3 years
U5	B.Nursing & B.Nursing / B.Arts
U6	B.Nursing & B.Nursing (Division 2 entry)
U7	All of the courses

1.3 If you have a formal Division 2 conversion course, what is the length in terms of semesters?

	Length of course
U1	-
U2	4 semesters
U3	N.A.

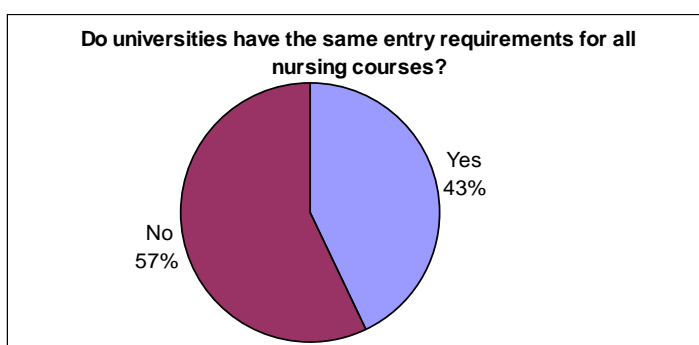


U4	Nil
U5	N.A.
U6	4 semesters
U7	N.A.

2. Entry requirements for undergraduate nursing courses

2.1 Do you have the same entry requirements for all courses?

	Yes	No	Selection criteria
U1	1	0	VCE Enter 72.6 - 80.25 or Certificate IV in Health (Nursing) based on academic results
U2	1	0	Mature Aged & Division 2 applicants - STAT Test; Year 12 leavers - ENTER score; Post-registration - direct application
U3	0	1	VCE ENTER score or equivalent, TAFE or Tertiary courses
U4	0	1	
U5	1	0	Year 12 English score > 25, most recent school leavers (direct application)
U6	0	1	
U7	0	1	Nursing requirements same but combined will be specific to other discipline.
	3	4	



2.2 If the entry requirements are different for each course, please list the course name and the entry requirements.

	Entry Requirements			
U1	-			
U2	-			
U3	-			
U4	<table border="0"> <tr> <td>B.Nursing-VCE with passes in English 3 & 4 or ESL</td> <td>B.Nursing 1year - Div1 nurse in country of origin</td> <td>B.Nursing for Div3 & 4 - registration as Div3 or 4 nurse</td> </tr> </table>	B.Nursing-VCE with passes in English 3 & 4 or ESL	B.Nursing 1year - Div1 nurse in country of origin	B.Nursing for Div3 & 4 - registration as Div3 or 4 nurse
B.Nursing-VCE with passes in English 3 & 4 or ESL	B.Nursing 1year - Div1 nurse in country of origin	B.Nursing for Div3 & 4 - registration as Div3 or 4 nurse		
U5	<table border="0"> <tr> <td>B.Nursing- ENTER of 81.7; Non-year 12: STAT, relevant studies and experience</td> <td>B.N/B.A - ENTER of 92.8</td> </tr> </table>	B.Nursing- ENTER of 81.7; Non-year 12: STAT, relevant studies and experience	B.N/B.A - ENTER of 92.8	
B.Nursing- ENTER of 81.7; Non-year 12: STAT, relevant studies and experience	B.N/B.A - ENTER of 92.8			

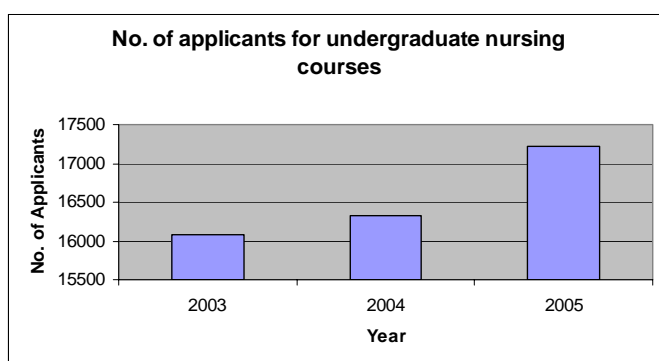


	B.Nursing- Units1&2 Maths, Units 3&4-study score of 25 in English, study score of 20 in biology, chemistry, health &human development, physics, psychology or maths	B-Nursing- Division 2 entry: STAT multiple choice, 1st aid cert, current Division 2 registration, study in health assessment, human bioscience & psychology	B.Midwifery- units 1&2 Maths, Units 3&4-score of 25 in English, study score of 20 in biology, chemistry, health & human development, physics, psychology or maths
U6			
U7	Units3&4 Maths (any), study score at least 25 in English for VCE leavers. Non year 12 based on overall performance, previous studies GPA, supplementary information (CV), STAT test (Division 2 not required to undertake STAT test)		

3. Applications for undergraduate nursing courses

3.1 Please list the total number of applications for all nursing courses in:

	2003	D	E	2004	D	E	2005	D	E
U1	1250	0	1	1300	0	1	1385	1	0
U2	250	0	1	275	0	1	300	0	1
U3	1260	0	1	1280	0	1	890	1	0
U4	2500	0	1	2500	0	1	3000	0	1
U5	1967	1	0	1987	1	0	2353	1	0
U6	4000	0	1	4000	0	1	4000	0	1
U7	4857	1	0	4987	1	0	5300	0	1
		2	5		2	5		3	4
	16084			16329			17228		



3.2 What percentage of all applicants for your undergraduate nursing courses has the Certificate IV in Health (Nursing)?

	%	D	E		
U1	35	0	1		
U2	20	0	1	Median	20.0
U3	15	0	1	Mode	-
U4	7	0	1	Average	22.4
U5	30	0	1		
U6	40	0	1		



U7	10	0	1
		0	7

3.3 What percentage of applicants with a Certificate IV apply for:

	Full Time Study (%)	D	E	Part Time Study (%)	D	E
U1	50	0	1	50	0	1
U2	20	0	1	5	0	1
U3	15	0	1	N.A.	0	1
U4	95	0	1	5	0	1
U5	100	0	1	0	0	1
U6	100	1	0	0	1	0
U7	100	1	0	0	1	0
		2	5		2	5

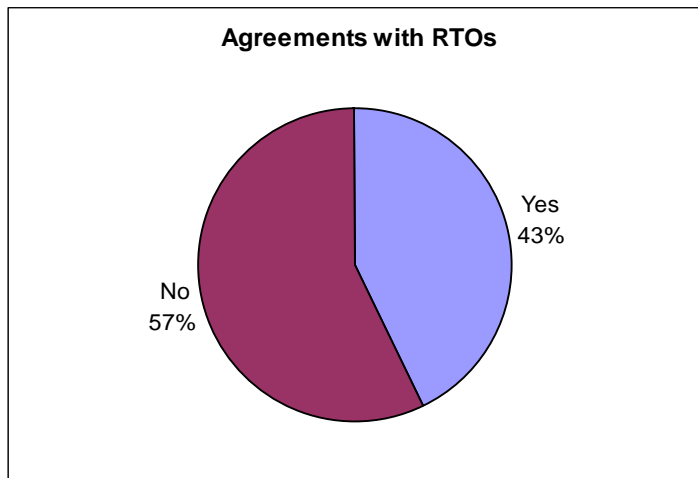
3.4 For Certificate IV graduates who have expressed an interest in pursuing an undergraduate nursing course, does your institution provide any guidance or information on the articulation pathways available?

	Yes	No	How/Why?
U1	1	0	Brochures, information sessions, open day, website and email enquiries
U2	1	0	Direct them to the Division 2 conversion course
U3	1	0	Information available on School of Nursing website Preparation of the application. If unsuccessful in the initial application, candidates are invited to undertake designated single subjects from the B.Nursing program. Successful completion of these units enhances their chances of being accepted into the program.
U4	1	0	Open Day, website, course administrator, VTAC, National Student Centre, career teachers in schools
U5	1	0	Brochure, Student centre group
U6	1	0	Numerous pathways - VTAC main round, mid-year direct entry, single units & summer semester direct entry
U7	1	0	
	7	0	

4. Selection of students

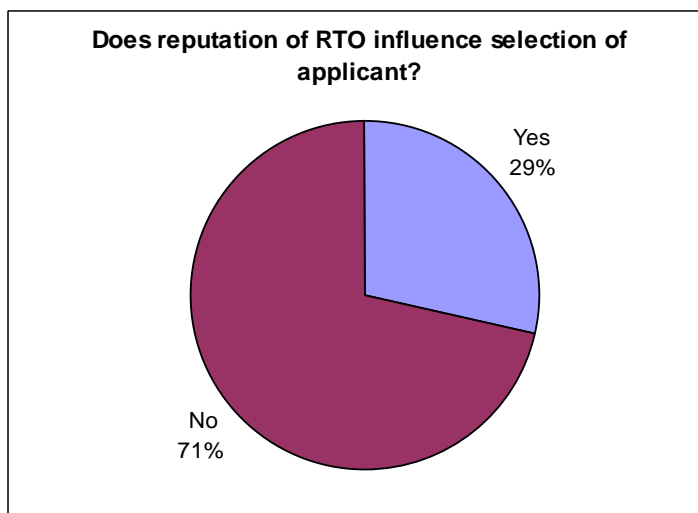
4.1 Do you have an agreement with any TAFEs or RTOs in relation to articulation to undergraduate nursing courses?

	Yes	No	Terms of Agreement
U1	0	1	-
U2	0	1	-
U3	1	0	10% of EFTSU directed to Certificate IV applicants
U4	1	0	Up to 10% of applications from V5. Student results.
U5	0	1	-
U6	0	1	-
U7	1	0	No formal agreements except for international students with V10
	3	4	



4.2 In selecting students with Certificate IV into your undergraduate nursing courses, does the reputation / standing of the awarding TAFE or RTO influence selection?

	Yes	No	How
U1	1	0	Institutional grading pattern more information on students who have grades. Private institutions don't grade all units
U2	0	1	
U3	0	1	
U4	0	1	
U5	0	1	
U6	0	1	
U7	1	0	
	2	5	

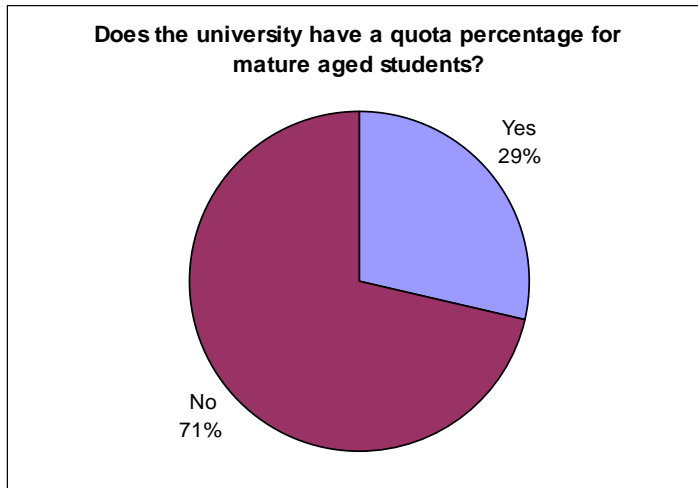


4.3 When setting targets for selection, does your institution have a quota percentage for mature aged (non Year 12) students?

	Yes	No	%
U1	0	1	
U2	0	1	
U3	1	0	20
U4	0	1	



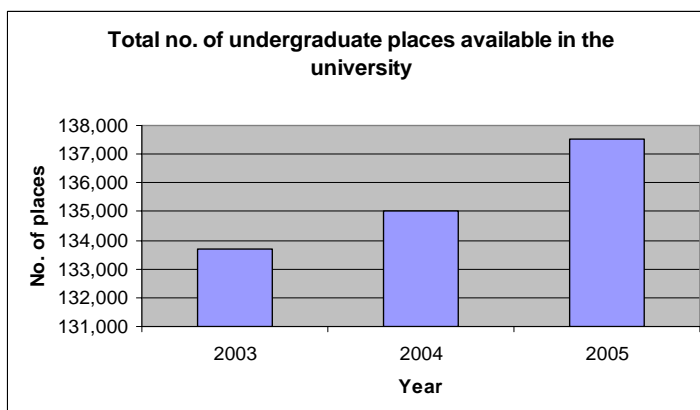
U5	0	1	
U6	0	1	
U7	1	0	20
	2	5	



5. Enrolment of students

5.1 What was the total number of undergraduate places in your university in all courses, including non-nursing ones, in:

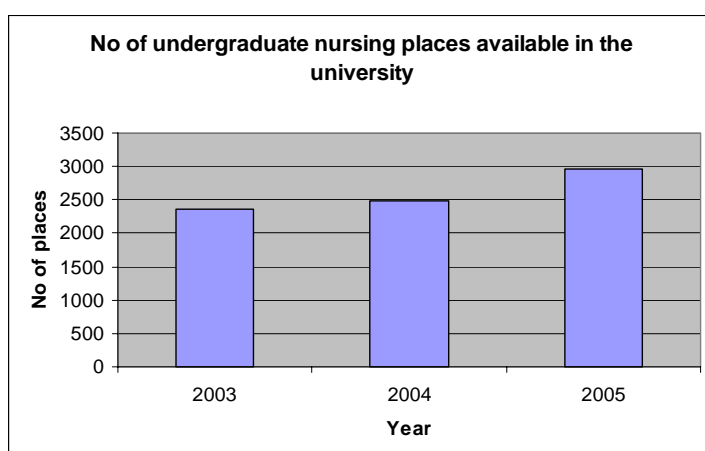
	2003			2004			2005		
	D	E		D	E		D	E	
U1	32,963	1	0	34,033	1	0	34,202	1	0
U2	10,938	1	0	9,264	1	0	10,748	1	0
U3	3,020	1	0	3,085	1	0	3,210	1	0
U4	56,000	0	1	57,000	0	1	57,000	0	1
U5	-	0	0	-	0	0	-	0	1
U6	-	0	0	-	0	0	-	0	0
U7	30,752	1	0	31,641	1	0	32354	1	0
		4	1		4	1		4	2
	133,673			135,023			137,514		





5.2 How many places were available for undergraduate nursing courses in:

	2003	D	E	2004	D	E	2005	D	E
U1	390	0	1	395	0	1	414	0	1
U2	150	0	1	175	0	1	200	0	1
U3	135	0	1	135	0	1	155	0	1
U4	195	0	1	210	0	1	250	0	1
U5	90	1	0	104	1	0	210	1	0
U6	500	0	1	500	0	1	640	0	1
U7	900	0	1	956	1	0	1086	1	0
		1	6		2	5		2	5
	2360			2475			2955		



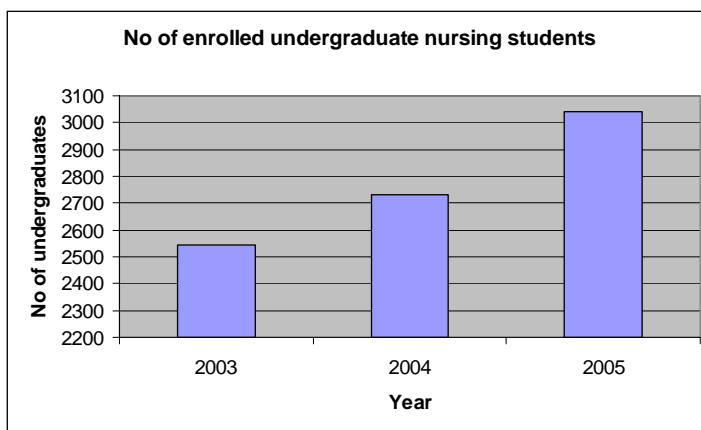
5.3 How does the university decide on the number of nursing students to enrol each year?

	Reason 1	Reason 2	Reason 3	Reason 4	Reason 5
U1	Commonwealth funding	University redistribution of existing EFTSU	Dependant on demand for course	-	-
U2	Government funding for CSP	-	-	-	-
U3	University notified by DEST	-	-	-	-
U4	No of COG funding positions	Targeted international student positions	Student attrition in 2nd & 3rd year	Scholarships for rural & remote students	Aged care scholarship positions
U5	CSP places are allocated by Federal Government	Full fee and international places determined by University			
U6	Government funding - HECS & other				
U7	National priority	Success in student progression rates			



5.4 What is the total number of all enrolled students that commenced undergraduate nursing courses in

	2003	D	E	2004	D	E	2005	D	E
U1	223	1	0	252	1	0	186	1	0
U2	141	1	0	132	1	0	132	1	0
U3	157	1	0	136	1	0	175	1	0
U4	195	0	1	210	0	1	250	0	1
U5	426	1	0	544	1	0	570	1	0
U6	500	0	1	500	0	1	640	0	1
U7	900	0	1	956	1	0	1086	1	0
		4	3		5	2		5	2
	2542			2730			3039		



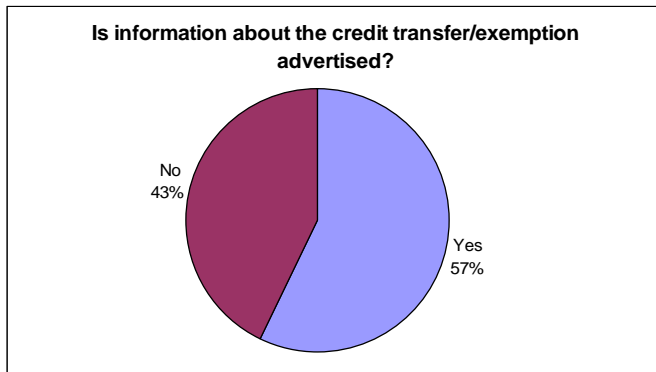
5.5 What percentage of enrolled students commencing undergraduate nursing courses has the Certificate IV?

	%	D	E		
U1	30	0	0	Median	25
U2	25	0	0	Mode	30
U3	15	0	1	Average	24.57
U4	7	0	1		
U5	30	0	1		
U6	50	0	1		
U7	15	0	1		
		0	5		

6. Recognition of prior learning

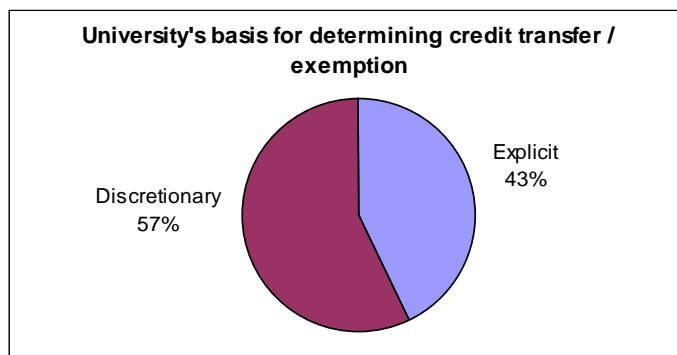
6.1 Is information about the credit transfer/exemption process advertised?

	Yes	No	Where?
U1	1	0	Brochure, enrolment guide and VTAC
U2	0	1	-
U3	1	0	Information given during orientation week
U4	0	1	-
U5	1	0	Student Centre, website, direct enquiries to school/course administrator
U6	0	1	-
U7	1	0	Web, brochures, Open Day, Info sessions
	4	3	



6.2 Is the basis for determining credit transfer/exemption explicit or discretionary?

	Explicit	Discretionary
U1	1	0
U2	0	1
U3	0	1
U4	0	1
U5	0	1
U6	1	0
U7	1	0
	3	4

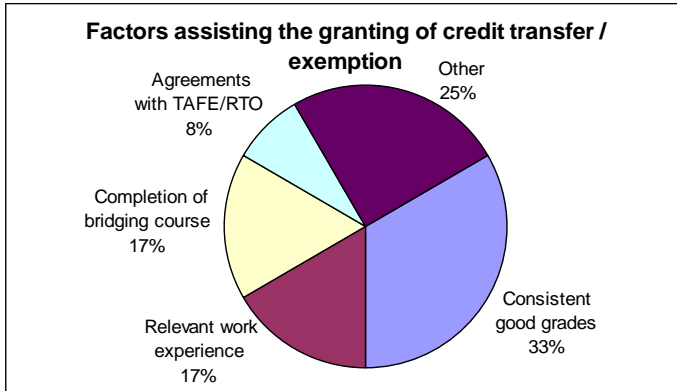


6.3 Other than enrolment into a formal Division 2 conversion course for students who have a Certificate IV, what factors assist in granting credit / exemption to Certificate IV graduates who are enrolled in other undergraduate courses?

	Consistent good grades	Relevant work experience	Completion of bridging course	Agreements with TAFE/RTO	Other	
U1	1	0	0	0	0	
U2	0	0	0	0	1	No exemption granted (for Division 2 conversion course)
U3	1	1	1	0	0	
U4	1	1	1	1	0	
U5	1	0	0	0	1	Completed Certificate IV Health (Nursing) &/or relevant tertiary studies

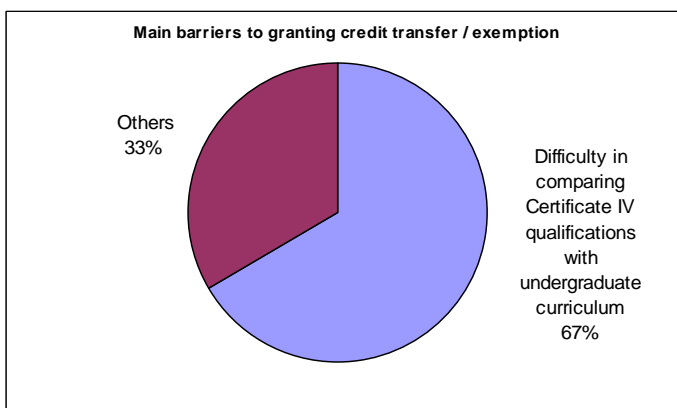


U6	0	0	0	0	0	1	Nil
U7	0	0	0	0	0	0	Nil, must have completed Division 2
	4	2	2	1	3		



6.4 What are the main barriers to granting credit transfer/exemption?

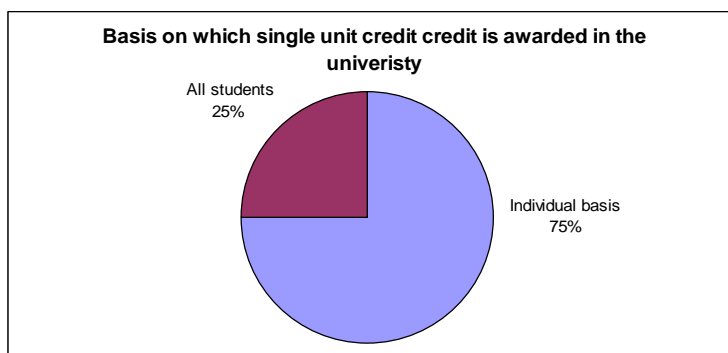
	Lack of process for assessment of credit	Difficulty in comparing Certificate IV qualifications with undergraduate curriculum	Other	
U1	0	1	1	Time units applied by the NBV & University Certificate IV qualifications not university level
U2	0	1	1	
U3	0	1	0	
U4	0	1	1	English language skills, NBV requirements for recognition of prior learning, NBV requirements for mapping all credits with curriculum content
U5	0	1	0	Information or lack of does not demonstrate direct relationship between previous study unit content in B.Nursing
U6	0	1	0	
U7	0	0	0	N.A.
	0	6	3	





6.5 Does your university give single unit credit to students on an individual basis or to all students?

	Individual basis	All students	
U1	1	0	
U2	1	0	
U3	1	0	
U4	1	0	
U5	1	1	Credit is offered only where applicable and only as determined by coordinators & head of schools
U6	1	0	
U7	0	1	Where appropriate
	6	2	



6.6 What percentage of a three-year nursing course is the maximum credit given?

	%	D	E	
U1	50	1	0	
U2	67	1	0	
U3	50	1	0	
U4	50	0	1	
U5	50	1	0	The max is 2 or 3 - only awarded to overseas registered nurses
U6	50	1	0	
U7	33	1	0	16 Credit Points
		6	1	
Median	50			
Mode	50			
Average	50			

6.7 What percentage of enrolled students receives the maximum amount of credit/exemption allowed?

	%	D	E	
U1	1	0	1	
U2	0.7	0	1	
U3	1	0	1	
U4	80	0	1	
U5	5	1	0	Internationally registered nurses & other university transfers
U6	98	1	0	
U7	2	0	1	
		2	5	

Median	2
Mode	1
Average	26.81

6.8 What is the most common amount of credit/exemption an enrolled student obtains?

	Credit / Exemption	D	E	
U1	6 points	0	1	
U2	1 year	1	0	For a 3-year course
U3	15	0	1	
U4	One-third of program up to 1 year	0	1	
U5	-	-	-	
U6	1st year	1	0	
U7	3 - 8 Credit Points	0	1	
		2	4	

6.9 What is the most common amount of credit/exemption an enrolled student *with a Certificate IV* obtains?

	Credit / Exemption	D	E	
U1	18 - 24 points	0	1	
U2	0	1	0	For Division 2 conversion course
U3	15	0	1	
U4	6 - 8 subjects	0	1	
U5	4 out of 24 units	1	0	
U6	1st year	1	0	
U7	8 Credit Points	1	0	
		4	3	

6.10 Is the amount of credit/exemption the same between enrolled students with a Certificate IV who are full-time or part-time students of an undergraduate nursing course?

	Yes	No	Why?
U1	1	0	
U2	0	1	Depends on many factors
U3	1	0	
U4	1	0	
U5	1	0	
U6	0	1	Certificate IV receives Year 1 exemption
U7	1	0	
	5	2	

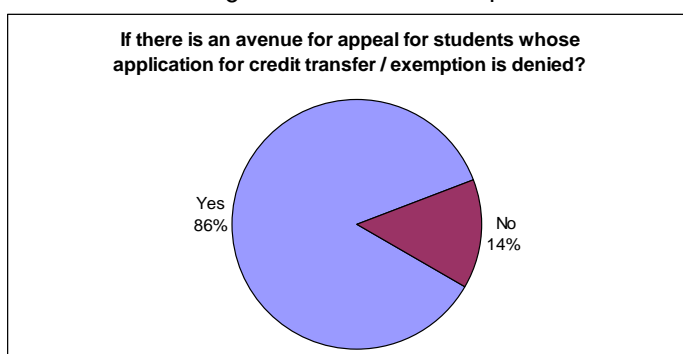
6.11 Is the credit/exemption granted the same between Certificate IV graduates who were full-time students, part-time students and traineeship students?

	Yes	No	Why?
U1	1	0	
U2	1	0	
U3	1	0	
U4	1	0	
U5	1	0	
U6	-	-	Certificate IV receives Year 1 exemption
U7	1	0	
	6	0	



6.12 If students have their application for credit transfer/exemption denied, is there any avenue for an appeal?

	Yes	No	Who to appeal to?
U1	1	0	Head of school
U2	1	0	Deputy Head of school
U3	0	1	-
U4	1	0	Program leader and Head of division
U5	1	0	Head of school
U6	1	0	Dean of faculty
U7	1	0	Faculty Academic Progress Committee
U8			
	6	1	



7. Rate of success

7.1 What is the number of graduates from all undergraduate nursing courses in:

	2003	D	E	2004	D	E	2005	D	E
U1	115	0	1	120	0	1	125	0	1
U2	140	1	0	123	1	0	121	1	0
U3	101	1	0	133	1	0	135	1	0
U4	170	0	1	180	0	1	185	0	1
U5	-	0	0	-	0	0	115	1	0
U6	203	1	0	193	1	0	205	1	0
U7	312	1	0	258	1	0	309	1	0
		4	2		4	2		5	2
	1041			1007			1195		

7.2 What percentage of graduates, for the years listed, have a Certificate IV?

	2003	D	E	2004	D	E	2005	D	E
U1	30	0	1	30	0	1	30	0	1
U2	12	1	0	18	1	0	12	1	0
U3	25	0	1	19.5	0	1	14	0	1
U4	6	0	1	7	0	1	7	0	1
U5	-	0	1	-	0	1	-	0	1
U6	20	0	1	20	0	1	20	0	1
U7	10	0	1	10	0	1	15	0	1
		1	6		1	6		1	6
Median	16.0			Median	18.8		Median	14.5	
Mode	-			Mode	-		Mode	-	
Average	17.2			Average	17.4		Average	16.3	



7.3 What percentage of enrolled students complete their undergraduate nursing courses?

	%	D	E		
U1	72.5	0	1	Median	87.5
U2	90	0	1	Mode	-
U3	93	0	1	Average	86.16
U4	85	0	1		
U5	87.5	0	1		
U6	95	0	1		
U7	80.13	1	0		
		1	6		

7.4 What percentage of enrolled students *with a Certificate IV* complete their undergraduate nursing courses?

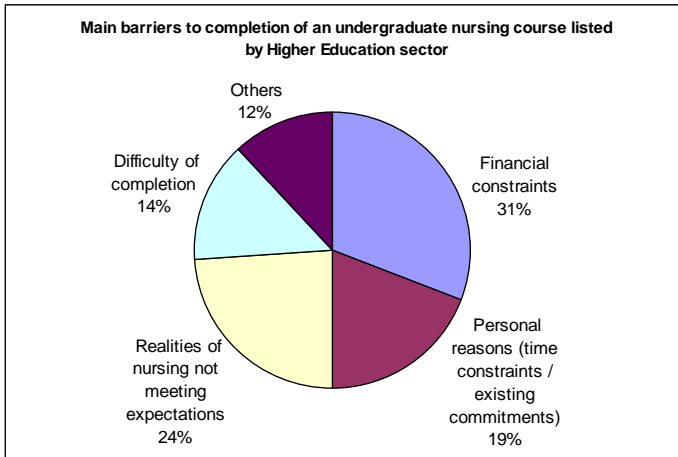
	%	D	E		
U1	70	0	1	Median	98
U2	99	0	1	Mode	99
U3	99	0	1	Average	92.86
U4	98	0	1		
U5	90	0	1		
U6	95	0	1		
U7	99	0	1		
		0	7		

7.5 What percentage of graduates in the top 25 percentile has a Certificate IV?

	%	D	E		
U1	10	0	1	Median	8.5
U2	15	0	1	Mode	-
U3	7	0	1	Average	14.75
U4	50	0	1		
U5	-	0	1		
U6	5	0	1		
U7	1.5	0	1		
		0	7		

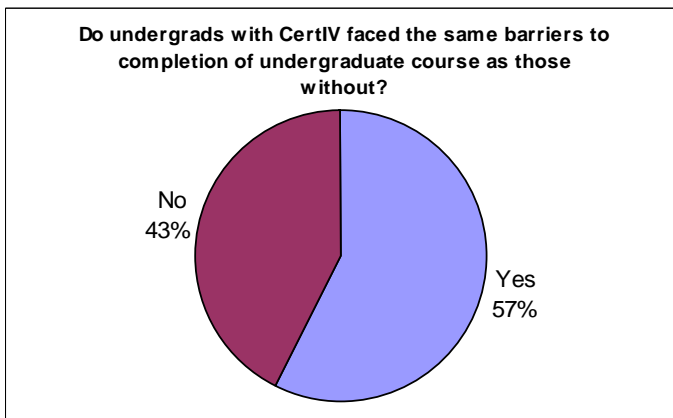
7.6 What are the 3 most common reasons cited when a student withdraws before completing an undergraduate nursing course?

Financial Constraints	Time constraints / existing commitments	Realities of nursing not meeting expectations	Difficulty of completion	Medical	Lack of support from family / employer	Course not meeting expectations	Other
13	8	10	6	3	1	1	0



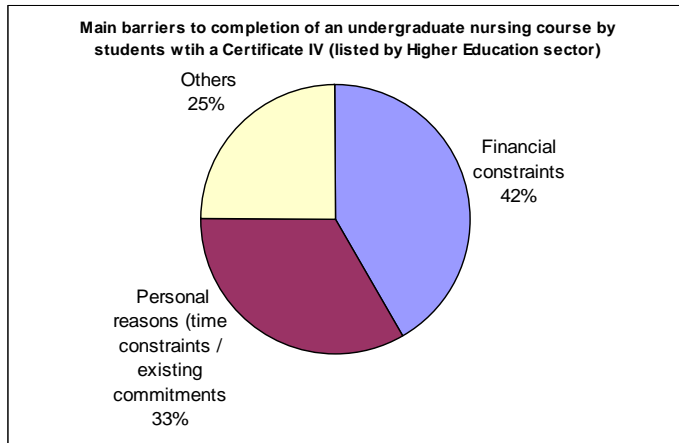
7.7 Do enrolled students with a Certificate IV who are pursuing an undergraduate nursing course face the same barriers you have listed above?

	Yes	No
U1	0	1
U2	0	1
U3	1	0
U4	0	1
U5	1	0
U6	1	0
U7	1	0
	4	3



If not, the 3 most common barriers are:

Financial Constraints	Time constraints / existing commitments	Realities of nursing not meeting expectations	Difficulty of completion	Medical	Lack of support from family / employer	Course not meeting expectations	Other
10	8	2	1	2	1	0	0



8. Other information

- U1 -
- U2 -
- U3 -
- U4 -
- U5 -
- U6 -
- U7 -
- U8 -
- U9 -
- U10 -
- U11 -
- U12 -
- U13 -

9. Health Training Package-

To be part of a discussion group regarding impact of this change in articulation pathways:

	Yes	No
U1	1	0
U2	0	0
U3	1	0
U4	1	0
U5	1	0
U6	1	0
U7	0	0
	5	0

The Department of Education and Training funded the CS&H ITB to research and map existing articulation requirements for Certificate IV qualified nurses to enter Higher Education degree courses.

This study surveyed all Universities and Registered Training Organisations offering the Bachelor of Nursing or the Certificate IV in Health Nursing programs. It maps the current articulation environment, identifies the methods currently used to assess candidates and or courses for articulation, measures demand for articulation, compares and contrasts approaches and identifies opportunities and threats from the proposed national qualifications in the revised health training package.



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