

Graduate Attribute

THC recognises that our student graduates need to meet a range of professional standards required for registration across the four domains of: professional practice; critical thinking and analysis; and assisting with the provision and coordination of care; and collaborative and therapeutic practice (adapted from ANMC, 2008)

The HLT54115 Diploma of Nursing course is strongly based in the supporting disciplines of health science, pharmacology and population health and complemented with applied knowledge from the social sciences and humanities. Student learning focuses on the major health issues faced by the Australian community and is strongly informed by study of the National Health Priorities (NHP) and their relevance to nursing practice.

The Diploma of Nursing course program is aimed towards students' progressively building on knowledge and experience to encourage motivate them for continued and lifelong learning. Students are expected to synthesise blended learning towards critical thinking and problem solving within the context of a caring relationship with patients, families and clients in a multicultural context. We aim to include best practice evidence and research with innovative teaching techniques to endorse graduate nurses to be consumers of research.

The following are a list of qualities that THC agree all of its students will develop at the completion of their course, by the time they graduate. Students should be aware of these attributes, and where they occur in units of study.

LIFELONG LEARNING

This learning concept is the ongoing, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons. It encourages graduates to embrace new experiences and opportunities. It is imperative for all TrEd students to set ongoing learning objectives at each stage of the course and as they prepare to transition to practice and to steadily improve their strategy for continuing professional development in their nursing career. This correspondence to lifelong learning will be assessed in the student's professional portfolios and in practice on clinical placements.

PROBLEM SOLVING

Students are educated on problem-solving skills as they undertake issues of clinical governance and practise development in face-to-face and clinical practice activities. Their competence to solve problems is assessed across all assessment tasks in the course.

RESEARCH AND INQUIRY

Students will engage in research activities that will inform the body of knowledge on which nursing practice is based to guarantee the public of safe, competent care. Graduates will be able to collect and summarise information productively in a range of contexts to constitute an additional perception and proficiency through the process of research and inquiry. Graduates will be able to work individually in a way that is recognised by transparency, interest and a desire to meet and take on new challenges.

TrEd Healthcare College, 2/17 Khartoum Road, Macquarie Park NSW 2113, Australia			
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THC prepares its enrolled nurse graduates for critical thinking, problem solving, evidence based research and reflective practice that contributes to improved health outcomes for our community. Graduates are provided with a learning experience that combines both theory and practice, and critical reflection in professional experience that stimulates thinking and actions. Critical reflection also enforces students to consider their own practise and their own learning to gain life-changing insights in to how they practice to advance skills for better practice and health outcomes.

ETHICAL, SOCIAL AND PROFESSIONAL CONSIDERATIONS

Graduates and their duty to be competent and trustworthy members of the nursing and health science communities will hold personal values and principles conforming with other national, international and professional health related communities. For the duration of the course students are educated on and supported to apply and abide by ethical behaviour and ethical constructs.

THC fully supports that our graduates are required to meet multiple professional standards that are mandatory for registration across the four domains of: professional practice; critical thinking and analysis; and assisting with the provision and coordination of care; and collaborative and therapeutic practice (adapted from ANMC, 2008).

COMMUNICATION & CULTURAL SAFETY

Graduates will observe all forms of communication and recognise communication as an essential tool for arranging and constructing a new perception, interaction with others, and progressing their own learning across multiple communication platforms. Graduates will value the cultural safety of Aboriginal and Torres Strait Islander people in their care and will have enhanced their own learning of fundamental social influences impacting the health of Aboriginal and Torres Strait Islander communities.

INTERPROFESSIONAL EDUCATION

Promoting a culture of Interprofessional collaborative practice will heighten the students awareness of alternative professional's roles and responsibilities in the clinical placement environment. Graduates will understand and value teamwork and collaboration when working side by side with allied health professionals in implementing quality healthcare and evaluating outcomes from patient-centred and individualised care planning. THC endorses that inter-disciplinary learning makes a vital contribution to professional learning and subsequent inter-professional practice by health professionals.

ETHICS AND RESEARCH

THC guarantees that students:

- can determine the fundamental ethical standards and values to which the nursing profession is committed, and that are incorporated in other endorsed professional nursing guidelines and standards of conduct;
- support nurses with a reference point from which to reflect on the conduct of themselves and others;
- navigate ethical decision-making and practice; and
- can indicate to the community the human rights standards and ethical values it can expect nurses to uphold.

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