

2019

ENROLLED NURSING

INDUSTRY REFERENCE COMMITTEE
INDUSTRY SKILLS FORECAST



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Contents

Executive Summary	3
Administrative Information	4
IRC Sign-off	4
A. Skills Forecast	5
A.1 Sector Overview	5
Introduction	5
Businesses Involved	5
Stakeholders	5
Challenges and Opportunities	6
Vocational Education and Training (VET) Qualifications Supporting Industry	10
Enrolments and Completions	10
Total VET Activity (TVA) – All Student Enrolments and Completions	12
Government-funded Program Enrolments	14
Apprentices and Trainees	15
VET in Schools	15
A.2 Employment and Skills Outlook Overview	16
Employment – Current and Projected	18
Future Skills	20
Key Generic Skills – Ranked in Order of Importance	21
A.3 Key Drivers for Change and Proposed Responses Overview	22
Key Drivers	22
Proposed Responses	23
A.4 Consultation Undertaken	25
B. Proposed Schedule of Work	26
2019–20	26
C. 2019–20 Project Details	27
References	30

Executive Summary

Enrolled nurses play a key role in Australia's health system, providing care and treatment in a range of settings and under the supervision of a registered nurse. The major employers of enrolled nurses are public and private hospitals, and the most recent statistics show that across the country, the enrolled nurse workforce represents just over 63,000 workers.

The health care and social assistance industry workforce, including enrolled nursing roles, is expected to grow significantly over the next five years, with forecasts indicating it will reach 1.9 million workers in 2023. Future demand for enrolled nurse job roles is expected to increase by approximately 7.6% during the next five years.

The Enrolled Nursing Training Package Products comprise the *HLT54115 Diploma of Nursing* and the *HLT64115 Advanced Diploma of Nursing*. The Diploma of Nursing qualification leads to eligibility for graduates to make an application to the Nursing and Midwifery Board of Australia (NMBA) for registration as an enrolled nurse. The Advanced Diploma of Nursing supports a pathway towards greater specialisation as an enrolled nurse via an advanced learning option.

In recent times both the health care environment in which enrolled nurses work and their clinical practices have evolved significantly. Such change has resulted in evolving skill and competence requirements for the enrolled nurse workforce. The sector overall has been experiencing several challenges which are impacting workforce skill requirements and, in summary, include:

- Skills shortages
- An ageing workforce
- Low retention of staff
- Lack of career progression opportunities
- The initiation of the first independent review of Australian nursing preparation since 2002 - *Educating the Nurse of the Future*.

To address workforce skills issues, it is proposed that two qualifications, namely the *Diploma of Nursing* and the *Advanced Diploma of Nursing*, including 36 Units of Competency and one skill set within the *HLT Health Training Package* relating to enrolled nursing, be updated in 2019–20 to align with contemporary industry requirements.

Note: The National Schedule details the Training Package update and development work commissioned by the Australian Industry and Skills Committee (AISC). The National Schedule is informed by this Industry Skills Forecast, which outlines the proposed timing for the update of existing Training Package Products. This Forecast has been compiled using a number of information sources, including academic literature, statistical data, IRC member input and expertise, feedback received via public consultation, SkillsIQ's 2019 Future Skills Survey, and an industry analysis of both new and emerging workforce skills needs overseen by the Enrolled Nursing Industry Reference Committee (IRC).

Administrative Information

Industry Reference Committee (IRC)

Enrolled Nursing

The Enrolled Nursing Industry Reference Committee (IRC) is responsible for ensuring that nationally recognised qualifications under its remit deliver the skills and knowledge required to contribute to a highly skilled workforce within the health sector.

Skills Service Organisation (SSO)

SkillsIQ Limited

SkillsIQ supports 19 IRCs representing diverse 'people-facing' sectors. These sectors provide services to people in a variety of contexts such as customer, patient or client. The IRCs are collectively responsible for overseeing the development and review of Training Package Products, including qualifications, serving the skills needs of sectors comprising almost 50 per cent of the Australian workforce.

SkillsIQ's Industry Reference Committees (IRCs)

- Aboriginal and Torres Strait Islander Health Worker
- Aged Services
- Ambulance and Paramedic
- Children's Education and Care
- Client Services
- Community Sector and Development
- Complementary Health
- Dental
- Direct Client Care and Support
- Disability Support
- Enrolled Nursing
- First Aid
- Local Government
- Personal Services
- Public Sector
- Sport and Recreation
- Technicians Support Services
- Tourism, Travel and Hospitality
- Wholesale and Retail Services

“ It takes skill to make a difference. We will only get skilled, valued and rounded workers when training provider, employee and employer are connected in their views on continuous learning. ”

SkillsIQ's Cross-sector Skills Committee

IRC Sign-off

Sign-off of this Industry Skills Forecast and Proposed Schedule of Work has been confirmed by the Enrolled Nursing Industry Reference Committee.

Amanda Culver,
Chair

A. Skills Forecast

A.1 Sector Overview

Introduction

Enrolled nursing covers an array of health care and social assistance sectors, and subsequently a range of multi-levelled and multi-skilled job roles. Enrolled nurses can be educationally prepared to work across primarily clinical practices, as well as cover non-clinical practice areas. Individuals working in enrolled nurse occupations need to work under the supervision of a registered nurse.¹

Clinical practice can cover a broad range of health areas, including but not limited to:

- medical and surgical
- aged care
- acute care
- perioperative
- men's health
- emergency
- paediatrics
- practice nurses
- women's health
- community health
- mental health
- child and family health
- rehabilitation and disability
- drug and alcohol
- rural and remote health
- occupational health and safety
- primary health care.

Non-clinical practice may include:²

- management and leadership
- administration
- education and teaching
- educator in specialised areas
- quality and safety
- research
- policy development and analysis
- coding
- professional advice
- advocacy and regulation.³

The *Diploma of Nursing* course is part of the Health Training Package. Where a person successfully completes

the educational and clinical requirements of the *Diploma of Nursing* program (HLT54115) they are eligible to make an application to the Nursing and Midwifery Board of Australia for registration as an enrolled nurse, provided the education provider and course they have completed hold current accreditation with the Nursing and Midwifery Board of Australia.

Businesses Involved

Businesses operating in the health service areas that employ enrolled nurses include a range of public and private, small, medium and large health services across the country. The major employers of enrolled nurses represent public and private hospitals and the aged care industry. Some examples and counts of relevant business types involved in employing Diploma of Nursing graduates across Australia include (2017):⁴

- 695 public hospitals (2016–17) and 630 private hospitals (2015–16)⁵
- 42,057 general practice medical services
- 1,833 aged care residential services
- 810 other residential services.

Enrolled nurses are employed in other services including:

- Community or residential health and aged care facilities
- Australian Defence Force
- Residential mental health care services
- Hospices
- Correctional services.

In 2017, approximately an equal proportion of enrolled nurses were working in the public sector (48.7%) as in the private sector (48.8%), with nearly half (47.1%) working in a hospital setting. Residential aged care facilities represented the second most common place of employment (29.7%).⁶

Stakeholders

Key stakeholders represent a range of organisations that perform a variety of strategic, regulatory and operational roles within the wider health industry. Stakeholders play an important role during Training Package Product reviews by supplying industry insights to ensure updates are in line with industry needs. Examples of stakeholder organisations include:

- Government departments and agencies (Commonwealth and state/territory-based)
- Peak bodies and industry associations (i.e. across the sectors listed earlier)
- Employee associations
- Registered Training Organisations (RTOs) both public and private and their representative bodies
- Small, medium and large private and public employers across metropolitan, regional, rural and remote areas, including for-profit and not-for-profit organisations.

Challenges and Opportunities

Note: These findings are based on desk research and SkillsIQ's 2019 Future Skills Survey (conducted between November 2018 and January 2019) which has been filtered to include stakeholders from the enrolled nursing sector only. Insights and advice from IRC members and public consultation have also been used to compile and validate the information provided.

Skills shortages

In recent times the clinical practices required of enrolled nurses and the environments in which they work have evolved significantly. Such changes have resulted in evolving skill and competence requirements for the enrolled nurse workforce, which are quite different to those where were required a decade ago. Ongoing reviews and changes to the Diploma of Nursing qualification have been driven by a combination of factors, such as variations in employment modalities and models, as well as the emergence of increased numbers of part-time workers and a casualisation of the workforce. Similarly, there are differing team environments, combined with advancements in patient care and treatment, and technology innovation and development, together with the changing nature of patient demographics, an ageing society, chronic and acute conditions, and comorbidities. For example, enrolled nurses and other health care professionals are increasingly treating and caring for vulnerable population groups who present challenging health care needs requiring specific technical and interpersonal skills. Key groups include:

- Aboriginal and Torres Strait Islander people
- People in rural and remote areas
- Socio-economically disadvantaged people

- Veterans
- Prisoners
- LGBTQI individuals
- Culturally and linguistically diverse (CALD) individuals
- People with mental health issues
- People who have issues relating to alcohol and/or other drugs
- People with chronic conditions
- Refugees.

The Australian health care system must keep pace with the impact of societal demands. The requirements for ongoing skill development in the enrolled nurse workforce is therefore required within the educational sector, particularly through the Health Training Package, to ensure Australian workplaces are equipped with the required human resources to accommodate the rapidly changing landscape.

The impact of an ageing population necessitates an increase in both the understanding and treatment of the social, physical and cognitive health care issues of all Australians, which is amplified in older Australians. Gerontology is an important skills and knowledge area in which the enrolled nurse workforce should be better equipped in order to ensure that the current and future demand for services by older Australians is supported. The enrolled nurse will become an essential resource for clinical assessment, care planning and the case management of services to frail and vulnerable consumers in the health care environment.

It is the responsibility of the Enrolled Nursing IRC to continue to monitor the competency levels which are critical for this workforce, to ensure that enrolled nurses maintain and develop key knowledge and skills requirements. This will ensure Diploma of Nursing graduates are work-ready for employment, not only in gerontology but in all nursing settings.

Overall, skills shortages will continue to cause ongoing and significant problems for the health sector. It has been estimated that the employment shortfall of enrolled nurses and registered nurses will reach approximately 85,000 by 2025.⁷

New South Wales is experiencing workforce challenges in some areas (and different health sectors have a range



of local strategies to address this) as outlined in the most recent occupational report published by the Australian Government's Department of Jobs and Small Business.⁸ Current and future demand for health professionals, including enrolled nurses, is not predicted to slow down. Skills shortages will put further pressures on health care providers to ensure they have adequate numbers of suitably qualified enrolled nurses both to provide patient care and also to ensure optimal patient experiences.

The challenges of skills shortages (and overall workforce supply shortages) are further heightened in regional and remote communities. Geographical isolation and low populations are some of the factors which present challenges to health providers in these communities in terms of accessing skilled health professionals, including enrolled nurses. Enrolled nurses working in remote communities are often tasked to take on activities (e.g. mental health care) that might not necessarily be within the scope of the role in other locations, in order to meet the health demands of patients; and overall in these environments they work with little supervision. It therefore continues to be of importance for these communities that workforce strategies focus on attracting staff (and specifically graduates) to these areas. Research suggests that 'positive, well supervised and supportive rural placements' have a positive impact on students' intentions to practise in rural locations.⁹

Ageing workforce

The ageing workforce trend presents a new challenge in adopting workplace arrangements that will retain a substantial level of mature-age workers. The Treasury expects the labour force participation rate for people aged 65 or over to increase from 12.9% to 17.3% from 2014 to 2054.¹⁰ Advantages of retaining mature-age workers include their extensive work experience, maturity levels/professionalism, stronger work ethic and reliability.¹¹

Three in four (76%) enrolled nurses are aged 35 years of age or over. The average age of an enrolled nurse is 46.0 years¹² which is significantly higher than the national job age average of 40.0 years.¹³ Considerations involving the retention of mature-age workers, such as job redesign to facilitate potential constraints stemming from the ageing process, are emerging in an attempt to retain older nurses.

Retention of staff

The importance of addressing nursing staff turnover is particularly important in relation to maximising patient outcomes, as the relationship between the attraction and retention of staff to patient outcome is strong.¹⁴ The retention of a high quality and skilled health care workforce is a challenge for industry, and one which is strongly experienced in all Australian jurisdictions. The enrolled nurse workforce is no different in this regard.

Evidence highlighted in a national survey of 3,000 nurses and midwives conducted by Monash University in 2016 revealed that nearly 1 in 3 nurses surveyed, which equalled 32% of the cohort, were *actively considering* leaving the nursing or midwifery professions.¹⁵ Some of the reasons captured as to why nurses actually leave their profession include poor levels of pay, working conditions, an increased workload, greater complexity of patient care and poor recognition of the skills and knowledge required to be a nurse.¹⁶

In recent times a number of initiatives have been embarked upon by the federal government in an attempt to address the sustainability of the health care workforce, particularly in nursing, and to improve recruitment and retention of both registered and enrolled nurses. Such initiatives have included:¹⁷

1. The Clinical Training Funding (CTF) program / Clinical Supervision Support Program – over \$125 million allocated to provide additional registered nursing clinical placement days and strengthen nurses' clinical supervision capacity.
2. The Rural Health Professionals program – designed to improve workforce distribution of nurses to rural and remote practices.
3. The Expanded Scope of Practice program – a redesign and expansion of the scope of nurses and other health professionals in acute and primary care settings.

Other factors, such as workplace stress and bullying, can have a negative impact on health care staff retention. The consequences of poor workforce culture have been seen to result in lower employee satisfaction, higher rates of nurse 'burn-out' and increased employee turnover.¹⁸

A Victorian Public Sector Commission survey in 2016 showed a quarter (25%) of staff in health agencies had experienced some form of bullying behaviour.¹⁹

Lack of career progression opportunities

Career progression is one of a handful of critical factors which employees subjectively perceive when determining their employment conditions and satisfaction levels. Other factors include job content (i.e. the inclusion of challenging tasks), pay and the work environment.²⁰ This is certainly applicable to all nursing professions, and a lack of career progression opportunities can negatively impact staff retention and workforce stability.

A survey of Queensland nurses (which included enrolled nurses) regarding their perspectives on their career progression indicated that nurses who were enrolled in further education programs were more satisfied with their career progression.²¹ Both registered and enrolled nurses who were dissatisfied with their career progression attributed dissatisfaction to a lack of support in advancing their knowledge, a lack of opportunities for promotion, the number of career options available to them and the costs associated with advancement.

The Enrolled Nursing Training Package Products provide individuals with a learning and employment pathway into enrolled nursing occupations and facilitate further learning progression opportunities via an Advanced Diploma and/or Higher Education qualification. In instances where career pathways are established, courses and training are clearly important, but the accessibility of these courses and training, together with varying state/territory requirements, can be an issue (e.g. position descriptions and roles available). The development of a stronger support system for continual learning (e.g. informal education, part-time courses and conferences²²) and career progression for enrolled nurses will improve job satisfaction (considering 32% of nurses and midwives have actively considered leaving their profession²³) and will positively contribute to the quality of patient care.

Figure 1: Career pathway options and job roles



First Review of Australian Nursing Education since 2002

The first independent review of Australian nursing preparation since 2002 - Educating the Nurse of the Future - was announced in the 2018/19 Federal Budget and is due to commence during 2019.²⁴

The Terms of Reference for the Review are to examine:²⁵

- the effectiveness of current educational preparation of, and articulation between, enrolled and registered nurses and nurse practitioners in meeting the needs of health service delivery;
- factors that affect the choice of nursing as an occupation, including for men;
- the role and appropriateness of transition to practice programs however named; and
- the competitiveness and attractiveness of Australian nursing qualifications across international contexts.

The Australian Government's Department of Health has separately convened a National Nursing and Midwifery Education Advisory Network (NNMEAN)²⁶ as an advisory body responsible for the provision of high-level strategic advice to Health Ministers on issues relating to the future planning, coordination and development of the nursing and midwifery workforce in Australia (including matters related to enrolled nursing). The NNMEAN, along with representatives from the Department of Education and Training, will make up the 'Advisory Group' for the Review.

Please note that at the time of reporting, the Department of Health was conducting a public consultation regarding all aspects of the Terms of Reference. The consultation period is from 21 February 2019 to 21 June 2019. It is

unknown at this time what this review will mean for enrolled nurses and the Health Training Package. The proposed Training Package development work will therefore be aligned closely to the timings of this review, in order to ensure it incorporates the key findings and endorsed recommendations where appropriate.

As part of future Training Package development work, the Enrolled Nursing IRC will also:

- monitor the progress and developments of the Royal Commission into Aged Care²⁷ (established in October 2018 and due to release an interim report in October 2019) to ensure findings related to the field of gerontology nursing and patient-treatment and care models are considered, and
- keep qualifications in line with professional standards as published by the Nursing and Midwifery Board of Australia (NMBA).

Vocational Education and Training (VET) Qualifications Supporting Industry

The nationally recognised VET qualifications that cater to this sector are:

- HLT54115 Diploma of Nursing
- HLT51612 Diploma of Nursing (Enrolled – Division 2) (Superseded)
- HLT64115 Advanced Diploma of Nursing
- HLT61107 Advanced Diploma of Nursing (Enrolled – Division 2) (Superseded)

Table 1: Number of Registered Training Organisations (RTOs) by nationally recognised **Enrolled Nursing** qualifications on scope – Enrolled Nursing Training Package Products

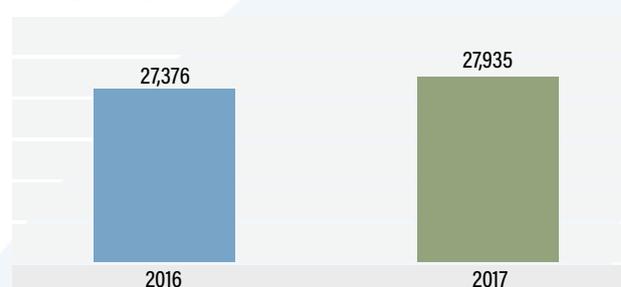
Qualification Code	Qualification Title	No. of RTOs with Qualification on Scope
HLT54115	Diploma of Nursing	78
HLT51612	Diploma of Nursing (Enrolled – Division 2) (Superseded)	8
HLT64115	Advanced Diploma of Nursing	20
HLT61107	Advanced Diploma of Nursing (Enrolled – Division 2) (Superseded)	2

Source: Training.gov.au. RTOs approved to deliver this qualification. Accessed 5 February 2019.

Enrolments and Completions

In 2017, there were just over **27,935 enrolments** across all VET qualifications catered for by the Enrolled Nursing Training Package products. This represents an increase of 2% (equivalent to 559 enrolments) from the previous year (see Figure 2).

Figure 2: Total number of enrolments (Total VET Activity [TVA]) by nationally recognised qualifications on scope - Enrolled Nursing Training Package Products - 2016 to 2017



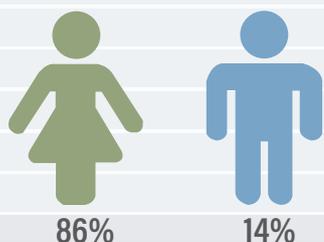
Source: NCVET VOCSTATS, Program enrolments 2016–2017

A snapshot of key traits of the HLT Enrolled Nursing Training Package enrolments for 2017 is provided below, followed by a breakdown of enrolments and completions for individual qualifications (see Tables 2–12 and Figures 3–4).

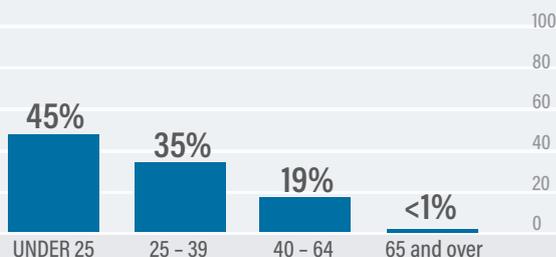
2017 ENROLMENT SNAPSHOT

ENROLLED NURSING TRAINING PACKAGE PRODUCTS

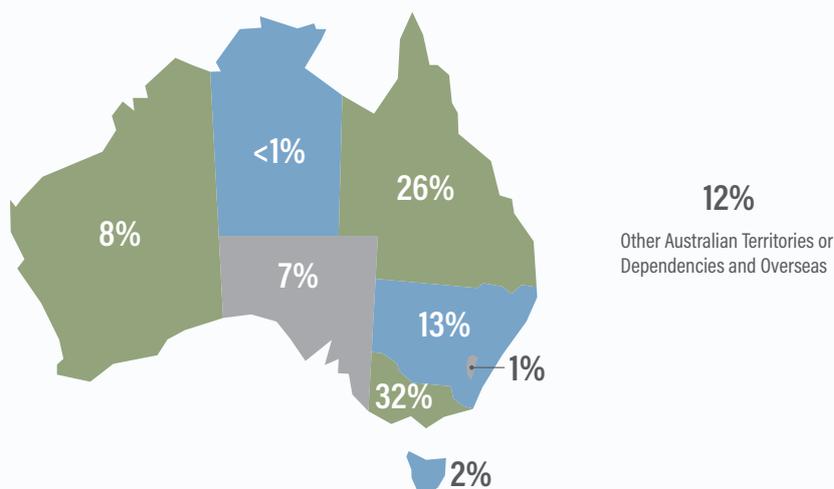
GENDER



AGE

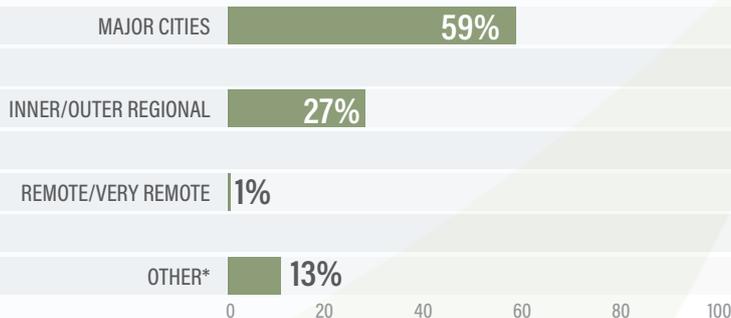


STATE/TERRITORY OF RESIDENCE



STUDENT REMOTENESS REGION

2011 Accessibility and Remoteness Index of Australia (ARIA+)



Source: NCVER VOCSTATS (Program enrolments 2017 by various breakdowns)

*Includes 'Outside Australia' and 'Not known'.

General notes on statistics:

1. Enrolment and completion data is sourced from NCVER VOCSTATS (program enrolments and completions 2014–2016), accessed August 2018.
2. It is important to note that not all training providers were required to submit enrolment and completion data at the time of collection, and some figures presented may therefore under-represent the true count of enrolments and completions for a qualification. From 2018, **all** training providers were required to submit data, and current discrepancies noted in the national NCVER figures versus actual attendance should therefore be minimal in future releases. The data presented in this report is shown for indicative purposes.
3. Figures reflect public and private RTO data.
4. Completion data for 2017 represents preliminary outcomes (i.e. not a full year).
5. ‘-’ symbol indicates the qualification was not listed in NCVER data at time of reporting.
6. *Qualifications in italics* represent superseded qualifications.

Total VET Activity (TVA) – All Student Enrolments and Completions

Table 2: Total number of enrolments (Total Vet Activity [TVA]) for the **Diploma of Nursing** – Enrolled Nursing Training Package Products (2014–2017)

Qualification	2014	2015	2016	2017	Summary
HLT54115 – Diploma of Nursing	0	0	634	13,294	2014–2017 Total enrolments in Diploma = 100,054 Increase of 30.87% over four years.
HLT51612 – Diploma of Nursing (Enrolled-Division 2 nursing) (Superseded)	21,089	24,420	26,312	14,305	

Source: NCVET VOCSTATS, accessed December 2018.

Note: Due to extended implementation and transition periods for qualifications, enrolment data may be registered under superseded qualification codes.

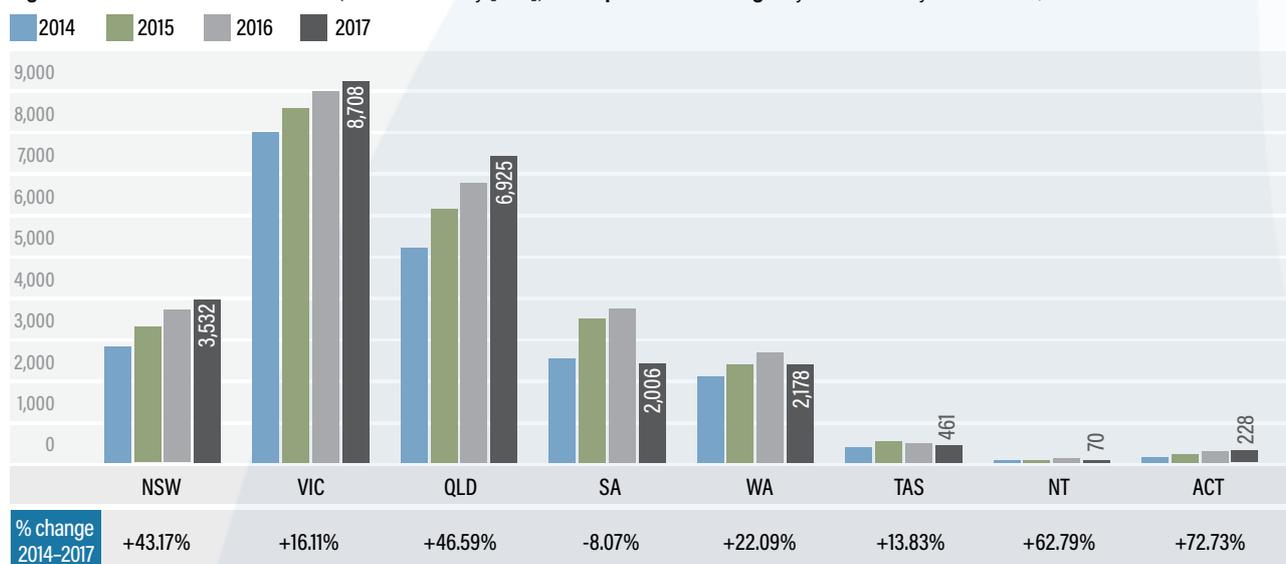
Table 3: Total number of completions (Total Vet Activity [TVA]) for the **Diploma of Nursing** – Enrolled Nursing Training Package Products (2014–2017)

Qualification	2014	2015	2016	2017	Summary
HLT54115 – Diploma of Nursing	0	0	0	132	2014–2017 Total completions in Diploma = 24,646 Increase of 25.73% over four years.
HLT51612 – Diploma of Nursing (Enrolled-Division 2 nursing) (Superseded)	5,452	5,838	6,501	6,723	

Source: NCVET VOCSTATS, accessed December 2018

Note: Due to extended implementation and transition periods for qualifications, completion data may be registered under superseded qualification codes.

Figure 3: Total number of enrolments (Total Vet Activity [TVA]) in a **Diploma of Nursing** – by state/territory of residence, 2014–2017



Source: NCVET VOCSTATS, accessed December 2018

Note: Enrolments represent in aggregate HLT54115 – Diploma of Nursing and HLT51612 – Diploma of Nursing (Enrolled – Division 2) (Superseded).

Table 4: Total number of enrolments (Total Vet Activity [TVA]) for the **Advanced Diploma of Nursing – Enrolled Nursing Training Package Products (2014–2017)**

Qualification	2014	2015	2016	2017	Summary
HLT64115 – Advanced Diploma of Nursing	0	0	0	33	2014–2017 Total enrolments in Advanced Diploma = 1,947 Decrease of 38.4% over four years.
HLT61107 – Advanced Diploma of Nursing (Enrolled/Division 2 nursing) (Superseded)	599	549	430	336	

Source: NCVER VOCSTATS, accessed December 2018.

Note: Due to extended implementation and transition periods for qualifications, most of the data is registered under the superseded code as tabled above.

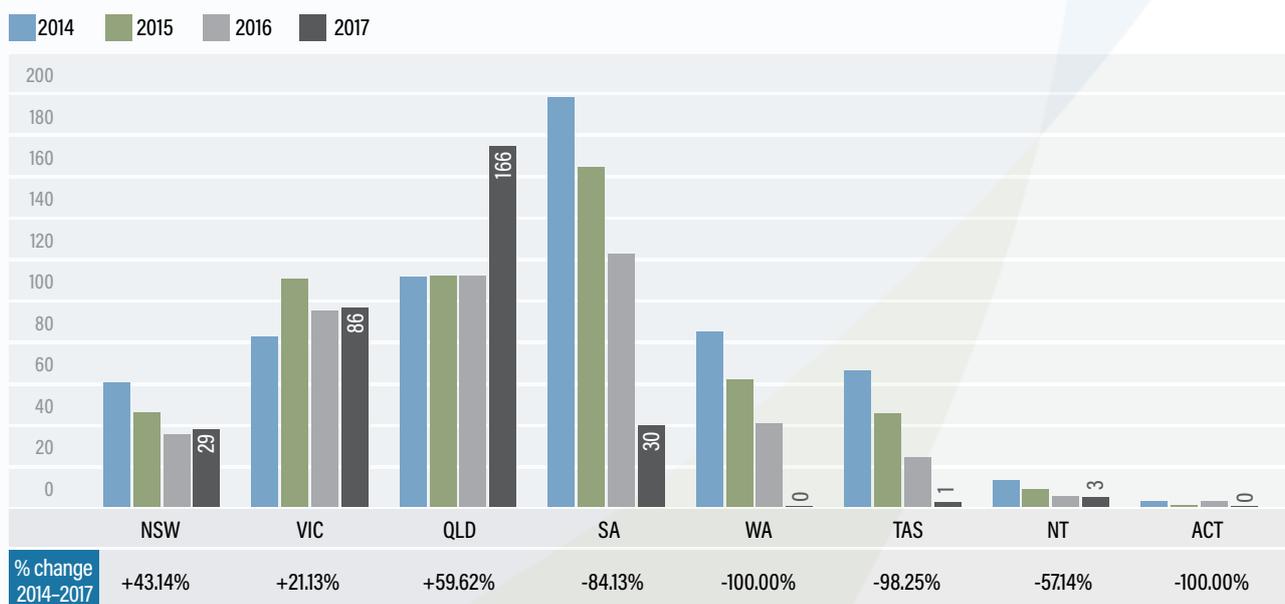
Table 5: Total number of completions (Total Vet Activity [TVA]) for the **Advanced Diploma of Nursing – Enrolled Nursing Training Package Products (2014–2017)**

Qualification	2014	2015	2016	2017	Summary
HLT64115 – Advanced Diploma of Nursing	0	0	0	0	2014–2017 Total completions in Advanced Diploma = 618 Decrease of 56.83% over four years.
HLT61107 – Advanced Diploma of Nursing (Enrolled/Division 2 nursing) (Superseded)	183	209	147	79	

Source: NCVER VOCSTATS, accessed December 2018.

Note: Due to extended implementation and transition periods for qualifications, most of the data is registered under the superseded code as tabled above.

Figure 4: Total number of enrolments (Total Vet Activity [TVA]) in an **Advanced Diploma of Nursing – by state/territory of residence, 2014–2017**



Source: NCVER VOCSTATS, accessed December 2018

Note: Enrolments represent HLT61107 – Advanced Diploma of Nursing (Enrolled – Division 2) (Superseded)

Government-funded Program Enrolments

Table 6: Total number of government-funded enrolments for the **Diploma of Nursing** – Enrolled Nursing Training Package Products (2014–2017)

Qualification	2014	2015	2016	2017	Summary
HLT54115 – Diploma of Nursing	0	0	8,608	337	2014–2017 Total enrolments in Diploma = 61,619 Increase of 17.3% over four years.
HLT51612 – Diploma of Nursing (Enrolled-Division 2 nursing) (Superseded)	13,591	15,123	8,355	15,605	

Source: NCVET VOCSTATS, accessed August 2018.

Note: Due to extended implementation and transition periods for qualifications, enrolment data may be registered under superseded qualification codes.

Table 7: Total number of government-funded completions for the **Diploma of Nursing** – Enrolled Nursing Training Package Products (2014–2017)

Qualification	2014	2015	2016	2017	Summary
HLT54115 – Diploma of Nursing	0	0	0	55	2014–2017 Total completions in Diploma = 16,386 Increase of 23.36% over four years.
HLT51612 – Diploma of Nursing (Enrolled-Division 2 nursing) (Superseded)	3,682	4,344	3,818	4,487	

Source: NCVET VOCSTATS, accessed August 2018.

Note: Due to extended implementation and transition periods for qualifications, completion data may be registered under superseded qualification codes.

Table 8: Total number of government-funded enrolments for the **Advanced Diploma of Nursing** – Enrolled Nursing Training Package Products (2014–2017)

Qualification	2014	2015	2016	2017	Summary
HLT61107 – Advanced Diploma of Nursing (Enrolled/Division 2 nursing) (Superseded)	355	274	33	110	2014–2017 Total enrolments in Advanced Diploma = 772 Decrease of 69.01% over four years.

Source: NCVET VOCSTATS, accessed August 2018.

Note: Due to extended implementation and transition periods for qualifications, data for the current qualification HLT64115 Advanced Diploma of Nursing is not listed in the NCVET data. All data is currently registered under the superseded code as tabled above.

Table 9: Total number of government-funded completions for the **Advanced Diploma of Nursing** – Enrolled Nursing Training Package Products (2014–2017)

Qualification	2014	2015	2016	2017	Summary
HLT61107 – Advanced Diploma of Nursing (Enrolled/Division 2 nursing) (Superseded)	108	79	135	9	2014–2017 Total completions in Advanced Diploma = 331 Decrease of 91.67% over four years.

Source: NCVET VOCSTATS, accessed August 2018.

Note: Due to extended implementation and transition periods for qualifications, data for the current qualification HLT64115 Advanced Diploma of Nursing is not listed in the NCVET data. All data is currently registered under the superseded code as tabled above.

Apprentices and Trainees

Table 10: Total number of apprentices and trainees by nationally recognised qualifications on scope – Enrolled Nursing Training Package Products (2014–2017)

Qualification	JAN–DEC 2014	JAN–DEC 2015	JAN–DEC 2016	JAN–DEC 2017	Summary
HLT54115 – Diploma of Nursing	0	0	6	80	Jan 2014–Dec 2017 Total Apprentices and Trainees in Diploma = 3,065 Decrease of 63.4% over four years
HLT51612 – Diploma of Nursing (Enrolled-Division 2 nursing) (Superseded)	1,101	908	647	323	

Note: Due to extended implementation and transition periods for qualifications, enrolment and completion data may be registered under superseded qualification codes. Number represents an estimate of apprentice and trainee activity. An apprentice or trainee is a person undertaking vocational training through a contracted training arrangement.

VET in Schools

Table 11: Total number of VET in School enrolments by nationally recognised qualifications on scope – Enrolled Nursing Training Package Products (2014–2017)

Qualification	2014	2015	2016	2017	Summary
HLT54115 – Diploma of Nursing	0	0	22	111	2014–2017 Total enrolments in Diploma = 580 Decrease of 11.45% over four years.
HLT51612 – Diploma of Nursing (Enrolled-Division 2 nursing) (Superseded)	166	127	118	36	

Note: Due to extended implementation and transition periods for qualifications, enrolment and completion data may be registered under superseded qualification codes.

Table 12: Total number of VET in School completions by nationally recognised qualifications on scope – Enrolled Nursing Training Package Products (2014–2017)

Qualification	2014	2015	2016	2017
HLT54115 – Diploma of Nursing	-	-	-	-
HLT51612 – Diploma of Nursing (Enrolled-Division 2 nursing) (Superseded)	1	0	0	1

Note: Due to extended implementation and transition periods for qualifications, enrolment and completion data may be registered under superseded qualification codes.



A.2 Employment and Skills Outlook Overview

Employment – Current and Projected

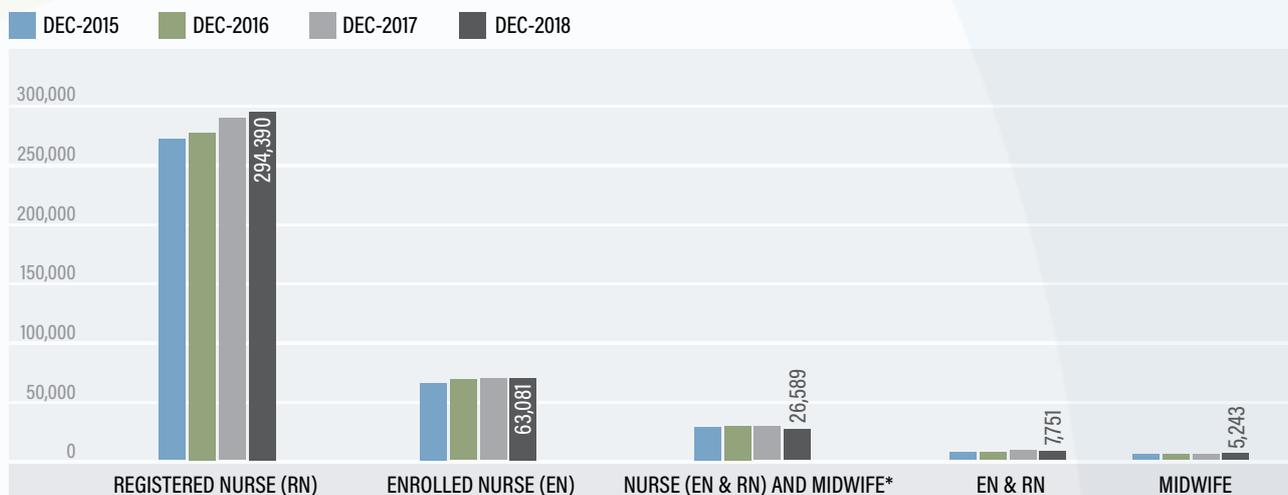
Note: The workforce statistics in this section are primarily based on registrant data from the Nursing and Midwifery Board of Australia (NMBA). The projections presented in this section are based on Census collections and forecasts from the Department of Jobs and Small Business, and are reported according to prescribed Australian and New Zealand Standard Industrial Classification (ANZSIC) and Australian and New Zealand Standard Classification of Occupations (ANZSCO) classifications. Please note that this is currently the only national workforce projection data available for this report.

The current definitions, and the labelling used for some ANZSIC and ANZSCO codes, as well as the aggregation of roles across codes, can be limited in providing a true picture of some sectors' workforce. Sectors can host a multitude of job functions, and consequently comprise job titles which go beyond the categories listed in ANZSCO. The statistics in this section are provided as an indicative overview of the sector only.

Trends regarding past and current employment across related job roles are based on registrant data as published by the Nursing and Midwifery Board of Australia. Employment forecasts are provided at the end of this section and are based on data from the Department of Jobs and Small Business.

The health care and social assistance industry employs approximately 1.7 million workers across Australia, making it the largest employing industry in the country.²⁸ Within the nursing sector, in 2018 there were **294,390** registered nurses, **63,081** enrolled nurses and **26,589** nurses (enrolled and/or registered nurses) with a midwife registration (see Figure 5).

Figure 5: Total number of practitioners with general registrations as Nurse and/or Midwife - December 2015 to December 2018



Source: Nursing and Midwifery Board of Australia registrant data. Various reporting periods (Table 2.1)

Note: Figures reflect the quarters 1 July to 30 September and 1 October to 31 December of the respective year.

* Practitioners with a Nurse and Midwife registration may hold registration as an EN and Midwife, RN and Midwife, or EN and RN and Midwife.

Key traits of the nursing and midwifery workforce are shown below in Figures 6-8 and Table 13.

Figure 6: Total number of practitioners with general registrations as Nurse and/or Midwife, by principal place of practice - December 2018



Source: Nursing and Midwifery Board of Australia registrant data. Reporting period: 1 July 2018 – 30 September 2018 (Table 2.1)

Note: Figures reflect the quarter 1 October – 31 December 2018.

Table 13: Percentage change in total number of practitioners with general registrations as Nurse and/or Midwife, by location – December 2015 to December 2018

	REGISTERED NURSE (RN)	ENROLLED NURSE (EN)	NURSE (EN & RN) AND MIDWIFE*	EN & RN*	MIDWIFE*
ACT	14%	2%	-11%	35%	65%
NSW	10%	3%	-12%	31%	42%
NT	11%	8%	-9%	0%	31%
QLD	15%	10%	-5%	48%	58%
SA	3%	1%	-14%	31%	33%
TAS	10%	10%	-4%	39%	55%
VIC	12%	3%	-4%	43%	25%
WA	6%	4%	-6%	47%	20%
Total (National)**	10%	4%	-8%	40%	37%

Source: Nursing and Midwifery Board of Australia registrant data. Various reporting periods (Table 2.1)

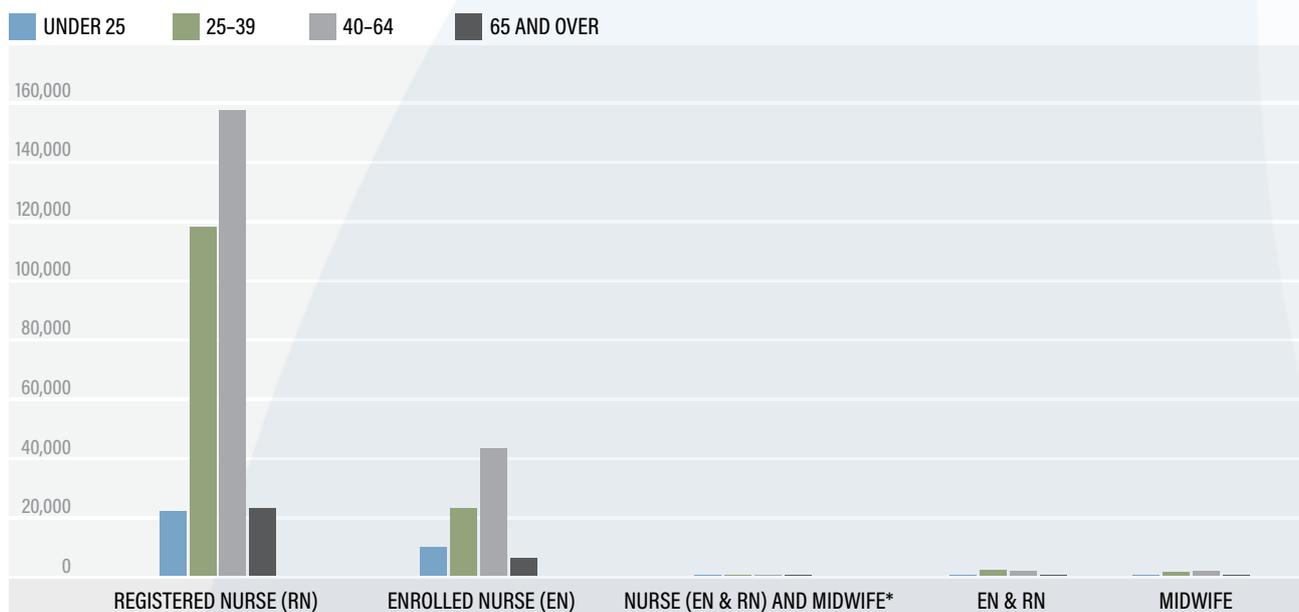
Note: Figures reflect the quarters 1 October – 31 December 2015 and 1 October – 31 December 2018.

*Some percentage changes are based on small bases (i.e. less than 50) and caution is therefore advised when interpreting trends in some cells.

**Total excludes registrants with no principal place of practice (i.e. no PPP) registered

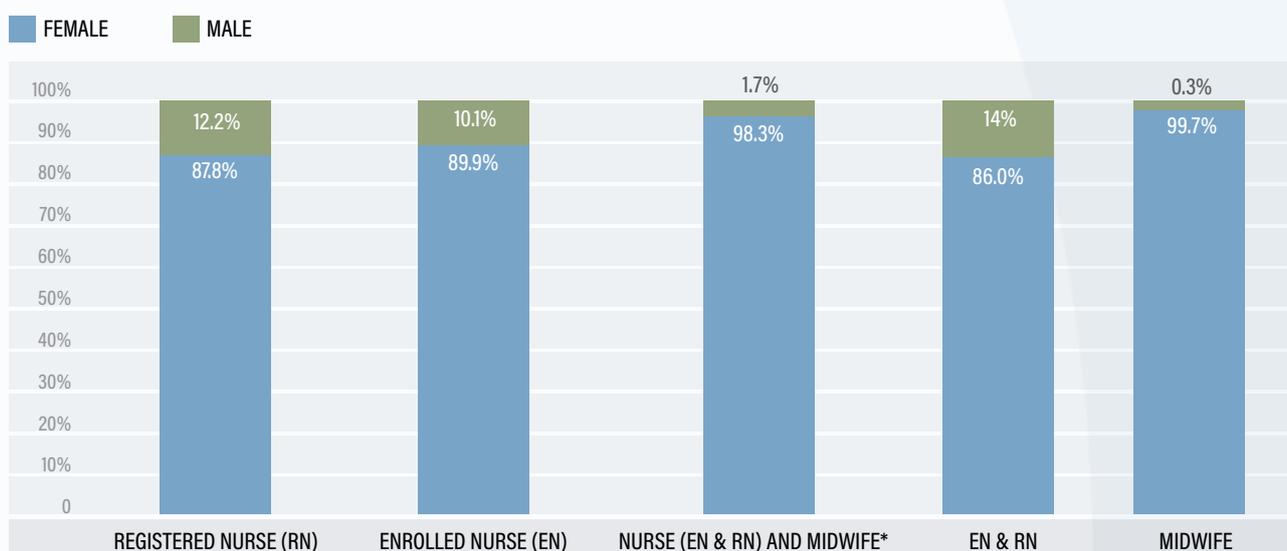
Blue figures represent percentages which are at least three percentage points higher than the national average.

Figure 7: Age profile of selected Nurse and Midwifery practitioners - December 2018



Source: Nursing and Midwifery Board of Australia registrant data. Reporting period: 1 October 2018 – 31 December 2018 (Table 2.1)

Figure 8: Gender of practitioners with general registrations as Nurse and/or Midwife (% share) - December 2018



Source: Nursing and Midwifery Board of Australia registrant data. Reporting period: 1 October 2018 – 31 December 2018

Job roles supported by the Enrolled Nursing Training Package Products, as well as other related occupations in the nursing sector currently published in the Department of Jobs and Small Business' forecasts, include the following ANZSCO categories:

- ANZSCO 4114 **Enrolled and Mothercraft Nurses**²⁹
- ANZSCO 4233 **Nursing Support and Personal Care Workers**

Overall, the **health care and social assistance industry workforce is expected to grow significantly** over the next five years, with forecasts indicating it will reach 1.9 million workers in 2023. This growth will undoubtedly include many job roles supported by the Health Training Package as sectors of relevance. For example, the demand for enrolled nurses is such that these job roles are forecast to experience a 7.6% growth rate in the next five years (see Figure 9).

Figure 9: Employment levels (May 2018 and May 2023) and forecasted % growth to May 2023 for relevant occupations to Enrolled Nursing



Source: Department of Jobs and Small Business (2018), 2018 Occupational Projections – five years to May 2023, accessed October 2018.

Future Skills

Note: These findings are based on desk research as well as SkillsIQ's 2019 Future Skills Survey (conducted between November 2018 and January 2019) which has been filtered to include stakeholders from the enrolled nursing industry only. Insights and advice from IRC members and feedback from public consultation have also been used to compile and validate the information provided.

The work environment across all industries including health care is continuously evolving to adapt to external and internal industry trends. Technology, automation,

Artificial Intelligence (AI), globalisation, an ageing population, and shifts in both workforce demographics and industry (i.e. the transition from manufacturing and production to a largely service-based economy)³⁰ are just some of the ongoing trends driving change.

The role of the enrolled nurse, like others, has been impacted by these trends and, as a result, so too have the skill needs of the workforce. Whilst technical skills to perform job tasks are imperative, employers in the short-to-medium future will be looking beyond these, and have indicated that it will be important for workers in their organisations to be **equipped with key interpersonal skills:**



EMOTIONAL INTELLIGENCE



TEAMWORK AND COMMUNICATION



CRITICAL THINKING



RESILIENCE, STRESS TOLERANCE AND FLEXIBILITY



TECHNICAL / JOB-SPECIFIC SKILLS

These results are in line with wider studies, including the World Economic Forum's *Future of Jobs Survey 2018*, which indicates that the top skills in the highest demand in 2022 will include **analytical thinking** and **innovation, creativity, originality** and **initiative, critical thinking, complex problem-solving, leadership** and **emotional intelligence**.³¹

The VET system plays a pivotal role in supporting employers and employees to adapt to technologies and changes in the workplace. Its role in skilling the workforce with current and emerging skills in demand will only grow steadily in the future as it continues to support individuals entering the workplace or transitioning into different roles.³²

The 12 generic skills listed below, including the descriptors, were provided by the Department of Education and Training for the purpose of being ranked by industry representatives. For the 2019 ranking exercise, an 'Other' generic skill option was included in the list to capture any additional key skills considered important for an industry. Please note that, in this case, no other generic skills were identified.

Key Generic Skills – Ranked in Order of Importance

1	Communication / Collaboration including virtual collaboration / Social intelligence - Ability to understand and apply the principles of creating more value for customers with fewer resources (lean manufacturing) and collaborative skills. Ability to critically assess and develop content that uses new media forms and leverage these media for persuasive communications. Ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.
2	Design mindset / Thinking critically / System thinking / Solving problems - Ability to adapt products to rapidly shifting consumer tastes and trends. Ability to determine the deeper meaning or significance of what is being expressed via technology. Ability to understand how things that are regarded as systems influence one another within a complete entity, or larger system. Ability to think holistically.
3	Learning agility / Information literacy / Intellectual autonomy and self-management - Ability to identify a need for information. Ability to identify, locate, evaluate, and effectively use and cite the information. Ability to discriminate and filter information for importance. Ability to do more with less. Ability to quickly develop a working knowledge of new systems to fulfil the expectations of a job.
4	Science, Technology, Engineering and Maths (STEM) - Sciences, mathematics and scientific literacy.
5	Language, Literacy and Numeracy (LLN) - Foundation skills of literacy and numeracy.
6	Technology use and application skills - Ability to create and/or use technical means, understand their interrelation with life, society, and the environment. Ability to understand and apply scientific or industrial processes, inventions, methods, etc. Ability to deal with increasing mechanisation and automation and computerisation. Ability to do work from mobile devices rather than from paper.
7	Managerial / Leadership - Ability to effectively communicate with all functional areas in the organisation. Ability to represent and develop tasks and work processes for desired outcomes. Ability to oversee processes, guide initiatives and steer employees toward achievement of goals.
8	Customer service / Marketing - Ability to interact with other human beings, whether helping them find, choose or buy something. Ability to supply customers' wants and needs both via face-to-face interactions and digital technology. Ability to manage online sales and marketing. Ability to understand and manage digital products.
9	Environmental and Sustainability - Ability to focus on problem solving and the development of applied solutions to environmental issues and resource pressures at local, national and international levels.
10	Financial - Ability to understand and apply core financial literacy concepts and metrics, streamlining processes such as budgeting, forecasting and reporting, and stepping up compliance. Ability to manage costs and resources, and drive efficiency.
11	Data analysis skills - Ability to translate vast amounts of data into abstract concepts and understand data--based reasoning. Ability to use data effectively to improve programs, processes and business outcomes. Ability to work with large amounts of data: facts, figures, number crunching, analysing results.
12	Entrepreneurial - Ability to take any idea, whether it be a product and/or service, and turn that concept into reality and not only bring it to market, but make it a viable product and/or service. Ability to focus on the very next step to get closer to the ultimate goal.



A.3 Key Drivers for Change and Proposed Responses Overview

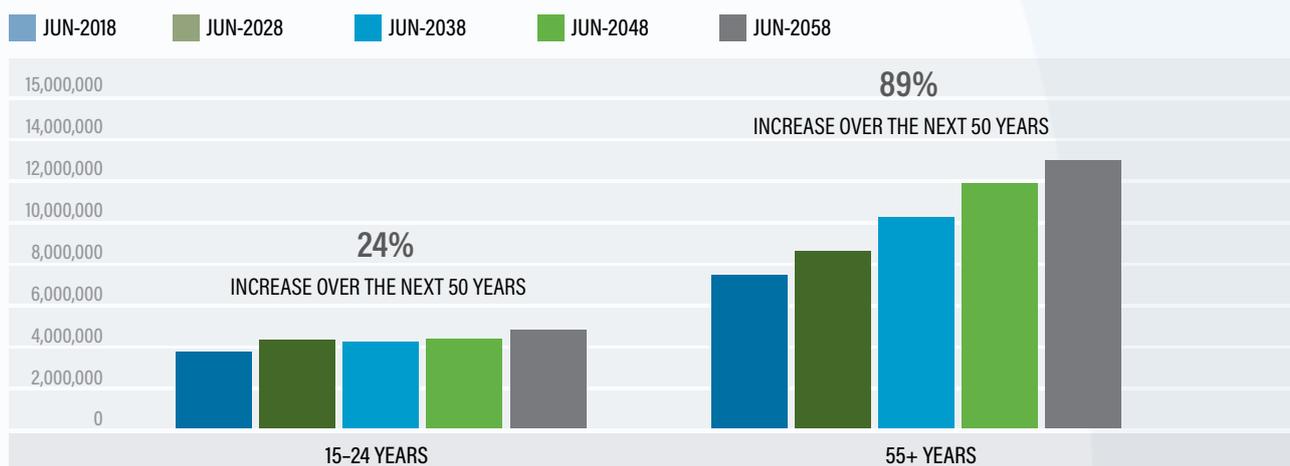
Key Drivers

An update of the Health Training Package Diploma of Nursing qualification is necessary to ensure it is fit for purpose within the contemporary Australian health care delivery models. The last review and update of the qualifications resulted in many significant changes and, in some cases, radically changed the scope of practice for enrolled nursing graduates.

The consequence of the last review resulted in the reported emergence of some unanticipated skills gaps. For example, industry has indicated that there are key skills shortfalls in relation to some specialist areas of enrolled nurse practice relating to paediatric nursing, gerontology nursing and elements of knowledge and skill relating to the administration of medication. These skills gaps in part result from the changes made in the last review

of the Training Package Products, as well as changes in health care delivery models and societal factors, such as the ageing population. For example, the latest Census data (2016) shows that approximately one in six people (16%) in Australia are aged 65 years and over, increasing from one in seven people (14%) in 2011. Population projections confirm that the number and proportion of older Australians is expected to continue to grow significantly (see Figure 10). This trend will see an increased emphasis on areas of practice relating to gerontology and end-of-life nursing. Skills are therefore strongly needed to support the health care needs of a growing ageing population in response to an increase in the numbers of people who have dementia and the increased need for palliative care. Enrolled nurses will need to understand the pathophysiology of ageing and will need the ability to work well in aged care facilities and settings. Demand will not just be seen in hospital environments, but across a range of health services, including aged and residential care.

Figure 10: Population Projections (Series C) over the next 50 years, Australia – All Persons 15 – 24 years and 55+ years



Source: Australian Bureau of Statistics (ABS) Population Projections, Australia, 2012 (base) to 2101, cat.no. 3222.0, November 2013. Canberra

There are also some identified implementation concerns regarding some individual Units of Competency within the Diploma of Nursing qualification that need to be updated to ensure inconsistencies are revised and (where appropriate) amended or deleted. There have already been some issues raised with the Department of Education and Training that have resulted in minor updates being undertaken. The Enrolled Nursing IRC considers that a comprehensive review and/or a complete qualification update will provide an opportunity to ensure that any known issues can be addressed.

The commencement of the first independent review of Australian nursing preparation since 2002, Educating the Nurse of the Future, as well as other recent developments such as the Royal Commission into Aged Care and the update of professional standards as published by the NMBA, has meant that an update of the current Training Package is now required.

The HLT Health Training Package must be reflective of the contemporary requirements of industry. Specifically, in current circumstances, the way in which enrolled nurses prepare to enter the workforce and acquire the necessary skills needs to be aligned to actual work roles, to ensure that enrolled nurses can practice and contribute to reducing or eliminating workforce shortages, particularly in regional and rural areas.

Proposed Responses

To address workforce skills issues, it is proposed that two qualifications, including 36 Units of Competency and one skill set within the HLT Health Training Package relating to enrolled nursing, be updated in 2019–20 in order to align with contemporary industry requirements. A qualification update is required to reflect the changing scope and responsibilities relevant to the job roles of enrolled nurses and to address any of the issues that have been raised in this document.

The precise extent and nature of the updates to specific Units of Competency will be confirmed during the industry consultation on draft Training Package Products, as industry input is received. However, the areas noted above and outlined in the 2019–20 Schedule (which follows) will be addressed at a minimum. This may result in the creation of new Units of Competency, if required.

A number of key risks have been identified and are tabled below in the event that the update of the Training Package Products (in line with the articulated needs of industry) is not actioned.



Stakeholder	Risk of no change
Employers	<ul style="list-style-type: none"> • Heightened risk of patients experiencing poor quality care and/or negative effects of treatment • Cost implications, including time allocated to conduct in-house training with staff • Staff turnover may be further affected by the lack of appropriate training and pathways
Employees	<ul style="list-style-type: none"> • Inability to conduct all duties of role adequately and/or progress careers • Increase in patients' health risks • Receive poor and inadequate training by accessing unsuitable training options for Australian practices
Students	<ul style="list-style-type: none"> • Graduate with insufficient skills to support the health care sector, thereby reducing employability
Training Providers	<ul style="list-style-type: none"> • Training offered does not match industry needs, and quality and reputation of course delivery is compromised.

A.4 Consultation Undertaken

A widespread multichannel consultation involving the following stakeholders has been conducted to identify and substantiate the key skills gaps and training needs of the sector, and to determine whether or not there is a need to update the respective Training Package Products:

- Enrolled Nursing Industry Reference Committee (IRC) members representing the following key industry bodies:
 - Aged & Community Services Australia (ACSA)
 - Australian College of Nursing
 - Australian Council for Private Education and Training (ACPET)
 - Australian Nursing and Midwifery Accreditation Council (ANMAC)
 - Australian Nursing & Midwifery Federation (ANMF)
 - Australian Private Hospitals Association
 - Ballarat Health Services
 - Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
 - Department of Health WA – Nursing and Midwifery
 - Fox Education and Consultancy
 - NSW Health
 - The Wesley Hospital and UnitingCare Health.
- Networks of the Enrolled Nursing IRC members.
- A national online survey (2019 Future Skills Survey) was distributed via the SkillsIQ database between November 2018 and January 2019 which sought to identify top skills needs and priority industry issues
- Public consultation on the draft Industry Skills Forecast took place in early 2019 and notifications of this were distributed by email to over 17,000 stakeholders registered in SkillsIQ's database network
- The Industry Skills Forecast, including the Proposed Schedule of Work, was promoted to stakeholders and made available via SkillsIQ's website.



B. Proposed Schedule of Work

2019–20

YEAR	PROJECT TITLE AND DESCRIPTOR
2019-20	Diploma and Advanced Diploma of Nursing The IRC proposes to update the following qualifications and any associated skill sets and Units of Competency relating to enrolled nursing job roles: <ul style="list-style-type: none">• HLT54115 Diploma of Nursing• HLT64115 Advanced Diploma of Nursing

2020–21

YEAR	PROJECT TITLE AND DESCRIPTOR
2020-21	None specified

C. 2019–20 Project Details

Project 1 – Diploma and Advanced Diploma of Nursing	
Description:	<p>The IRC proposes to update the following qualifications and any associated skill sets and Units of Competency relating to enrolled nursing job roles:</p> <ul style="list-style-type: none"> • HLT54115 Diploma of Nursing • HLT64115 Advanced Diploma of Nursing
Rationale:	<p>The health and social assistance industry is the highest employing industry in Australia, with a current workforce of over 1.6 million workers. Future employment projections are expected to be strong across the industry as a whole. An additional 250,300 jobs will be created by 2023.</p> <p>Enrolled nurses play an important role in the health sector and, over time, the scope and responsibilities of the job role have changed. These changes have been driven by a combination of factors, including changing population demographics (i.e. ageing population), technology, and the implementation of new patient care and treatment models. Industry has indicated that key skills gaps in the enrolled nursing qualifications include areas related to paediatrics, gerontology, medication administration and interpersonal skills.</p> <p>The sector is also experiencing workforce issues related to retention and career progression. It is therefore important that career pathways supported by the Training Package be reviewed to ascertain whether improvements are required, and to ensure industry is best supported by the VET sector.</p> <p>The last update of the Training Package was in 2015, in order to transition to the Standards for Training Packages. Since then a number of individual Units of Competency have required urgent updates as indicated earlier, to address issues and inconsistencies that affected the ability of RTOs to deliver the training. There are still a number of reported issues with remaining Units of Competency.</p> <p>To address these, therefore, as well as to ensure that Training Package Products are fit for purpose and ‘future proofed’, a thorough update of the qualifications and all elements related to them (i.e. units of Competency and skills sets) needs to take place.</p> <p>Cross-sector Units of Competency, such as the newly released disability units, will be considered for inclusion where appropriate.</p> <p>Updating the Diploma and the Advanced Diploma simultaneously will ensure updates are conducted efficiently and effectively and avoid any duplication of effort which might occur should the qualifications be reviewed at different times.</p> <p>The timing of this project will be aligned to the recently announced Review of Australian Nursing Preparation (https://consultations.health.gov.au/office-of-the-chief-nursing-and-midwifery-officer/educating-the-nurse-of-the-future-independent-revi/) to ensure findings are incorporated into Training Package development where appropriate.</p> <p>Employment prospects for graduates are strong with 63,081 Enrolled Nurses (i.e. graduates of the Diploma of Nursing) employed in 2018 (see Figure 5), as well as 7,751 with dual enrolled nurse/registered nurse registration and 26,589 with nurse (enrolled and/or registered) and midwife registration. The Advanced Diploma provides additional skills and specialisations but does not change the registered job role of enrolled nurse, so no separate employment data is available for this qualification. Over the next five years, an additional 1,900 enrolled nurses (and mothercraft) posts will need to be filled (equivalent to an increase of 7.6%) and the skill and knowledge areas of those who take on these roles must be current and suitable to adequately support the health care needs of the growing ageing population, and the respective conditions arising from ageing.</p>



Project 1 – Diploma and Advanced Diploma of Nursing

Rationale:

In summary, key changes proposed include:

- Thorough update of content, language, and terminology used across all the Training Package Products (e.g. Units of Competency and skill sets).
- Thorough consideration of career pathways and progression opportunities supported by the Training Package for enrolled nurses.
- Consideration of any relevant outcomes of the Review of Australian Nursing Preparation.

Ministers' Priorities Addressed:

This project is an opportunity to support the Council of Australian Governments' (COAG) Industry and Skills Council (CISC) to specifically address the following priorities:

- More information about industry's expectations of training delivery to be made available to training providers to improve their delivery and to consumers to enable more informed choices through the Companion Volume Implementation Guide
- The training system to better support individuals to move more easily between related occupations in the health care system through the use of elective groupings that provide the opportunity to add specialist skills.
- Improved efficiency of the training system to be made through Units that can be owned and used by multiple industry sectors (including by Aboriginal and Torres Strait Islander Health Workers and workers in aged care, disability care, community sector and development, and other health areas)
- A greater recognition of skill sets to be fostered related to enrolled nursing, particularly in regard to specialist skills.

Project 1 – Diploma and Advanced Diploma of Nursing

Consultation Plan:	Stakeholders across the sector as identified in Section A.1 Sector Overview, Stakeholders, will be consulted throughout the course of the project. National industry consultation will be conducted via face-to-face workshops, webinars, surveys and one-on-one interviews , and there will be opportunities for all interested parties to provide comments online via the SkillsIQ Online Feedback Forum .
Scope of Project Overview – Timing:	Estimated duration: 12 months *The timings of this project will be aligned to the recently announced Review of Australian Nursing Preparation (https://consultations.health.gov.au/office-of-the-chief-nursing-and-midwifery-officer/educating-the-nurse-of-the-future-independent-revi/) to ensure findings are incorporated into Training Package development where appropriate. A detailed project plan outlining key dates will be developed and aligned to the Activity Order date once known.

Summary of components:

- Training Package/s to be Developed/Updated: **HLT Health Training Package**
- Qualification/s to be Developed/Updated: **Two (2)**
- Skill Set/s to be Developed/Updated: **One (1)**
- Unit/s of Competency to be Developed/Updated: **36**

References

- 1 Nursing and Midwifery Board of Australia (2016) *Fact sheet. Enrolled nurse standards of practice*. Retrieved from: <https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/FAQ/Enrolled-nurse-standards-for-practice.aspx>.
- 2 Australian Nursing & Midwifery Federation (ANMF) (2012) *Fact Sheet 2: A snapshot of nursing in Australia*. Retrieved from: http://anf.org.au/documents/reports/Fact_Sheet_Snap_Shot_Nursing.pdf. [Viewed 5 February 2019]
- 3 Australian Nursing & Midwifery Federation (ANMF) (2012) *Fact Sheet 2: A snapshot of nursing in Australia*. Retrieved from: http://anf.org.au/documents/reports/Fact_Sheet_Snap_Shot_Nursing.pdf. [Viewed 5 February 2019]
- 4 Australian Bureau of Statistics (ABS) (2018) *Counts of Australian Businesses, including Entries and Exits, Jun 2013 to Jun 2017*, cat. no. 8165.0. Canberra.
- 5 Australian Institute of Health and Welfare 2018. *Australia's hospitals 2016–17 at a glance*. Health services series no. 85. Cat. no. HSE 204. Canberra: AIHW.
- 6 Australian Government Department of Health (2018) *Enrolled Nurses NHWDS 2017 Fact Sheet, 2017 Workforce*. Retrieved from: <https://hwd.health.gov.au/webapi/customer/documents/factsheets/2017/Enrolled%20Nurses%202017%20-%20NHWDS%20factsheet.pdf> [Viewed 5 February 2019]
- 7 Health Workforce Australia (2014) *Australia's Future Health Workforce - Nurses Overview*
- 8 Department of Jobs and Small Business (2017) *ANZSCO 4114-11 Enrolled Nurse New South Wales June 2017*. Retrieved from: <https://docs.jobs.gov.au/collections/enrolled-nurse-occupational-reports> [Viewed 5 February 2019]
- 9 Rural Health Workforce Australia (2015) *Training for the future: how are rural placements perceived and how do we give our students what they are looking for?*
- 10 Commonwealth of Australia Treasury (2015) *2015 Intergenerational Report Australia in 2055*, Retrieved from: https://static.treasury.gov.au/uploads/sites/1/2017/06/2015_IGR.pdf [Viewed 4 February 2019]
- 11 Society for Human Resource Management (2016) *Preparing for an Aging Workforce: Health Care and Social Assistance Industry Toolkit*, Retrieved from: <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/Preparing%20for%20an%20Aging%20Workforce%20-%20Health%20Care%20and%20Social%20Assistance%20Industry%20Toolkit.pdf> [Viewed 30 January 2019]
- 12 Australian Government Department of Health (2018) *Enrolled Nurses NHWDS 2017 Fact Sheet, 2017 Workforce*. Retrieved from: <file:///Q:/Enrolled%20Nursing/6.%20Research%20and%20data/2019/Enrolled%20Nurses%202017%20-%20NHWDS%20factsheet.pdf> [Viewed 5 February 2019]
- 13 Department of Jobs and Small Business (2018) *Job Outlook*. Retrieved from: <https://joboutlook.gov.au/Occupation.aspx?search=Career&code=4114> [Viewed 25 February 2019]
- 14 Robe, M., Duffield, C., Homer, C., Buchan, J., & Dimitrelis, S. (2015) *The rate and cost of nurse turnover in Australia*. *Collegian*, 22, 353-358; Duffield, C., Roche, M., Blay, N., Thomas, D., & Stasa, H. (2011). The consequences of executive turnover. *Journal of Research in Nursing*, 16(6), 503–514.
- 15 Holland, P. Leng Tham. (2016) *Burn-out and overworked, Australia's nurses and midwives consider leaving profession* [Retrieved from <https://theconversation.com/burnt-out-and-overworked-australias-nurses-and-midwives-consider-leaving-profession-66141>] [Viewed 5 February 2019]
- 16 Doiron, D., Hall, J., & Jones, G. (2008). *Is there a crisis in nursing retention in New South Wales?* *Australia and New Zealand Health Policy*, 5(19). Retrieved from <http://www.anzhealthpolicy.com/content/5/1/19> [Viewed 25 February 2019]
- 17 Department of Health (2014) *Nursing Workforce Sustainability: Improving Nurse Retention and Productivity*. Canberra.
- 18 *Creating a Culture of Success*, JONA, Volume 47, Number 2, pp 116-122 February 2017
- 19 Macquarie University (2018) *How to solve the problem of workplace bullying in healthcare*. Retrieved from: <https://www.scimex.org/newsfeed/how-to-solve-the-problem-of-workplace-bullying-in-healthcare>. [Viewed on 23 January 2019]
- 20 Hannigan, D., Patrick, J., & Machin, A. (2016) *Maximising Retention of Nurses: Australian Evidence*. Retrieved from https://eprints.usq.edu.au/29710/1/Hannigan%20Patrick_Machin_2016.pdf [Viewed 25 February 2019]
- 21 Eley, R. Francis, K. & Hegney, D. (2010) *Career progression – the view of Queensland's nurses*, Retrieved from: <http://www.ajan.com.au/vol30/issue4/4eley.pdf> [Viewed 6 February 2019]
- 22 Price, S. & Reichert, C. (2017) *The Importance of Continuing Professional Development to Career Satisfaction and Patient Care: Meeting the Needs of Novice to Mid-to-Late-Career Nurses throughout Their Career Span*, Retrieved from: <https://www.mdpi.com/2076-3387/7/2/17/html> [Viewed 30 January 2019]
- 23 The Conversation (2016) *Burnt-out and overworked, Australia's nurses and midwives consider leaving profession*, Retrieved from: <https://theconversation.com/burnt-out-and-overworked-australias-nurses-and-midwives-consider-leaving-profession-66141> [Viewed 6 February 2019]
- 24 Senator the Hon. Bridget McKenzie, Media Release, *First Review of Australian Nursing Since 2002*, 18 January 2019
- 25 Department of Health (2019) *Educating the Nurse of the Future – Independent Review of Nursing Education*. Retrieved from: <https://consultations.health.gov.au/office-of-the-chief-nursing-and-midwifery-officer/educating-the-nurse-of-the-future-independent-revil> [Viewed 5 February 2019]
- 26 Department of Health (2017) *National Nursing and Midwifery Education Advisory Network (NNMEAN)*. Retrieved from: <http://www.health.gov.au/internet/main/publishing.nsf/Content/national-nursing-midwifery-education-advisory-network> [Viewed 25 February 2019]
- 27 Royal Commission into Aged Care Quality and Safety. Retrieved from: <https://agedcare.royalcommission.gov.au/Pages/default.aspx>
- 28 Australian Government Department of Jobs and Small Business (2018) *Labour Market Information Portal – Health Care and Social Assistance*. Retrieved from: <http://lmip.gov.au/default.aspx?LMIP/GainInsights/IndustryInformation/HealthCareandSocialAssistance> [Viewed 19 December 2018]
- 29 In July 2010, all Mothercraft nurses transitioned into general registration as enrolled nurses with the condition 'May practise only in the area of Mothercraft nursing' (Source: Nursing and Midwifery Board of Australia, <http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/FAQ/mothercraft-nursing.aspx>). The term 'Mothercraft' is no longer used in the sector.
- 30 Payton, A, Knight, G, 2018, *Skills for a global future*, NCVER, Adelaide.[Available at https://www.ncver.edu.au/_data/assets/pdf_file/0041/3179885/Skills-for-a-global-future.pdf]
- 31 World Economic Forum (2018) *The Future of Jobs Report 2018*, Centre for the New Economy Society, Switzerland [Available at: http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf]
- 32 Innovation and Science (2017), *Australia 2030: prosperity through innovation*, Australian Government, Canberra.



STAKEHOLDERS



OUTCOMES



INTEGRITY



BOLDNESS



TEAMWORK



SKILLSIQ LIMITED

ADDRESS Level 1, 332 Kent Street, Sydney NSW 2000

POST GPO Box 4194 Sydney NSW 2001

TELEPHONE 02 9392 8100

FAX 02 9392 8199

WEB www.skillsiq.com.au

FIND US ON:   



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS