

**GRADUATES' PERSPECTIVES OF  
ATTRIBUTES ASSESSED DURING  
STRUCTURED ORAL ASSESSMENT FOR  
THE SELECTION OF UNDERGRADUATE  
NURSING STUDENTS AT THE UNIVERSITY  
OF ADELAIDE**

**Erna Rochmawati**

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**Discipline of Nursing  
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University of Adelaide**

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## STATEMENT OF AUTHORSHIP AND SOURCES

Except where reference is made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or in part from a thesis which I have qualified for or been awarded another degree or diploma.

No other person's work has been used without due to acknowledgement in the main text of the thesis.

This thesis has not been submitted for the award of any degree or diploma in any other tertiary institution.

All research procedures reported in this thesis received approval of the relevant Ethics committee.

Name ERNA ROCHMAWATI

Signature \_\_\_\_\_

Date \_\_\_\_\_



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## **ABSTRACT**

A reliable student selection in nursing education programs is important to select the most suitable candidates not only as students but also as likely to pursue a career in nursing. In the last several years, the student selection of Bachelor of Nursing degrees have not been based solely on an academic performance, but also on a structured oral assessment. Although several evaluations of structured oral assessment have been undertaken, no reviewed study of structured oral assessment from the perspectives of the graduates nurse has been found. Evidence to improve processes of structured oral assessment is limited. In order to conduct a better structured oral assessment, further investigation in the structured oral assessment from graduate nurses perspectives is necessary. Therefore, this multi-method descriptive study aimed to explore graduates' perceptions of the attributes explored during the structured oral assessment. Required attributes for successful completion of the Bachelor of nursing, and undertaking a career as a registered nurse were also explored.

Thirty five Bachelor of Nursing graduates were invited to participate in this study, in which participants completed self-administered postal questionnaires. A semi-structured interview was conducted after a quantitative data collection. Quantitative data was analysed utilising simple descriptive statistics, while qualitative data utilising content analysis. Results indicated that the structured oral assessment was an excellent method in student selection, and questions being asked in the structured oral assessment were viewed as appropriate, suitable and relevant. Findings of this study illustrated attributes

which were viewed important for successful completion of pre-registered nurse education and undertaking a career as nurses. From this study, two new findings were revealed, including integrity and the mentorship between younger and more mature students.

Recommendations from this study include improving teaching and learning methods, and supporting mutual relationships among pre-registered nurse students. Further studies related to refinement of the questionnaire, and replications of this study at broad level are also recommended.