Course Guide

HLT54115 Diploma of Nursing
# Table of Contents

Introduction ........................................................................................................................................ 4
Program Learning Outcomes .................................................................................................................. 4
Program Content .................................................................................................................................. 4
Program Structure and Duration ............................................................................................................ 6
Program Timetable ............................................................................................................................... 7
Student Conduct .................................................................................................................................. 8
Attendance .......................................................................................................................................... 9
Dress code on Professional Experience Placement ............................................................................... 10
Student Progression ............................................................................................................................. 11
Submission of Assessments .................................................................................................................... 15
Requesting an Extension ......................................................................................................................... 15
Reasonable Adjustment ......................................................................................................................... 19
Recognition of Prior Learning ............................................................................................................... 19
Credit Transfer ..................................................................................................................................... 19
Qualification Pathway ........................................................................................................................... 19
Exit Pathway ......................................................................................................................................... 20
Withdrawal and Deferral ......................................................................................................................... 20
Language, Literacy and Numeracy Requirements ................................................................................ 20
Referencing Guidelines .......................................................................................................................... 21
Resources .............................................................................................................................................. 21
Student support .................................................................................................................................... 22
General Resources ............................................................................................................................... 26
Workplace Health and Safety ................................................................................................................ 27
Introduction

The HLT54115 Diploma of Nursing qualification will be delivered through NSW Health Registered Training Organisation (RTO) by Sydney Local Health District and South Western Sydney Local Health District Centres for Education and Workforce Development as delivery sites.

This qualification is a Vocational Education and Training Qualification and complies with the Standards for Registered Training Organisations (RTOs) 2015. The skills included in the course reflect the employability skills required for work functions as an Enrolled Nurse (EN) as specified in the Nursing and Midwifery Board of Australia (NMBA) Standards for Practice: Enrolled Nurses (2016). This qualification has been designed as a structured entry level nursing course. Following the successful completion of the course and gaining registration with Australian Health Practitioners Regulation Agency (AHPRA), the EN will be an associate to the Registered Nurse (RN) and has the capacity to work in a dynamic and diverse range of health care settings under the direction and supervision of the RN or, where appropriate, the Registered Midwife (RM).

The course will be delivered over 18 months (full-time) and will include theory and professional experience in a clinical environment. There are four (4) Theory blocks and four (4) Professional Experience Placements to allow Student Enrolled Nurses (SENs) to progressively develop and build upon nursing skills required for safe and competent practice.

Program Learning Outcomes

Enrolled Nurses work under the supervision of a Registered Nurse while taking on the responsibility for effectively functioning and performing within the health care team, while working to achieve positive patient focused outcomes. As an EN, duties will range from providing physical and emotional support, to the administration of medications and more complex care. Every day brings new challenges and rewards. ENs work in a range of different settings. This may include working in acute hospital wards, aged care facilities, operating theatres or in community settings. Enrolled Nurses work as part of a team with other healthcare professionals, such as Registered Nurses and Midwives, Physiotherapists, Occupational Therapists, Doctors, Social Workers and Pharmacists.

At the end of this course, students will have the knowledge and skills to:

- Practice safely and competently in accordance with the Standards for Practice: Enrolled Nurses, Nursing and Midwifery Board of Australia 2016
- Skillfully and empathetically communicates with all involved in the provision of care
- Work under the supervision of the registered nurse as part of the health care team
- Provide clinically focused direct and indirect person-centred care across the lifespan
- Engage in reflective and analytical practice
- Practice in a legal and ethical manner
- Model cultural awareness and safety in your work

Program Content

The theoretical component incorporates 25 units of competency from the HLT Health Training Package as required for the HLT54115 Diploma of Nursing qualification. There are 20 compulsory units and 5 elective units of competency. The units have been grouped into four (4) Learning Units.

Face to face sessions: Face-to-face sessions are facilitated in a classroom setting 3 days a week (21 hours) and include presentations from industry experts on a variety of relevant topics.

Self-Directed Learning: Self-directed learning consists of 12 hours per week and includes the completion of relevant assessments, accessing E-Learning programs (either at home or at the Liverpool/Rozelle Campus) and the implementation of remedial support for SENs with identified learning needs. These
learning needs can be identified by the SEN and/or teacher. Learning plans are developed and implemented collaboratively to assist the SEN to attain relevant knowledge or skills.

The units have been grouped into four (4) Learning Units as outlined below:

**Learning Unit 1: Professional Practice** encompasses the professional, legal, regulatory and ethical standards that provide a framework for safe and ethical nursing practice. The Primary Health Care framework and models of care that promote patient-centeredness and cultural sensitivity are integral components of this unit. This unit introduces the concept of “patient-centred care” including the framework for decision-making and subsequent actions under the direction and guidance of the RN/RM. This learning unit also focuses on anatomy and physiology related to health status. It includes the following units of competency:

- CHCPRP003 Reflect on and improve own professional practice
- HLTAP002 Confirm physical health status
- HLTENN001 Practise nursing within the Australian health care system
- HLTENN002 Apply communication skills in nursing practice
- HLTENN004 Implement, monitor and evaluate nursing care plans
- HLTENN008 Apply legal and ethical parameters to nursing practice
- HLTENN013 Implement and monitor care of the older person
- HLTINFO001 Comply with infection prevention and control policies and procedures
- HLTWHS002 Follow safe work practices for direct client care
- HLTAID003 Provide first aid
- HLTOHC004 Provide or assist with oral hygiene

**Learning Unit 2: Fundamentals of Nursing** defines the underpinning principles of nursing and essential elements of care that nurses must incorporate into their everyday practice. It fosters essential delivery of patient centred care in partnership with the multidisciplinary team for holistic care and optimal health outcomes. It will also facilitate the development of an awareness of individualised care planning. This Learning Unit incorporates teaching strategies to promote an awareness of nursing care in the rural and community settings, particularly of Aboriginal people. This learning unit will include pathophysiology related to health status as well as analysing health information. It includes the following units of competency:

- HLTAAP003 Analyse and respond to client health information
- CHCDIV001 Work with diverse people
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- HLTENN003 Perform clinical assessment and contribute to planning nursing care
- HLTENN012 Implement and monitor care for a person with chronic health problems
- HLTENN025 Implement and monitor care for a person with diabetes
- HLTENN006 Apply principles of wound management in the clinical environment

**Learning Unit 3: Nursing Therapeutics** builds on the principles of nursing practice and integrates these principles within the scientific basis of nursing. This unit, in conjunction with Learning Units 1 & 2, will enable the SEN to undertake nursing assessment, implement planned nursing care, and monitor clients’ response in collaboration and supervision of a RN/RM. This learning unit will have a focus on acute care and medication management in the work environment. The application of research skills in health environment is also integral to this learning unit. It includes the following units of competence:

- HLTENN007 Administer and monitor medicines and intravenous therapy
- HLTENN005 Contribute to nursing care of a person with complex needs
- HLTENN011 Implement and monitor care for a person with acute health problems

**Learning Unit 4: Complex and Specialty Nursing Practice** builds on the SENs’ knowledge and experience by providing health care for clients with complex and special needs in a range of acute and community practice
settings. This will enable them to respond to and provide safe, patient-centred care for clients with acute illness, special and complex health care needs, chronic diseases, co-morbidities and challenging behaviours. At the completion of this unit, SENs will be equipped to provide holistic care including medication administration under the supervision of a RN/RM and in collaboration with the health care team. It will also actively engage SENs to problem solve and adapt a critical thinking approach when making decisions about clinical issues and patient care. It includes the following units of competence:

- **HLTEN010 Apply a palliative approach in nursing practice**
- **HLTEN009 Implement and monitor care for a person with mental health conditions**
- **HLTEN015 Apply nursing practice in the primary health care setting**
- **HLTEN014 Contribute to maternal and infant health care**
- **HLTAHA023 Support the provision of basic nutrition advice and education**

Units written in *italics* are the elective units chosen for this course. These units were selected based on current challenges faced by health services and the nursing workforce. The elective units are added on to promote skills development by the SEN in assessment, decision-making and provision of safe nursing care.

Each Learning Unit will build on and complement the other three (3) Learning Units. The theory component is supported by self-directed learning, tutorials, workshops, workbooks and laboratory practice. Towards the end of the theory block, the SEN will be assessed in the laboratory setting to determine their ability to consolidate knowledge into safe practice prior to professional experience placement.

**Professional Development Week**

At the completion of the Professional Experience Placement 4, you will return to the main campus to complete twenty-one hours (21) of professional development including curriculum vitae preparation, interview techniques, AHPRA registration requirements and articulation pathways for nursing.

**Program Structure and Duration**

The course is delivered over 18 months in four (4) theory blocks and four (4) Professional experience placements plus an additional one (1) week for professional development. This will enable the SEN to progressively develop the required knowledge and skills for safe enrolled nurse practice in compliance with NMBA requirements.

The Professional Experience Placement (PEP) which follows each theory block is planned to provide experiential learning opportunities for SENs to apply relevant nursing concepts into clinical practice. It is anticipated that undertaking this journey will progressively achieve the required competencies for SENs to deliver safe and accountable nursing care within a changing health care system/environment for a wide variety of patients.

**Table 1 Summary of Program structure**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Allocated weeks</th>
<th>Allocated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Block 1</td>
<td>13 weeks</td>
<td>273 hours</td>
</tr>
<tr>
<td>Professional Experience Placement 1</td>
<td>2 weeks</td>
<td>80 hours</td>
</tr>
<tr>
<td>Theory Block 2</td>
<td>10 weeks</td>
<td>210 hours</td>
</tr>
<tr>
<td>Professional Experience Placement 2</td>
<td>5 weeks</td>
<td>200 hours</td>
</tr>
<tr>
<td>Theory Block 3</td>
<td>13 weeks</td>
<td>273 hours</td>
</tr>
<tr>
<td>Professional Experience Placement 3</td>
<td>5 weeks</td>
<td>200 hours</td>
</tr>
<tr>
<td>Theory Block 4</td>
<td>11 weeks plus 1 week professional development</td>
<td>252 hours</td>
</tr>
<tr>
<td>Professional Experience Placement 4</td>
<td>5 weeks</td>
<td>200 hours</td>
</tr>
</tbody>
</table>
The total Professional Experience Placement for the course comprises 680 hours based on eight (8) hour days for 17 weeks. Table 2 below shows the summary of hours allocated for each professional experience placement rotation:

Table 2 Summary of Clinical Hours

<table>
<thead>
<tr>
<th>Clinical component</th>
<th>Weeks</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Experience Placement 1</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Professional Experience Placement 2</td>
<td>5</td>
<td>200</td>
</tr>
<tr>
<td>Professional Experience Placement 3</td>
<td>5</td>
<td>200</td>
</tr>
<tr>
<td>Professional Experience Placement 4</td>
<td>5</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td><strong>680</strong></td>
</tr>
</tbody>
</table>

The SEN’s attendance will be recorded and signed off each day by the RN in charge of shift in the attendance record form attached to the Professional Experience Book. SENs are expected to attend the clinical hours prescribed for each PEP. Although it is acknowledged that allowance for absence is provided in case of an illness or misadventure, unauthorised absences will be managed in accordance with the guidelines stipulated in the NSW Health RTO Student Handbook.

In instances where the SEN is not able to achieve the minimum clinical hours required, or if the SEN is not able to achieve the learning objectives designed for the professional experience, an extension of clinical placement may be negotiated with the Course Coordinator. Failure to complete the clinical hours required or an unsatisfactory outcome of the competency skills assessment and evaluation of clinical performance will place the student at risk of failing the PEP requirements. In this situation, the SEN will not be able to progress into the following theoretical block. An SEN’s failure will result in a meeting with the Student Review Panel before any recommendations are made to the Executive Manager of NSW Health RTO regarding continuing enrolment.

A nursing activity can only be undertaken in the clinical setting subject to the following conditions:

- The nursing skill must be within the scope of practice and educational preparation context
- The SEN must have practised and been assessed for the skill under simulated laboratory settings
- The SEN must be assessed in the clinical setting and deemed competent by the nominated clinical supervisor
- The SEN must be supervised by an RN/RM for any delegated activity
- The SEN must be directly supervised at all times for the practice of medication administration until the completion of the training

Professional Experience Books (PEBs) will be issued to the SEN to record observations of practice, clinical progress and competency achievements during Professional Experience Placements. SENs will be issued with a Professional Experience Book for each placement plus the Medication Administration Assessment Record Book (MARB) for Professional Experience Placements 3 and 4. The PEB provides details of SEN supervision, assessment procedure and required competencies for each Professional Experience Placement. The assessment criteria are in accordance with the NMBA National Competency Standards for the EN (2016). This book will be issued to each SEN prior to the Professional Experience Placement.

**Program Timetable**

A full program timetable will be given to each student at orientation by the Program Coordinator.
Table 3 Program timetable

<table>
<thead>
<tr>
<th>Theory Blocks</th>
<th>Breakdown of each professional experience block including leave</th>
<th>Total number of weeks each block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice 17 weeks</td>
<td>Learning unit 1</td>
<td>13 weeks + mid-term break 1 week</td>
</tr>
<tr>
<td></td>
<td>Clinical placement</td>
<td>2 weeks</td>
</tr>
<tr>
<td></td>
<td>leave</td>
<td>1 week</td>
</tr>
<tr>
<td>Fundamentals of Nursing 17 weeks</td>
<td>Learning unit 2</td>
<td>10 weeks + mid-term break 1 week</td>
</tr>
<tr>
<td></td>
<td>Clinical placement</td>
<td>5 weeks</td>
</tr>
<tr>
<td></td>
<td>leave</td>
<td>1 week</td>
</tr>
<tr>
<td></td>
<td>Mid semester break/Christmas leave 5 weeks*</td>
<td></td>
</tr>
<tr>
<td>Nursing Therapeutics 20 weeks</td>
<td>Learning unit 3</td>
<td>13 weeks + mid-term break 1 week</td>
</tr>
<tr>
<td></td>
<td>Clinical placement</td>
<td>5 weeks</td>
</tr>
<tr>
<td></td>
<td>leave</td>
<td>1 week</td>
</tr>
<tr>
<td>Complex &amp; speciality nursing 19 weeks</td>
<td>Learning unit 4</td>
<td>12 weeks + mid-term break 2 week</td>
</tr>
<tr>
<td></td>
<td>Clinical placement</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

**Student Conduct**

NSW Health has a large number of employees from diverse backgrounds who hold a variety of beliefs and ideas. This enriches our workplace and training environment. To ensure your experience as a student is satisfying, safe and rewarding, all students are expected to embrace diversity and adhere to the following rights and responsibilities when participating in training and assessment.

**You have the right to:**

- Be treated fairly and with respect
- Learn in an environment free from discrimination and harassment
- Pursue your training and assessment in a supportive environment
- Receive high quality training and assessment and access to qualified trainers and assessors
- Privacy and security of personal details and training records
- Prompt and appropriate handling of complaints and appeals
- Receive information about assessment procedures and your progress in the course in a timely and professional manner
- Reasonable modification to your Learning Plan if circumstances change, in consultation with your program coordinator
- Present RPL and Credit Transfer requests at course commencement and within the duration of your studies
- Defer or discontinue your studies through a formal notification process

**Your responsibilities include to:**

- Treat others with respect, fairness and courtesy
- Ensure all work submitted is your own work. You must abstain from engaging in plagiarism, collusion or cheating in any assessment activity
- Meet academic progress requirements as specified in this Course Guide
- Be punctual and regular in attendance
- Submit assessment items by the due date or seek approval to extend submission date
- Participate actively in your learning and be aware of your own progress
• Observe the Work Health Safety (WHS) requirements in all areas
• Avoid any behaviour that may offend, embarrass or threaten others
• Provide adequate notice to defer, withdraw or extend training
• Mobile phones can only be used during training by prior arrangement with the Program Coordinator.

**Attendance**

Following enrolment in the course and review of the program schedule, students are expected to study continuously to meet the course requirements. One leave week has been provided in all learning units and in-between professional experience placements. In unforeseen circumstances where leave is required, the SEN must apply via writing and discuss their situation with the program coordinator.

If a SEN is absent from learning unit block or professional placement due to Illness or misadventure, it is your responsibility as a student to provide documented evidence to the program coordinator which will be filed in the students records. Excessive absences are not acceptable and may result in the SEN being withdrawn from the course.

**Learning Unit Attendance**

SEN’s must inform the program coordinator of any absences either partial or full day absences, lateness to class. It is expected the SEN will complete the missed work during this time irrespective of attendance.

The student is allowed a maximum of 15 days absence across the combined theory blocks. A medical certificate will be required for any absence in excess of 2 days. Students must have attended minimum 80% of each unit of competency. Failure to meet the required 80% will result in a referral to the student review panel.

**Examination attendance**

It is a requirement that any SEN who is absent for a scheduled examination must present a medical certificate upon their return. SENs with a valid reason for non-attendance will be granted another opportunity to attempt the examination within a specified time frame, in consultation with the Program Coordinator. Absence without prior notification, or with a notification only on the day of the exam, will require the SEN to produce a medical certificate that supports their leave of absence. The completed form will be reviewed by the Program Coordinator and Centre for Education & Workforce Development Manager to assess SEN’s eligibility to a re-scheduled examination. The schedule for examinations will be provided in the program timetable, and posted on the student learning platform ‘Edmodo’. SENs will also be reminded of examination schedules by the Program Coordinator. Misreading or misinterpretation of the scheduled date and time will not be accepted as reason for failing to attend an examination. If you are unable to attend the examination due to medical reasons a medical certificate must be produced and students must organise a time with the program coordinator to re-sit the examination.

The program coordinator reserves the right to ask a student to provide supplemental evidence in the case of a fail grade or unsatisfactory grade after a re-sit.

**Clinical Laboratory Attendance**

Attendance in clinical laboratory sessions is **compulsory**. It is the responsibility of the SEN to liaise with the Program Coordinator to schedule any make-up sessions that are required. If an SEN fails to complete the
pre-requisite laboratory components, the student may not be able to progress to clinical placement until the respective requirements have been completed.

**Professional Experience Placement Attendance**

SENs are required to attend scheduled Professional Experience Placements. If unable to attend due to an illness or misadventure, the Facility SEN Coordinator and the manager of the unit where the professional experience placement is scheduled must be notified prior to commencement of the shift.

A maximum of 5 days absence is allowed across the combined Professional Experience Placements. A medical certificate will be required for any absence in excess of 2 days. If an SEN reaches 5 days absence in total from the combined professional experience placements they will be referred to the Program Coordinator for a discussion and review to the student review panel. The SEN may be required to make up any or all absences from the PEP in order to satisfy the required learning objectives for the placement.

**Leave of absence and extenuating circumstances**

If, due to extenuating circumstances, a leave of absence must be taken, extension of enrolment may be considered with validated supporting documents. Extenuating circumstances may include major illness or bereavement and must be supported by documentary evidence. Each request will be assessed by the Program Coordinator in consultation with the delivery site Manager.

**Dress Code on Campus**

All students and staff are to comply with the NSW Health dress code.

NSW Health RTO provides training in its facilities and expects all students to dress according to the professional standard required in the workplace. That is, clothing must be presentable, clean, neat and in good condition. Where training occurs in clinical settings, it is your responsibility to be dressed according to the workplace requirements (e.g. uniforms, personal protective clothing and equipment, regulation footwear). Any breaches of dress code will result in dismissal from the training environment and be recorded as an absence.

**Dress code on Professional Experience Placement**

All clothing must be presentable, hygienically clean, neat and in good condition. For reasons of identification, safety and hygiene the following guidelines are to be followed:

Each SEN has a responsibility to maintain a professional appearance and must always be well groomed and clean. If dress standard is considered to be unacceptable by the NUM/MUM or Facility SEN Coordinator, the SEN will be requested to leave the ward and is only to return when the dress standards have been complied with. The period of absence from duty will be denoted as “absence”, and make up time is to be negotiated with the NUM/MUM and Facility SEN Coordinator.

**Full uniform or prescribed dress code**

- ID must be visible on uniform
- Fob watch with a second hand is to be attached to uniform. Wrist watch with a second hand must be attached onto the uniform, and not worn on the wrist.
- For occupational health and safety reasons no raised jewellery, is to be worn whilst performing nursing duties. Plain band ring maybe worn, small well secured earrings (studs), no more than one (1) per ear during placements. Nose rings, or other jewellery on the face will not be permitted.
• One (1) neck chain is permissible only if it is within the dress code protocol of the hospital and does not interfere with nursing duties or cause harm to patients, other staff members and self.
• Hair must be kept clean, neat and tidy. Long hair is to be tied back and kept away from face and secured in place above the collar so that it does not interfere with nursing duties. Hair must be a natural colour.
• Finger nails are to be kept short and clean to avoid injury to patients and other staff. Nail varnish is not to be applied to the nails during the clinical practice or in the laboratory. No false nails are permitted.
• Mobile phones must not be used in the ward whilst caring for patients. SENs are able to use their mobiles outside the ward during designated meal breaks.

Student Progression

NSW Health RTO has zero tolerance for plagiarism, cheating and collusion.

Plagiarism is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own; for example, using an author’s words without putting them in quotation marks and citing the source, using an author’s ideas without proper acknowledgment and citation, copying another student's work. Some examples of plagiarism are as follows:

• turning in someone else’s work as your own
• copying words or ideas from someone else without giving credit
• failing to put a quotation in quotation marks
• giving incorrect information about the source of a quotation
• changing words but copying the sentence structure of a source without giving credit
• copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
• copying information from websites and pasting them in the assessment books without providing appropriate references.

Please refer to the Referencing Guidelines provided by program coordinator.

The intentional copying of someone else’s work as one's own is a serious offence punishable by penalties that may range from a formal warning or completion of additional assessment items and, in the most serious of cases, to dismissal from the qualification.

NSW Health RTO retains the right to identify any instances of plagiarism and raise concerns with the participant/s. You may be required to provide additional evidence that your submission was not plagiarised and was referenced appropriately.

To avoid plagiarising, in your assessments, you must acknowledge or reference the following:

• Another person’s idea, opinion, or theory
• Any facts, statistics, graphs, drawings
• Quotations of another person’s actual spoken or written words; or
• Paraphrase of another person’s spoken or written words.

Cheating is seeking to obtain an unfair advantage in the assessment of any piece of work. Examples include: copying another student’s work, having another person complete assessments on your behalf and using hidden notes in examinations. It is important to understand the personal consequences and loss of trust that accompany cheating and academic dishonesty.

Collusion is unauthorised collaboration between students, for example, it could be where two students collaborate on a piece of work with the intention that at least one of them passes the work off as their own.
Any instances of plagiarism, cheating or collusion will be investigated under the NSW Health RTO Academic Integrity Policy and Procedure. Where a serious breach is confirmed, it will lead to exclusion from the course.

Cheating, Plagiarism and Collusion is taken seriously and may result in dismissal from the program.

**Misconduct**

Where misconduct is identified, it will be investigated under the NSW Health Code of Conduct Policy Directive and the appropriate disciplinary action taken. Examples of misconduct include:

- sexual harassment
- bullying
- unsafe practices
- use of drugs and alcohol
- unacceptable behavior/serious misconduct in class
- failure to meet the course requirements

Failure to abide by the Code of Conduct will lead to dismissal from the program.

**Management of Unsatisfactory Academic Progress**

If you are not achieving the academic progress requirements, the following process will apply:

**Initial Discussion (informal Process)**

Your Program Coordinator will contact you to discuss your unsatisfactory progress and negotiate any actions/support to assist you to meet course requirements. A record of this discussion will be retained by the Program Coordinator on file. If there are agreed actions, the record will be signed by both the Program Coordinator and the student and your progress will be monitored to ensure that you meet academic progress requirements.

**First Warning Letter (formal process)**

If following the initial discussion you continue not to meet satisfactory academic progress, you will receive a first warning letter requesting you to attend a formal meeting with the Program Coordinator. During this time, revisions to any support you are currently receiving can be made, plus any additional action required will be discussed at this meeting.

You will be provided with the minutes and actions arising from this meeting. A copy of the minutes will be signed by you and kept on file. Your progress will be monitored to ensure that you meet academic progress requirements.

**Second Warning Letter**

If following the first formal meeting your academic progress remains unsatisfactory, a second warning letter will be issued and your situation will be referred to the Student Review Panel. The Student Review Panel comprises:

- Delivery Site Manager/Director
- Program Coordinator
- Independent Educator

You have the option to attend a meeting with the Student Review Panel or to provide written evidence of the reasons why you have not met academic progress requirements. If you choose to
attend the meeting with the Student Review Panel, you may bring a support person of your choosing with you. The support person may attend the meeting with you but must not interfere with the proceedings, or speak on your behalf.

The Student Review Panel will make a decision and inform you in writing of its decision. You will receive a copy of the minutes of the meeting. The decision will either be to cancel your enrolment or to inform you of conditions that you must meet in order to continue with your course.

Note that where the Student Review Panel has decided that the student’s enrolment should be maintained with conditions attached, the student’s progress will be closely monitored. Where conditions are not met, the student will be informed of the cancellation of their enrolment with the further right of appeal. Refer to Appeal Process (Section 22 in the RTO handbook).

**Professional Experience Placement Matters**

The PEP provides clinical experience that enables the SEN to apply and integrate the theoretical knowledge into nursing practice. Each placement will focus on the development of core skills essential in the provision of patient-centred nursing care, in accordance with the NMBA Standards for Practice for Enrolled Nurses (2016).

**During Professional Experience Placements, the SEN must practice:**

- under the supervision and direction of Registered Nurses or Midwives who are employed by the hospital/facility
- in accordance with the hospital/facility policies and protocols governing nursing practice
- in compliance with the Code of Professional Conduct and Code of Ethics for Nurses and Midwives
- within the SEN scope of practice and education preparation
- safely and competently in the provision of nursing care

PEPs will be Monday to Friday 0700-1530. Rotations of professional experience placements will be programmed and centrally managed on site by the Program Coordinator. Any additional Professional Experience Placements, for the purpose of providing remedial support or extension of clinical hours may be negotiated and facilitated as required. SENs will only be assigned to the wards that have been assessed and approved for SEN Professional Experience Placements within that facility. Changes in Professional Experience Placements may occur as authorised by Facilitator in consultation with the facility personnel.

Professional Experience Placement shall only proceed following successful completion of each theory Block; this may be conducted as one block, or split into 2 placements. There are four (4) Professional Experience Placements for this course: Professional Experience Placement I, Professional Experience Placement 2 Professional Experience Placement 3 and Professional Experience Placement 4.

Reflective practice is a critical component of learning and is essential to promote self-development and lifelong learning skills. The Facility SEN coordinator will facilitate this process through regular debriefing wherein clinical issues and practice standards are discussed. Each SEN is required to undertake a reflection activity following each professional experience placement.

The rotations are organised to build on the SEN’s existing skills and progressively develop the required competencies in the planning and delivery of care in collaboration with an RN/RM. The SEN will learn to contribute towards patient care within a team environment and apply problem-solving skills in a diverse range of patient situations within their scope of practice. With this approach, the SEN is expected to utilise critical thinking when contributing to holistic nursing care for clients with complex needs under the supervision and direction of an RN/RM. Clinical experience will vary in each rotation but will provide opportunities to work in different models of care, staffing skill mix and within a dynamic complex health care context.
Professional Experience Placement 1

Professional Experience Placement I follows the successful completion of Theory Block I. The SEN will be introduced to the health care setting, workplace safety and nursing values. The SEN will identify the EN’s role in a multidisciplinary team and familiarise themselves with the concepts of essential nursing care and patient-centred approach within their boundaries of practice. During this placement the SEN will be supervised and guided in assisting patients with their activities of daily living (ADLs) and promoting healthier life choices. The SEN will begin to contribute to client assessment, nursing care planning and implementation. The SEN will be expected to be customer-focused and to practise with cultural awareness, empathy and professionalism in the delivery of care to patients, family and their significant others. It explores effective communication and work practice skills required in complex situations and diverse cultures.

Professional Experience Placement 2

Professional Experience Placement 2 is a progression from Professional Experience Placement I following the successful completion of Theory Block II. SENs will continue to provide essential nursing care and client assessment, nursing care planning and implementation. The nursing practice standards and theories learned in the theory blocks I and II will provide a frame of reference for SENs’ own values and practice of nursing. It is expected that SENs will begin to develop advocacy skills for and recognition of the inherent values of primary health care principles in acute care or community settings. SENs will participate in the delivery of planned basic nursing care and risk assessment within their scope of educational preparation under the supervision of a nominated RN/RM.

Professional Experience Placement 3

Professional Experience Placement 3 is a progression from Professional Experience Placement II. SENs will actively participate in the care of clients with acute conditions under RN/RM supervision. SENs will consolidate skills learnt from previous Professional Experience Placements as well as practicing new skills gained in the laboratory settings. Some of these skills include medication administration both oral and IV medications/fluids. This learning process will build on SENs’ understanding of the impact of their actions and improve their nursing skills through reflective nursing practice. Each SEN will be required to follow a patient journey from admission to peri-operative services through to the post-operative environment.

Professional Experience Placement 4

Professional Experience Placement 4 is the final clinical placement and follows the successful completion of Theory Block IV. It consists of a clinical rotation to consolidate knowledge and skills in preparation for practice as a beginning EN. Nursing experiences include a variety of clinical settings such as: aged care, psycho-geriatrics, community, palliative care, maternity, orthopaedic, neurosciences, peri-operative, day surgery, cardiology and rehabilitation.

Assessment Requirements

At the commencement of training, SENs will be informed of and provided with a copy of the Student Assessment Workbook that contains the details of all the assessments required for each unit of competency. The assessment process will include a combination of different methods to ascertain knowledge, attitudes and skills necessary to fulfil the required competency for EN practice. The following is a summary of the assessment methods used in this course.

Methods of assessment

There will be a prescribed set of assessments to assess the SEN’s knowledge and skills to determine their eligibility to progress though the course. These assessments may be undertaken during Theory Blocks, Laboratory and Professional Experience Placement. They may include the following:

- Examinations
- Assignments
- Simulated Activities / Clinical Laboratory Examinations
- Written Questions
- Reflective Journal
- Oral questioning
- Observation
- Case studies

**Submission of Assessments**

Reasonable adjustments will be made to ensure you are able to submit the assessments on time.

If you are unable to complete the assessment tasks by the due date, you must contact the program coordinator, 48 hours prior to the due date to negotiate a date for submitting the work. Extensions if granted will be for a maximum 1 week or 7 days. Failure to submit assessments on time or negotiate an extension will result in a meeting with the program coordinator and a learning plan may be installed. Failure to meet one or more of any of the above requirements may be deemed as Unsatisfactory Academic Progress. This includes but is not limited to unsatisfactory completion of assessment item/s after agreed extensions or repeated Not Competent results. This matter may be referred to the Student Review Panel and may result in dismissal from the program.

**Requesting an Extension**

An extension is a request for additional time to complete course assessment requirements. To be granted an extension you must apply in writing to the program coordinators prior to the assessment due date (except in circumstances that prevent you from doing so). You must include the following information in your request for extension:

- Reasons for your inability to complete the assessment by the original due date
- An extended due date that you will be able to submit the assessment.

The course coordinators will assess the request and grant an extension on case by case basis. Only extenuating circumstances will be considered for extension. You are allowed 2 extensions only per assessment item.

A supplementary assessment may be required to facilitate course completion. It is not a reassessment of the SEN's overall grade for an individual assessment item. It is a new item of assessment designed to assist SENs to complete requirements for their qualification. The Program Coordinator is responsible for determining eligibility for supplementary assessment. The decision made will be in consideration of the SEN's marks for the unit, the nature of the assessment and the possibility of the SEN to achieve a passing standard through supplementary assessment. The form and type of supplementary assessment is at the discretion of the Program Coordinator who will ensure that academic standards are maintained.

**Presentation of assignments**

- All assignments submitted must be typed in English into the provided word document, and sent via email as specified by the program coordinator on the due date.
- All assignments must be accompanied by a completed assignment cover sheet signed by the student declaring originality of their own work
- All assignments must adhere to the prescribed referencing style as advised by the Program Coordinator. In the absence of any notification to the contrary, SENs are to use the American Psychological Association (APA) or Harvard Referencing Style as per your Program Coordinators instruction.
- Check the following marking criteria against the content of the assignment:
- Were all the important or key issues addressed?
- Were the relevant sub-topics that relate to the set topic considered?
- Was there sufficient supporting evidence throughout the assignment?
- Were the sources of references relevant and current?
- Have all aspects of the Marking Criteria Sheet been addressed?
Assessment Plan

Assessment techniques used to gather evidence include:

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<tr>
<th>Letter</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Written Questions</td>
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<td>Case Studies</td>
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<td>C</td>
<td>Role plays</td>
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<td>Written reflections</td>
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<td>Group Presentation</td>
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<td>Written report</td>
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<td>Assignment</td>
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<td>Clinical Assessment</td>
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<td>Simulation Assessment</td>
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<td>Third Party Report</td>
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HLTS4115 Diploma of Nursing

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<td>CHCDIV001</td>
<td>Work with diverse people</td>
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<td>CHCDIV002</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
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<td>CHCPRP003</td>
<td>Reflect on and improve own professional practice</td>
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<td>HLTAID003</td>
<td>Provide first aid</td>
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<td>HLTAAP002</td>
<td>Confirm physical health status</td>
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<td>HLTAAP003</td>
<td>Analyse and respond to client health information</td>
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<td>HLTENN001</td>
<td>Practise nursing within the Australian health care system</td>
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<td>HLTENN002</td>
<td>Apply communication skills in nursing practice</td>
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<td>HLTENN003</td>
<td>Perform clinical assessment and contribute to planning nursing care</td>
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<td>HLTENN004</td>
<td>Implement, monitor and evaluate nursing care plans</td>
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<td>HLTENN005</td>
<td>Contribute to nursing care of a person with complex needs</td>
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<td>HLTENN006</td>
<td>Apply principles of wound management in the clinical environment</td>
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<td>HLTENN007</td>
<td>Administer and monitor medicines and intravenous therapy</td>
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<td>HLTENN008</td>
<td>Apply legal and ethical parameters to nursing practice</td>
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<td>HLTENN009</td>
<td>Implement and monitor care for a person with mental health conditions</td>
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<td>HLTENN010</td>
<td>Apply a palliative approach in nursing practice</td>
<td>✓</td>
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<td>HLTENN011</td>
<td>Implement and monitor care for a person with acute health problems</td>
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<td>HLTENN012</td>
<td>Implement and monitor care for a person with chronic health problems</td>
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<td>✓</td>
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<td>HLTENN013</td>
<td>Implement and monitor care of the older person</td>
<td>✓</td>
<td>✓</td>
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<td>HLTENN014</td>
<td>Contribute to maternal and infant health care</td>
<td>✓</td>
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<td>HLTENN015</td>
<td>Apply nursing practice in the primary health care setting</td>
<td>✓</td>
<td>✓</td>
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<td>HLTENN025</td>
<td>Implement and monitor care for a person with diabetes</td>
<td>✓</td>
<td>✓</td>
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<td>HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>HLTOHC004</td>
<td>Provide or assist with oral hygiene</td>
<td>✓</td>
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<tr>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
<td>✓</td>
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**HLTS4115 Diploma of Nursing**
Reasonable Adjustment

Reasonable adjustment means a modification made to the learning environment, training or assessment methods used to enable students with a specific identified need, such as disability, learning difficulty, etc. to access and participate in training on the same basis as those without a disability. The adjustment must be ‘reasonable’ in that it must not impose unjustifiable hardship on the person or the NSW Health RTO and must not compromise the integrity of the assessment.

Examples of reasonable adjustment could include: providing support to individual students, assistive technology, modifying the assessment process or the format of materials, or adjusting the physical environment. SENs are required to discuss assessment needs with the Program Coordinator/assessor prior to the assessment.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process that allows experienced individuals to gain a full qualification or Statement of Attainment (SOA) by producing evidence of what they already know, can do, or have done.

RPL provides an opportunity for you to gain recognition based on skills and knowledge you have recently gained through your experience, as well as any training that you have completed that is outside of formal training arrangements.

RPL has many benefits:

- You can finish your training earlier
- It avoids duplication of training and maximises the value of training
- It creates a learning culture by valuing and recognising learning that has occurred in the workplace.

Applicants interested in claiming recognition for one or more units of competence within the Diploma of Nursing should contact the Program Coordinator to discuss eligibility and process requirements.

Credit Transfer

Credit Transfer will be granted for any qualification and/or unit(s) of competency (UOCs) that you have previously attained from other RTOs or education providers, and which directly match or deemed equivalent to UOCs within the course you have enrolled in.

For more information or to apply for credit transfer you will need to contact the Program Coordinator to discuss arrangements prior to or on enrolment in the program. If you decide to apply for course credit, you will be required to provide originals or certified copies of your qualification or SOA(s).

Once your Program Coordinator has verified the documents you provide, the credit transfer will be noted and recorded on your file and will show the unit/s for which you have received credit. Where the qualification or SOA that you have is not considered equivalent, your Program Coordinator may advise you to apply for Recognition of Prior Learning (RPL). Refer to RPL section above.

There is no charge for this process.

Qualification Pathway

To practice as an Enrolled Nurse students are required to register with the Australian Health Practitioner Regulation Agency on completion of the HLT54115 Diploma of Nursing. The initial and annual cost involved is the responsibility of the student. Potential students are advised of this through the application process and again during Theory Block 4 in their Professional Development Week. Once registered, graduates are
able to seek employment as an Enrolled Nurse (EN). ENs can apply for an Advanced Diploma or choose to become a Registered Nurse (RN) or Registered Midwife (RM) by applying to a University to study a Bachelor of Nursing or Midwifery.

**Exit Pathway**

Students, who complete all requirements of the HLT54115 Diploma of Nursing, will be awarded the full qualification.

A Statement of Attainment will be awarded to students who may withdraw from the course and have completed one or more UOCs. This is called partial completion.

Students who choose to exit before completion of a full qualification, must complete all assessment requirements for each UOC. In other words, a Statement of Attainment will not be issued if all requirements of the UOC are not met.

**Withdrawal and Deferral**

There are circumstances that may arise during your training that may require you to consider extending, deferring or withdrawing from your training. It is your responsibility to inform your Program Coordinator and complete the necessary steps and forms.

Withdrawing from the HLT54115 Diploma of Nursing means that you are unable to re-apply for a scholarship through the Nursing and Midwifery Office (NAMO). You are however entitled to receive a SOA for any units of competency achieved (this will be issued to you within thirty (30) days of receiving the Withdrawal form).

You must give formal notice of your intent to withdraw by completing and submitting the Course Withdrawal Form available from your Program Coordinator.

Where the reason for withdrawal relates to dissatisfaction with the delivery of the training by NSW Health RTO, the Program Coordinator will arrange a meeting with you to discuss this and attempt to resolve the issues so that you can continue in your course.

A deferral is a request to delay the continuance of your training without jeopardising your enrolment including subsidised training. To be granted a deferral you must apply in writing via email to your Program Coordinator by completing the Application to Withdraw/ Discontinue or Defer Studies form. A deferral, if approved, will be allowed up to a maximum of 12 months

See Section 14 in the NSW Health RTO Student Handbook for more information

**Language, Literacy and Numeracy Requirements**

All NSW Health RTO courses require you to meet minimum English language, literacy and numeracy levels before enrolment. To get the most from your course, you should be able to read online material and textbooks, complete written assignments and conduct research independently. Your study will include online assessments, text-based discussions and collaboration.

Applicants must be able to meet the English language skill standards to gain registration as an Enrolled Nurse in Australia, as specified by the Australian Health Practitioner Regulation Agency by either:

- Completion of four years of:
  - Vocational and secondary education taught and assessed in English; or
  - Tertiary and vocational education taught and assessed in English; or
  - Combined tertiary, secondary and vocational education taught and assessed in English; or
  - Tertiary education taught and assessed in English
(Must be from one of the following countries: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, or United States of America.)

Or

- Achievement of the minimum scores in one of the below English language tests and met the requirements for test results:
  - The International English Language Testing System (IELTS) (academic module) with a minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking).
  - The Occupational English Test (OET) with a minimum score of B in each of the four components (listening, reading, writing and speaking).
  - The Pearson Test of English Academic (PTE Academic) with a minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking).
  - The Test of English as a Foreign Language internet-based test (TOEFL iBT) with a minimum total score of 94 and the following minimum score in each section of the test:
    - 24 for listening
    - 24 for reading
    - 27 for writing and
    - 23 for speaking

We provide LLN support for our students in the HLT54115 Diploma of Nursing. For students who use English as a second language, or who have some level of difficulty with their language, literacy and numeracy skills we offer LLN gap analysis and training through validated online skills testing via LLN ROBOT. We also have tutors available for one to one support to review assessments and advise students prior to assessment submission.

**Referencing Guidelines**

Please refer to the Referencing Guidelines provided by program coordinator.

**Resources**

**Program Coordinator**

The Program Coordinator is responsible for the day to day management of the course. The Program Coordinator will maintain and monitor the daily operation of the course programs, its delivery, Professional Experience Placement, SEN progress and course evaluation.

**Teaching staff, supervisors and assessors**

Trainers and assessors who teach, supervise and assess in the HLT54115 Diploma of Nursing qualification are RNs/RMs employed by the NSW Ministry of Health. Assessors fulfil the National Quality Council Policy (2010) on AQTF trainer and assessor competencies.

The nursing topics in the theory component will be taught by RNs/RMs with extensive nursing and/or clinical specialty nursing experience, teaching qualifications/experience and up-to-date contemporary nursing knowledge. The teaching staff may include Nurse Educators, Nursing Unit Managers, Clinical Nurse Educators/Specialists, Clinical Nurse Consultants, and RNs/RMs.

**Facilitators**

Facilitators are available within the clinical facility’s to oversee the SEN Professional Experience Placement and to provide support to SENs during clinical practice. They support the RN supervisors and assessors. The
Facilitators will monitor SEN progress, assess and provide feedback, identify deficits in knowledge and/or skill and organise remedial training during Professional Experience Placement if required.

**Clinical Supervisors**

Clinical Supervisors are RNs/RMs nominated for their clinical expertise in their own field, by the Nurse/Midwifery Unit manager to supervise, observe and gather evidence on the SEN’s performance during Professional Experience Placement. At all times the SEN will be under the supervision and direction of a clinical supervisor in liaison with the Facilitator. The supervisor will be nominated as suitable by the NUM/MUM. The clinical supervisors are to observe the SENs in their daily performance of nursing activities, provide feedback and contribute to the completion of the appropriate assessment forms in consultation with the Facilitator. The supervisor’s report will be used in conjunction with the other evidence to ascertain the SEN’s competence.

**Student support**

The teaching staff of NSW Health RTO are dedicated to the success and wellbeing of our students. A range of student support networks are in place at both the Sydney Local Health District Rozelle Campus and South Western Sydney Liverpool Campus to ensure students are able to reach their maximum potential.

We acknowledge that people enter the program from all walks of life, and some struggle with personal obstacles that can prevent students from achieving their goals. Some students may not have studied or worked for a period of time, some use English as their second language, others may face academic or personal challenges.

Our coordinators and educators are able to provide students with advice and support on site, or to assist students to access specialist agencies which are ideally suited to their specific needs.

**Study Support**

Depending on student needs, we offer learner support in the following ways:

- At drop-in sessions
- In small groups
- As one-to-one tuition
- Via the student portal EDMODO

There are also library and electronic resources available for student use, including student common rooms for quiet study groups.

**Clinical Placement Support**

**Clinical Facilitation**

A combination of faculty and hospital facility staff oversee students while on clinical placement.

The roles and responsibilities of the Facilitators are to coordinate, liaise, monitor, problem solve and communicate the clinical learning needs of students with clinical and education staff, and assess clinical competency.

As clinical leaders all facilitators are required to engage in respectful, open and genuine communication to guide students in developing the professional attributes required to consistently deliver quality, evidence based and safe person centred care, which is measured against the standards of professional practice. Faculty staff also teach and facilitate students whilst on clinical placement giving the students continuity, growth and support.

**Reflective Group Clinical Supervision**

We acknowledge the emotional labour in study and work and offer reflective group clinical supervision. This provides our nursing students with an opportunity to review, reflect on and manage their work and study in a safe environment. The benefits of clinical group supervision for the student are:
• increases feelings of support, job satisfaction and morale
• encourages self-awareness and the impact of nursing and midwifery work on their clinical practice
• reduces feelings of professional isolation, levels of stress, emotional exhaustion and burnout.
• promotes work-based learning and the development of new skills
• increases professional discipline, growth and identity

Clinical supervision groups will be facilitated in the 2018 cohorts onwards integrating with an already established model.

Language, Literacy and Numeracy (LLN) Support

We provide LLN support for our students in the HLT54115 Diploma of Nursing.

For students who use English as a second language, or who have some level of difficulty with their language, literacy and numeracy skills we offer LLN gap analysis and training through validated online skills testing via LLN ROBOT. We also have tutors available for one to one support to review assessments and advise students prior to assessment submission.

Pastoral Care

Prayer rooms and chaplains are available at facilities where students undertake clinical placement and can be contacted through the facilitator or switchboard.

Nurse and Midwife Support Website

The Nurse and Midwife Support website is a national support service for nurses, midwives and nursing and midwifery students, providing confidential advice and referral for matters such as:

• Staying healthy
• Addiction
• Mental health
• LGBTI
• Aboriginal and Torres Strait Islander support
• Culturally and Linguistically diverse
• Professional Obligations
• Bullying and harassment

https://www.nmsupport.org.au/accessing-support/service-finder

Nursewell App

The Nursewell app has been developed with the intention of providing nurses and midwives with tools to support their self-care and promote wellness and vitality. Activities and resources in this app have been designed to help focus on elements of wellbeing that nurses can practice every day either by themselves or with their nursing teams. The health issues for nurses identified through the “Fit for the Future survey of nurses’ health in the state of NSW, Australia, has guided the content and topics presented in this app. The Nursewell app includes content and activities around:

• Better Sleep
• Back Health
• The Heart of Caring
• Better Thinking
• Mindful Eating

Careers Support and Transition to Professional Practice Program
Prior to completion of the HLT54115 Diploma of Nursing program, students are assisted with their application for registration as an Enrolled Nurse with the Australian Health Practitioner Regulation Agency (AHPRA). They also receive education on preparing job applications and interview practice as part of the professional development week scheduled in the final weeks of the program. Students are interviewed and offered employment in the Local Health District facilities according to identified vacant positions and students preferences where possible.

The Enrolled Nurse Transition to Practice Program (EN TPP) is designed to facilitate and support the HLT54115 Diploma of Nursing graduate to consolidate their nursing knowledge, skills and behaviours as they develop to be safe, competent and confident practitioners in the SWSLHD workforce, in line with the Nursing and Midwifery Board of Australia (NMBA) Standards of Practice for Enrolled Nurses (Jan 2016).

**Medical Support**

Students who become ill or injured whilst attending class or on clinical placement can be assessed in the emergency department or in the hospital based GP clinics.

**Counselling Support**

Employee Assistance Program (EAP): EAP provides staff and students with assistance for work or personal problems with services such as:

- Generalist counsellors who are registered psychologists or qualified social workers;
- Post Incident Support following traumatic incidents, for individuals and groups;
- Conflict resolution
- Work life balance
- Cumulative & traumatic stress management

Mental Health staff are available on site to deal with any mental health crisis that may occur on campus. In addition students are referred to mental health services such as:

- Headspace
- Mental Health Hotline
- Beyond Blue
- Black Dog Institute
- LifeLine Australia

**Centre for Education and Workforce Development (CEWD)**

Theory Block Tutors and SEN Coordinators can liaise with CEWD trainers/educators to assist and provide support to the SENs with relevant learning needs.

**Aboriginal Students Support**

Support provided Aboriginal and/or Torres Strait Islander students includes:

- Review of language and suitability of content to ensure Respect of Aboriginal Culture, identity and heritage to promote a more positive learning environment for Aboriginal Students
- Respecting the Difference Training
- Inviting guest presenters from local Aboriginal and/or Torres Strait Islander communities

The support provided for students specific to each delivery is described below:

**Sydney Local Health District (SLHD)**

Students have access to the following:

- Aboriginal Workforce Manager
- Aboriginal Education Consultant via phone, email or face to face
- Respecting the Difference Trainer
- Creative education spaces (i.e. classroom layout, outside classes, practical applications)
• Acknowledgement of Country at beginning of classes everyday
• Acknowledging that support goes beyond learning, study and work commitments but encompasses all aspects of their lives. Early identification of personal difficulties that may affect study and work is vital. Referral and guidance on such matters to other organisations who can deal with such situations is of high importance.
• Emotional support to graduates before Interview
• Interviews are conducted in a less restrictive environment i.e. offer outside, round table conversational, scenario based
• Aboriginal staff on Interview Panel
• Support when using Edmodo or other social media applications
• Sharing of stories from current Aboriginal workforce - Short film clips
• LLN – utilise current expert CEWD staff, and other programmes from outside RTOS (research currently being conducted)
• Collaboration with other LHDs and sharing knowledge, information and materials.

In addition to the above, further development to the support framework from January 2019 will include:

• Feedback (interviewing/surveying/observing/listening/stories) from current students about the support to ensure it meets their needs and is neither offensive or tokenistic
• Feedback (interviewing/surveying/observing/listening/stories) from previous students about the support to ensure it met their needs and was neither offensive or tokenistic
• Support/training and consultation for Managers, CNEs, Buddy’s, Peer supports and Cultural Mentors
• 1:1 Mentors by CEWD staff for Aboriginal and/or Torres Strait Islander students
• Support and Training for CEWD mentors
• ‘Call Out’ Aboriginal discussion/peer support/groups for students. This utilises currently employed Aboriginal workforce (development of Aboriginal Leadership group)
• Follow up/debrief/coaching/clinical supervision to students and managers on a regular basis
• Celebrate significant dates and student achievements
• Expand partnerships between non-government educational services and CEWD
• Develop a Cultural Care Framework including (recommendation/policy/guideline) for Aboriginal and or Torres Strait Islander peoples in the SLHD

South Western Sydney Local Health District (SWSLHD)

• Support and assistance for job seeking following the successful completion of their studies including
  o Resume review
  o Inclusion on the SWSLHD mailing list for job opportunities
  o Establishing a mentor relationship with relevant current staff working in the student’s chosen field
• ‘Didja Know’ Aboriginal discussion/peer support/groups for students. This utilises currently employed Aboriginal workforce (development of Aboriginal Leadership group)
• Provide career counselling
• Provide learning support referrals to Aboriginal Pathways, TAFE NSW
• Further developing the Aboriginal Mentoring Program – for new staff, trainees and students
• Access for consultation to the:
  o Aboriginal Workforce Team
  o Respecting the Difference Trainer
  o Community Partnerships including Tharawal Aboriginal Corporation, Gandangara Local Aboriginal Land Council, KARI.
Disability Support

SENs with temporary impairments or disabilities who may be experiencing difficulties completing their studies and/or assessments will be offered assistance from the appropriate services available within the health service. Further support and services will be made available to the SENs from the course coordinator and teaching staff in the form of assistance with lecture material, tutorials, undertaking assessments and referrals.

Please note that any practitioner or SEN who has a physical or mental impairment, disability, condition or disorder that detrimentally affects, or is likely to detrimentally affect their capacity to practise their profession or that may place the public at substantial risk of harm will be reported to AHPRA (Australian Health Practitioner Regulation Agency). Failure to report notifiable conduct and/or, health impairment may consequently result in disciplinary action by the Nursing & Midwifery Board of Australia.

General Resources

Learning and assessment resources

Students will be provided with:

- NSW Health RTO Student Handbook
- Course Guide
- Student Assessment Workbooks
- Facilities and equipment listed below

Students will need to purchase the following resources:

- Prescribed textbook – Tabbner’s Nursing Care Theory and Practice : 7th Edition
- Uniform for clinical placement

NSW Health RTO ensures that all facilities are equipped with the necessary equipment and resources for training to be conducted. NSW Health will ensure that students have access to the required physical workplace facilities and equipment including:

- Training rooms, student study rooms, etc.
- Access to Clinical Simulation Centres and Laboratories
- Access and opportunities for knowledge and skill development and application via supervisors
- Registered Nurses and Educators to supervise, provide skill and knowledge development
- Clinical library
- ‘My Health Learning’ learning management system
- Computers and up to date software
- Access to the internet and libraries
- Telephones
- Television and DVD recorder
- Tables and chairs
- EDMODO – student platform

Student support services

NSW Health RTO provides its students with a range of support services (which are adjusted according to student need. These include:

- One on one support from our trainers/assessors
- Study groups where students can work with their fellow students
- Referral to relevant external services e.g. specialist sources of support for English language development
- Specialist support services for students with a disability as indicated under reasonable adjustment
- Career guidance
• Employee assistance program that provides personal counselling
• Library services
• Access to computers
• Access to clinical skills laboratories
• Student facilities including student common rooms, microwave ovens, fridges

Information & Technology Services

SENs are introduced to Clinical Information Access Portal (CIAP) and provided with access at the beginning of the course. They also have access to Edmodo, an online educational resource, to access information and enable communication with students and teachers. Types of information available include course calendar, lectures, articles and other relevant course information posted on a regular basis.

At all facilities, computer equipment and Internet access for SENs is available. SENs are expected to abide by the internet usage policy and sign the declaration to maintain the utility and integrity of the system; to protect the privacy and work of SENs and staff, and to preserve the right to the networks to which the facility has access.

Workplace Health and Safety

Under the Workplace Health and Safety Act 2011, NSW Health RTO must provide a safe environment for all staff and students. The RTO must also provide information to staff and students in relation to health, safety and welfare. For on the job training, you must follow all required work health and safety procedures applicable to the workplace.

NSW Health RTO has policies and procedures in place to ensure the ongoing safety of students is always monitored. On commencement of your course you will be provided with information about health and safety requirements that relate to your participation in the course. As a student accessing NSW Health training facilities, you have a responsibility to follow rules and instructions, to behave in ways that are safe and not endanger the health and safety of others.

Always ensure that you:

• Immediately report hazards to your trainer/assessor.
• Seek assistance from a member of staff if you become ill or injured.
• Only assist another person who is ill or injured if it is safe to do so. If you’re not sure, call on a member of staff for assistance.
• Complete an incident report as required.
• Ensure you are familiar with the emergency evacuation procedures for the site that you are on and in the case of an emergency, follow the instructions given to you.
• Do not leave bags or personal belongings lying around where someone else could trip over them.
• Do not smoke or drink alcohol on the premises.
• Observe basic hygiene practices such as hand washing before handling and eating food and leaving toilets and wash basins clean and tidy, etc.
**Contact Details**

If you require any further information, please contact the following program co-ordinators for details:

<table>
<thead>
<tr>
<th>Delivery Site</th>
<th>Rozelle Campus</th>
<th>Liverpool Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Centre for Education and Workforce Development (CEWD)</td>
<td>South Western Sydney Centre for Education and Workforce Development (SWSCEWD)</td>
</tr>
<tr>
<td><strong>Address:</strong></td>
<td>Building 301, Rozelle Hospital Grounds</td>
<td>Ngara Education Centre</td>
</tr>
<tr>
<td></td>
<td>Balmain Road, LILYFIELD NSW 2039</td>
<td>41 Scrivener St, Warwick Farm NSW 2170</td>
</tr>
<tr>
<td><strong>Program Coordinator</strong></td>
<td>Melinda Grimson Nurse Educator &amp; Program Coordinator, Diploma of Nursing</td>
<td>Andrew Smith Nurse Educator &amp; Program Coordinator, Diploma of Nursing</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>(02) 8755 3528</td>
<td>(02) 8738 5710</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:melinda.grimson@health.nsw.gov.au">melinda.grimson@health.nsw.gov.au</a></td>
<td><a href="mailto:SWSLHD-DipNSG@health.nsw.gov.au">SWSLHD-DipNSG@health.nsw.gov.au</a></td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>Reception (02) 8755 3501 Email: <a href="mailto:annie.guo@health.nsw.gov.au">annie.guo@health.nsw.gov.au</a></td>
<td>Reception (02) 8738 5920 Email: <a href="mailto:SWSLHD-DipNSG@health.nsw.gov.au">SWSLHD-DipNSG@health.nsw.gov.au</a></td>
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