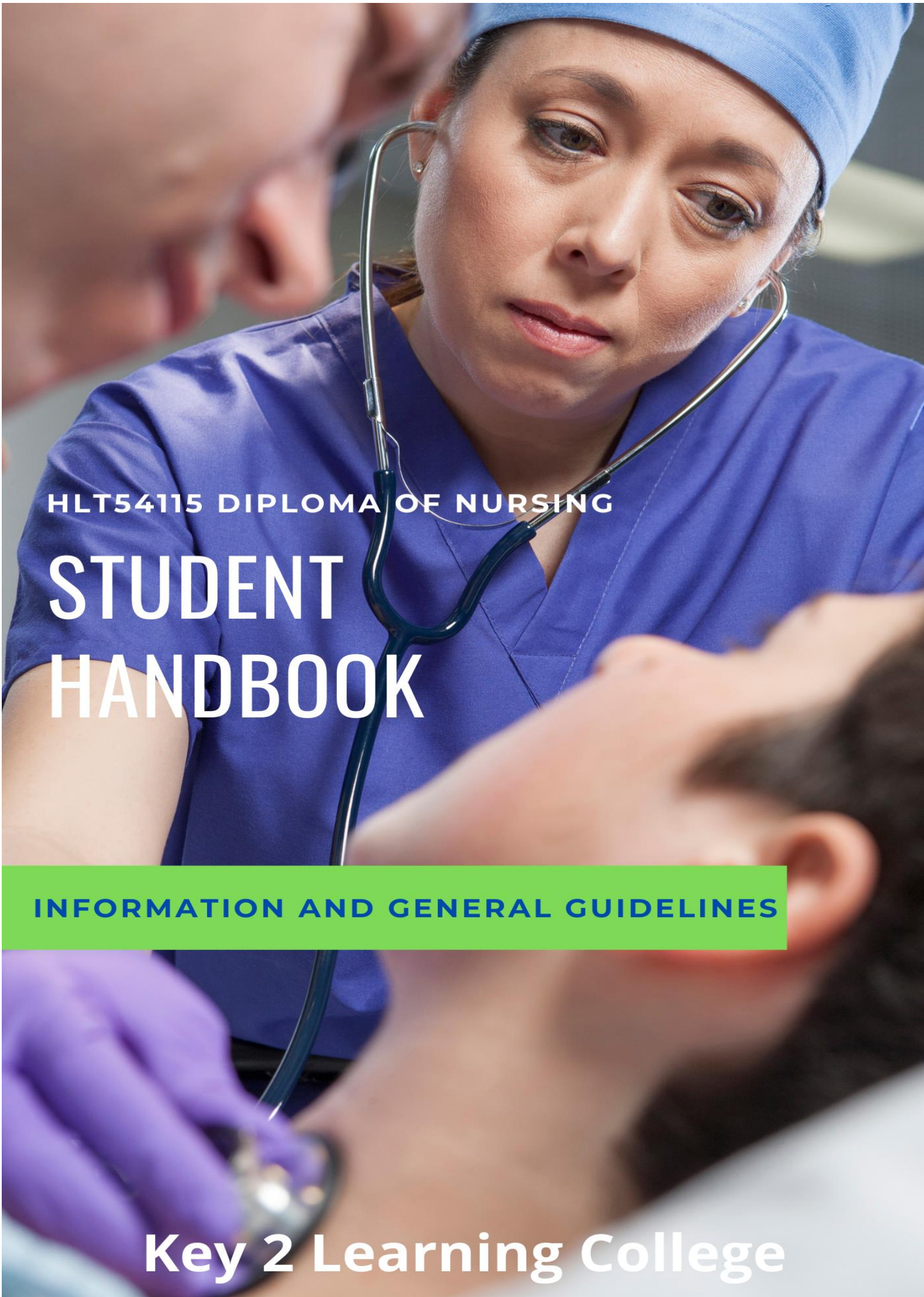

HLT54115 DIPLOMA OF NURSING

STUDENT HANDBOOK

INFORMATION AND GENERAL GUIDELINES

Key 2 Learning College

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Introduction

Welcome and thank you for choosing to undertake your training with Key 2 Learning College. We are proud to be able to offer quality vocational training and we look forward to supporting you to 'unlock your potential'.

Acknowledgement of Country – Canberra (ACT)

Key 2 Learning College Canberra acknowledges the Ngunnawal people, traditional custodians of the lands where the Canberra Campus is situated.
We also acknowledge all other First Nations Peoples on whose land we gather. We wish to acknowledge and respect their continuing culture and contribution they make to the life of Canberra and the region.

At Key 2 Learning College we are strongly committed to providing excellent training and service delivery to all of our students. We have qualified and highly experienced trainers and assessors who have direct industry experience and, as professionals, we are committed to developing and delivering a quality product.

Our point of difference is our person-centered approach and our ability to contextualize training to meet your needs. We have experience in continuous improvement, management, and service provision across a range of sectors and we believe consultation and partnership are integral to improved outcomes for all.

We recognise that, for many people, undertaking a program of study can be a daunting prospect, and our management, training, and support staff are here to help you succeed. Our aim is to help you develop knowledge and skills that enhance both your life and the lives of others. Your commitment to your studies, in terms of participation, cooperation, punctuality, and successful submission of work, will support our efforts to ensure your success.

This Student Handbook is designed to provide you with important information about Key 2 Learning College, your training, and issues that may be relevant to your time with the College. The Handbook also outlines the roles and responsibilities of each party that is you the student, Key 2 Learning College, the host facility, and your employer.
In addition to the Student Handbook, you will also receive additional guidelines and information regarding the clinical placement for the Diploma of Nursing. The additional guidelines will need to be read and applied to your study and professional experience placements.

If you have any questions about your course or any of the content of this Student Handbook you may contact Key 2 Learning College at any time during business hours for more information; please phone (02) 6130 0100 or email office@key2learning.edu.au. If at any time, you are experiencing difficulties with your training or if you would like more support with your learning please discuss this with your Trainer/ Assessor or Course Coordinator.

We wish you all the best on your learning journey.

Operations and Compliance Manager

Contact Information

If you require any information or need to discuss any matters related to your time as a student at Key 2 Learning College you can contact the following people for assistance:

Operations and Compliance Manager: Alleyne Forjanic

Course Coordinator: Aaisha Syed

Address and contact details:

Key 2 Learning College (RTO 88191) - Campus
Canberra Technology Park
49 Phillip Ave
Watson ACT 2602
Phone: 02 6130 0100
Email: office@key2learning.edu.au

Australian Catholic University Canberra – Health Simulation Facilities
223 Antill St
Watson ACT 2602
Phone: 02 6209 1120

About Key 2 Learning College

Key 2 Learning College is an innovative training college providing professional consultancy and vocational and non-vocational training and will be the primary provider of this Course.

Our aim is to assist others to unlock their potential and develop knowledge and skills in order to enhance both their life and the lives of others.

At Key 2 Learning College we focus on four outcomes:

1. Outcome for the **service recipient** – the most important
2. Outcome for the **student** – to achieve your potential
3. Outcome for the **organisation** – to have competent employees with the right attitude
4. Outcome for the **industry in general** – building capacity in the community/industry

This Diploma of Nursing Student Handbook provides detailed information specific to the HLT54115 Diploma of Nursing program.

Key 2 Learning College offers:

Professional, high-quality training with a personal touch delivered by our registered, experienced, and specialised educators, with the most up-to-date knowledge and evidence-based resources.

The nursing program is delivered using a combination of flexible delivery modes which include:

- Classroom – to provide face to face training, individual and group support, and the opportunity to practice the knowledge and skills which are learnt. Minimum attendance requirements of 80%

- Simulation Laboratory (Sim Lab) – which forms part of the practical elements of the program to assist with understanding and implementing key skills specific to the nursing qualification. Minimum attendance requirements of 100%

- Professional Experience Placement (PEP) – Practical learning within a clinical environment which includes aged care, primary/community care, mental health, and acute settings Minimum attendance requirements of 100%

- Self-directed learning – to ensure that you are able to research information, complete assessments, work autonomously, and as a group to achieve the expected outcomes.

- Trainer support – in addition to the classroom delivery, the allocated trainer/assessor will be available during business hours to provide additional guidance and support.

Support Services

Students have a professional responsibility to learn as much as possible and to graduate with the ability to provide safe and effective nursing care. Key 2 Learning College are committed to provide information and access to appropriate support services for all students.

Students and diversity

Key 2 Learning College operates on a premise of no tolerance for discrimination toward others and embraces diversity, treating everyone equitably and fairly.

We believe this lays the foundation for contributing to a rich and valued community which we all benefit from. All students regardless of level of academia, experience, cultural and linguistic backgrounds and age are welcome at Key 2 Learning College.

Key 2 Learning College encourages people who identify as Aboriginal or Torres Strait Islander to enroll in the program and will be offered support appropriate to their cultural needs and beliefs. We also encourage culturally, socially, and linguistically diverse backgrounds, and people with diverse academic, work and life experiences.

Ongoing support to meet the individual student learning needs will be included as an important aspect of the learning journey.

Student services and support

Key 2 Learning College will provide a flexible learning approach for all students. Key 2 Learning College offers students confidential and professional internal personal support services, providing students with an opportunity to discuss any issues of concern within a supportive environment. Any support related to issues and concerns are treated in the strictest of confidence.

Students enrolled through Government funded initiatives may be eligible for Additional Support Funding to assist with specific learning or assessment needs.

If external assistance is required, the College can put the student in contact with the relevant counselling and support services in the Canberra region. Students that may require external services for counselling or support may incur costs for those services.

Key 2 Learning College Student Services: for all general enquires (Monday to Friday 8.30am to 5pm)
Phone: 6130 0100
Contact: Dip of Nursing Training Administrator
Email: TBA

After Hours:
Call - Key 2 Learning College mobile 0408 004 529

In an emergency, please contact
Police: 000
Ambulance: 000
Fire Brigade: 000

Study and Academic Support (Monday to Friday 8.30am to 5pm)
Trainers and Assessors provide support for student's study, skills support and self-directed learning. This support service is also available to people with diverse academic, work and life experiences.
Phone:6130 0100
Contact: Gimya Mathew
Email: gimya.mathew@key2learning.edu.au

Contact: Song Hee Song
Email: Song.Heesong@key2learning.edu.au

Contact: Louise Mackin
Email: louise.mackin@key2learning.edu.au

Work Placement Support
This support is for students have any issues or concerns with their placement or have been involved in any incidents or sustained any injuries while on placement.
Phone: 6130 0100
Contact: Aaisha Syed – Course Coordinator
Email: aaisha.syed@key2learning.edu.au

After Hours:
Call – Key 2 Learning College mobile 0408 004 529

Guidance and Counselling Support (Monday to Friday 8.30am to 5pm)
Guidance and initial counselling are available to any students who are having difficulties with the return to study or with fitting study into their busy schedules, any personal or emotional issues and problems. Counsellor is available to all students to discuss issues such as:

- Stress and depression
- Relationships and family matters
- Identity issues
- Study issues and performance anxiety
- Suicidal thoughts or self-injury
- Homesickness
- Adjusting to the Institute
- Motivation issues
- Exam stress or any other matter a student wishes to discuss in confidence.

Phone: 6130 0100
Contact: Aloma Bao
Email: Aloma.Bao@key2learning.edu.au

Guidance and Counselling Support (after hours - 24/7) please contact:

- Lifeline: 13 11 14 (24 hours)
- Mental Health Crisis Team: 1800 629 354 (24 hours)
- Nurse and Midwife Support (A 24/7 national support service for nurses & midwives providing access to confidential advice and referral): 1800 667 877

Aboriginals and Torres Strait Islanders Support (Monday to Friday 8.30am to 5pm)
Key 2 Learning College offer internal and external support services.

- Enrolment and course advice; academic support - tutoring and mentoring, photocopying and computer facilities, assessments tasks, presentations; job vacancies

- Social support - cultural awareness activities, drop-in centre (crisis-help network), community organizations and events; referrals and support in housing counselling and discrimination advice.
- K2LC will encourage and direct the nursing students to join the Congress of Aboriginal and Torres Strait Islander Nurses.
- K2LC will set up an Aboriginal student centre and Aboriginal Coordinator, to provide academic counselling and above-mentioned support services for Aboriginal students once the students enrolled.

Phone: 6130 0100
Contact: Annemarie Kirchen (Kamilaroi nation)
Email: annemarie.kirchen@key2learning.edu.au

Through the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM) you can seek assistance in interpreting policies and procedures, social, cultural, and personal support.
Membership - Student Members: for Aboriginal and/or Torres Strait Islander People who are studying Nursing or Midwifery.
Your CATSINaM Membership benefits include:

- An ongoing invitation to participate and vote at CATSINaM's Annual General Meeting;
- Special rates if you participate in CATSINaM's Professional Development events;
- Information about leadership and governance training opportunities which arise from time to time;
- Information about scholarships - including post-graduate scholarships - which arise from time to time;
- Mentoring training and support;
- Networking opportunities;
- CATSINaM newsletters;
- Information or resources relating to the nursing and midwifery profession;
- Information about nursing and midwifery job vacancies; and
- Oppotunities for participating in the work of CATSINaM, for example, being a member of the Student and Early Career Advisory Committee.

Membership link - https://old.catsinam.org.au/membership-form

Phone: 02 626 5761

Email: https://www.catsinam.org.au

IT/Canvas Support (Monday to Friday 8.30am to 5pm)
Students will have access to computers, printers, photocopiers and laminating and all IT and Canvas support services if needed. Call the office number for on demand support, no bookings required. No afterhours services are available.
Phone: 6130 0100
Contact: Noah O'Brien
Email: noah.obrien@key2learning.edu.au

Language, Literacy and Numeracy Support (Monday to Friday 8.30am to 5pm)

For students who require assistance with Language, Literacy and Numeracy issues or concerns.
Phone: 6130 0100
Contact: Alleyne Forjanic
Email: alleyne.forjanic@key2learning.edu.au

Disability Support (Monday to Friday 8.30am to 5pm)
Students that require support or services from issues or concerns arising from a disability or health condition.
K2L will assist students with a disability to succeed in their studies at the Institute. These students can consult confidentially and, if eligible, register for support (they will need recent documentation of their disability or medical condition). A learning support plan can then be negotiated with their Course Coordinator.
Phone: 6130 0100
Contact: Aaisha Syed – Course Coordinator
Email: aaisha.syed@key2learning.edu.au

Culturally, socially and linguistically Diverse backgrounds Support (Monday to Friday 8.30am to 5pm)
Students that require support or services for issues with culturally, socially or linguistically diverse backgrounds.
Phone: 6130 0100
Contact: Aaisha Syed– Course Coordinator
Email: aaisha.syed@key2learning.edu.au

LGBTIQ
Students that require support services for issues, concerns or barriers with LGBTIQ needs
Phone: 6130 0100
Contact: Aaisha Syed– Course Coordinator
Email: aaisha.syed@key2learning.edu.au

Diversity ACT
Phone: 0419 964 948
Email : https://diversityact.org.au/

Accounts and Training Administrator (Monday to Friday 8.30am to 5pm)
Students that require information in regards to financial support or questions in regards to payments of fees, support letters or other administrative requirements.
Phone: 6130 0100
Contact: Evelyn Alfoa
Email: evelyn.alfoa@key2learning.edu.au

Student Identification (ID) cards.

Student ID cards are issued by the Finance and Administration officer after you have enrolled into your course of study. You are expected to carry your student ID at work placements, Skills laboratory at Australia Catholic University and whilst at Key 2 Learning College campuses.

Key 2 Learning College (K2L) Nursing Framework

The learning provided at Key 2 Learning College is based on the person-centered practice as the overarching philosophy. This methodology involves treating each student as an individual, respecting, and valuing their rights, and building trust and understanding at every stage of the program delivery.

Key 2 Learning College applies a constructivist approach (Brandon & All, 2010) to teaching and learning through active engagement with the student to develop new skills and knowledge by encouraging self-direction. This approach to learning also promotes collaboration, critical thinking, and problem-solving skills which are essential for those working as enrolled nurses.

The program integrates the theoretical component with practice throughout the Diploma of Nursing and it is important that students can transfer the knowledge learned in the classroom to the 'real world'.

The program is delivered using formative and summative assessment methods.

Formative Assessment: The formative assessment aims to give constructive feedback regarding the student's progress during classroom simulations, skills laboratory tasks, and clinical placement. The formative assessment will provide students with formative feedback; this feedback will provide students an indication of their strengths and provide further opportunities for improvement. It is used to document agreed goals that aim to enable students to work with their trainer/assessor and clinical supervisor to assist them to be successful in meeting the requirements of the nursing program.

Summative Assessment: The Summative Assessment is completed collaboratively with the student, trainer/assessor, and clinical supervisor to ensure that competency is achieved for all required units of competency.

Grading: As is consistent with the VET system, Students will be deemed either Competent – C or Not Yet Competent - NYC

The principles of competency based assessment.

Assessment needs to abide by the following principles and must be:

- Current
  Assessment should take place within a short time of learning.
- Valid
  All components that are to be assessment must be assessed. There must be sufficient evidence to ensure that the candidate meets the competency specified by the current standard. The candidate must not be asked to provide evidence for or be assessed against activities that are outside the scope of the unit standard.
- Reliable
  The assessment must be able to stand up to scrutiny. That is, other assessors should reach the same conclusion. A number of evidence-gathering methods can be used to ensure consistency.
- Flexible
  There is no single approach to competency based assessment. Evidence can be collected using different methods, at different times, under a variety of conditions. It must be responsive to the needs of the situation and the candidate.
- Fair
  Assessment must not discriminate against individuals or groups. Different people and different

situations need different assessment methods and, where necessary, reasonable adjustments to meet individual requirements must be made.

- Safe
  All work and all assessment must comply with occupational health and safety requirements.

Bondy Scale: Students are assessed using five performance standards adapted from the Bondy Scale (1983) provided below, to provide a formative (interim) and final (Summative) assessment applicable to the student's level of knowledge, skill performance, professional behaviour, and communication.

If at any time during clinical experience a Clinical Educator/Facilitator considers a student to be at Dependent (D) Level in accordance with the Bondy (1983) scale, the Key 2 Learning College Nursing Coordinator must be notified so that additional assistance and support can be provided to the student.

For a student to pass the clinical placement they need a minimal rating of Assisted (3) for Block 1 PEP, Assisted (3) or Supervised (2) for Block 2 PEP and Supervised (2) or Independent (1) for Block 3 PEP.

Criteria for Rating (Bondy Scale 1983):

Scale	Professional Standard	Quality of Performance	Assistance Required
1 = Independent	Safe, accurate and achieved the intended outcome and behaviour is appropriate to context	Proficient, confident, expedient	No supporting cues required
2 = Supervised	Safe, accurate and achieved the intended outcome and behaviour is appropriate to context	Proficient, confident, reasonably expedient	Requires occasional supportive cues
3 = Assisted	Safe, accurate and achieved most objectives for the intended outcome and behaviour is generally appropriate to context	Proficient throughout most of performance when assisted	Required frequent verbal and occasional physical directives in addition to supportive cues
4 = Marginal	Only with guidance Not completely accurate Incomplete achievement of intended outcome	Unskilled, Inefficient	Required continuous verbal and frequent physical directive cues
5 = Dependent	Unsafe and unable to demonstrate behaviour. Lack of insight into behaviour appropriate to context	Unskilled and unable to demonstrate behaviour/ procedure	Required continuous verbal and continuous physical directive cues
O = Not observed			

About the Program

The Diploma In Nursing (HLT54115) provides the learner with the necessary skills, knowledge, and confidence that will allow students to work competently as Enrolled Nurses (EN) in a variety of settings and practice in accordance with the:

- Enrolled nurse standards for practice
- Code of ethics for nurses
- Code of conduct for nurses
- National framework for the development of decision-making tools for nursing and midwifery practice

A Graduate from a Diploma of Nursing program approved by the Nursing and Midwifery Board of Australia (MNBA) can apply for registration with the NMBA(AHPRA) as an Enrolled Nurse subject to core registration standards. Further information on registration is available at https://www.nursingmidwiferyboard.gov.au/Registration-Standards.aspx

Graduates are also able to practice nursing in various settings which include:

- Aged care
- Mental Health
- Community nursing
- Sub-Acute/Rehabilitation
- Acute care

Graduates may also consider a pathway to further study in the health sector and could continue to specialise in the following areas:

- Nursing
- Paramedics
- Midwifery
- Biomedical Science
- Applied Public Health
- Occupational Therapy
- Physiotherapy

The HLT54115 Diploma of Nursing consists of 25 units of competency. You can access information regarding each unit at Training.gov.au.

In addition to the unit of competency requirements specified in Training.gov.au all students must be able to demonstrate how they have met specific industry standards which can be accessed and reviewed at the following links:

- NMBA Standards: https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/FAQ/Enrolled-nurse-standards-for-practice.aspx
- NMBA Professional Standards: https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx

Course Structure

All Students will be required to complete the Language, Literacy, and Numeracy (LLN) Assessment prior to Enrolment. This Assessment will ensure that the student meets the requirements for entry.

Where a student does not meet the requirements, they will be offered support to either improve their LLN score or choose an alternate course or pathway.

The Nursing program will be conducted over 18 months with up to 8 weeks in semester breaks. It is expected that students will spend the equivalent of 4 days a week in class for face to face theory and practical simulation sessions. Please note this course is classified as Full Time, there is no part time progression.

Students will be required to supplement face-to-face attendance through the completion of written assessments and practical demonstration of skills in the Simulation Laboratory. Student will be required to attend mandatory Orientation session at ACU prior to the commencement of the first Simulation Lab session.

In addition, students will also be required to complete the Professional Experience Placement (PEP) at a pre-determined facility. During the PEP you will be required to commit to at least 40 hours per week to study and demonstrate your skills.

Ratios:
Classroom Learning Environment – 1 Trainer : 20 Students
Simulation Lab – 1 Trainer : 10 Students
Work Placements – 1 Facilitator/Clinical Supervisor : 6-8 Students

Course Fees

The student course co-payment for tuition and classes will be discussed with each student and is dependent on the student's eligibility for State or Federal government funding and which funding type the student access.

There will be a student co-payment fee for classes and tuition based on funding type or Fee for Service.

Where a student is not eligible for government state funding, the Course Cost will be considered as Fee for Service. The fee for Service Course Cost is $32,000 (made up of 4 payments of $8,000.00)

The Student Administration Fee for the Diploma of Nursing is $2,000.00 and the following conditions apply:

- A fee of $2,000.00 payable in full prior to course commencement and will be non-refundable after 14 days of payment.

For courses where a student is paying for the course (including Government funding courses), fees must be paid at least 1 week prior to the commencement date of the course.
The Student Administration Fee Inclusions:

The $2,000 Fee for the course is inclusive of the following items:

- Uniform items (2 x Polo Shirts)
- Student identification badge

- Administration, Insurances (Professional Indemnity and Personal Accident Insurance)
- Facilitation of Placements
- 2 x Required Textbook:
    - Tollefson, J., Tambree, K., Jelly, E., & Watson, G. (2018). Essential Clinical Skills: Enrolled Nurses, 4th Edition
    - Herlihy, BL 2018, The human body in health and illness, Elsevier, St. Louis, Missouri.

Where a student defaults, the Administration Department will be notified for appropriate follow up. The student's progression will stop at this point until such time as the account is settled. If an account remains unsettled, after census date, Key 2 Learning College reserves the right to withdraw a student with a fail grade.

Refunds
In accordance with Key 2 Learning College Financial Management Policy

Incidental Student Costs

The Diploma of Nursing course involves additional compulsory items which the student will be responsible for purchasing and includes the following:

- Immunisations / vaccination status report
- AFP criminal history check
- Working with Vulnerable People Card

Students are also expected to purchase and have available the following equipment:

- Stethoscope
- Nurses watch (with a second hand)
- Penlight

Text Books

- Students are advised that purchasing the text books is highly recommended to assist with your studies. The recommended text books list is Appendix 3 of the Hand book.
- Note: If you are unable to purchase these text books the Learner Guides plus the Cengage text books will be available on LMS Canvas will assist. All textbooks that are mandatory or on the recommended list are available in hard copy in the Key2 Learning Library for loan.

Computer and technical requirements:

In addition to the IT support provided at the Key 2 Learning College campus, students will be required to obtain at their own cost a lap top computer. Wi Fi across all classrooms at Key 2 Learning College is free.

Students will need the skills and ability to use a computer, including earphones, a microphone, and a webcam.

Student software and IT equipment will need to be sufficient to access the online resources and communication via the Key 2 Learning College system (Learning Management System (LMS) – Canvas). The following specifications are required:

- operating system: Windows 7, 8, 10 or Mac OSX 10.9 + (you should regularly check for, and download, the newest version of the operating system, including any security updates)

- the latest version of web browsers: Firefox or Chrome (regularly check for updates) ›https://www.mozilla.org/en-US/firefox/new or https://www.google.com.au/chrome
- the latest version of Adobe Flash
- software capable of viewing PDF files e.g. Adobe Acrobat (Windows) or Preview (Mac)
- software capable of viewing, editing, and saving Word, Excel, and PowerPoint files e.g. latest version of Microsoft Office or a free equivalent
- reliable broadband internet connection with plenty of data allowance e.g. 50-100 GB per month for Collaborate Ultra and other online activities.

Recognition of Prior Learning (RPL) & Credit Transfer (CT)

Recognition of Prior Learning (RPL) is a process of assessment in which evidence is provided by the student to demonstrate that their current skills, knowledge, and relevant prior learning already meet the learning outcomes in an academic program of study.

Credit Transfer may be granted for Nationally Recognised qualifications from other RTOs that have the Dip of Nursing program accredited by the NMBA, as seen on the NMBA approved program of study list. Credit Transfer may be awarded against a Unit of Competency contained in a qualification on producing an original or certified copy of a Record of Achievement or Statement of Attainment containing the same code as shown in the qualification the student plans to undertake.

According to ANMAC accreditation standards, Credit Transfers applications must meet all course requirements including the mandated minimum of 400 hours of workplace experience.

NOTE - Regulatory requirements may prevent a Unit of Competency being awarded through a Credit Transfer process. Units of Competency that require skills demonstration, specific contextual knowledge or pertain to Professional Experience Placement may not be awarded or granted

All applications for RPL or Credit Transfer will be assessed by the Course Coordinator who will make the decision to grant or not grant the application.

Please refer to the Key 2 Learning College RPL Policy PP015 & Credit Transfer Policy PP018 for further information (available on the Key 2 Learning College website).

Exit Course prior to Completion - Statement of Attainment for Units Completed

Students who decide not to complete the qualification or are unable to complete the qualification will be provided with a Statement of Attainment for Units of Competency for which judgment has been deemed as competent.

Program scheduling and attendance

In general, the program hours at the Key 2 Learning College campus with from 9.00 am – 5 pm and where required a specific unit may have different time requirements and students will be advised in advance.

The PEP shifts will be in accordance with the requirements of the host Facility or Organisation – this may include early and late shifts and may involve weekend attendance.

In general, students will not be required to work on Public Holidays provided that the student completes the required placement hours for the program.

Semester breaks will be provided, and all students will be notified in advance. Depending on the timeframe for PEP and other requirements of the program this may not align to calendar school breaks.

Delivery of Units of Competency

The table below provides students with a schedule of each unit of competency, the expected hours, and the timetable.

All efforts will be made to meet this timetable but, in the event of unforeseen circumstances that impact the schedule, all students will be notified in advance and additional assistance and hours will be allocated if needed.

Proposed Schedule (Timetable)

Units of Competency

There are five Student Placements to be completed in Aged Care, District Nursing/Community/Primary Care, Mental Health, sub-acute/Rehabilitation, and Acute Care settings. These will be undertaken at 5 days x 8 hr. The following units of competency will be covered:

S=Sessions T=Theoretical L=Laboratory/Simulation TUT=Tutorial PR= Placement Reflection TVL= Total Volume of Learning SDL=Self-Directed Learning

UNIT CODE	UNIT TITLE	CORE/ ELEC	TVL	Sessions
BLOCK 1				

UNIT CODE	UNIT TITLE	CORE/ ELEC	TVL	Sessions
HLTINF001 & HLTWHS002	Comply with infection prevention and control policies and procedures Follow safe work practices for direct client care	C C	25/29	Wk 1-2
HLTENN008	Apply legal and ethical parameters to nursing practice	C	36	Wk 1-2
HLTENN002	Apply communication skills in nursing practice	C	49	Wks 3-5
HLTENN013	Implement and monitor care of the older person	C	79	Wks 3-5
CHCPRP003	Reflect on and improve own professional practice (Part 1)	C	61	Wk 6-9
HLTAAP002 & HLTAAP003	Confirm physical health status & Analyse and respond to client health information	C	115/68	Wks 6-15
HLTENN003 & HLTENN004	Perform clinical assessment and contribute to planning nursing care & Implement, monitor and evaluate nursing care plans	C	70/110	Wks 10-15
HLTAID011	Provide first aid	E	18	Week 5
FOSA and Re Sits (Weeks 16-20)				
AGED CARE PLACEMENT (Weeks 21-26) total = approx.2 weeks (80hrs)				
BLOCK 2				

UNIT CODE	UNIT TITLE	CORE/ ELEC	TVL	Sessions
CHCDIV001	Work with diverse people	C	40	Wk1-8
CHCDIV002	*Promote Aboriginal and/or Torres Strait Islander cultural safety	C	25	Wk1-8
CHCPRP003	Reflect on and improve own professional practice (Part 2)	C	61	Wk 1-4
HLTENN001	Practise nursing within the Australian health care system	C	100	Wk 9-15
HLTENN006	Apply principles of wound management in the clinical environment	C	60	Wk 1-15
HLTENN007 (part 1)	Administer and monitor medicines and intravenous therapy	C	144	Wk 1-15
HLTENN009	Implement and monitor care for a person with mental health conditions	C	64	Wk 1-15
HLTENN012	Implement and monitor care for a person with chronic health problems	C	59	Wk 1-15
HLTENN015	Apply nursing practice in the primary health care setting	C	80	Wk 9-15
FOSA and Re Sits (Weeks 16-20)				
MENTAL HEALTH PLACEMENT (Weeks 21-26) – approx.2 weeks Placement (80 hrs.) COMMUNITY PLACEMENT (Weeks 21 -26)– approx.2 weeks (80hrs) placement.				
BLOCK 3				
HLTENN007 (part 2)	Administer and monitor medicines and intravenous therapy	C	140	Wk 1-15
HLTENN005	Contribute to nursing care of a person with complex needs	C	107	Wk 1-15
HLTENN010	Apply a palliative approach in nursing practice	E	54	Wk 1-15
HLTENN011	Implement and monitor care for a person with acute health problems	C	71	Wk 1-15
CHCAGE005	Provide support to people living with dementia	E	65	Wk 1-15
HLTOHC004	Provide or assist with oral hygiene		50	Wk 9-15
PUAEME005	Provide pain management	E	20	Wk 1-8
FOSA and Re Sits (Weeks 16-20)				
SUB-ACUTE/REHABILITATION PLACEMENT (Weeks 21-26)– approx. 2 weeks (80hrs) ACUTE PLACEMENT (Weeks 21-26)– approx. 3 weeks (80hrs) Placement				

'TVL' includes Face to face training, trainer support, student reflection, and individual study time. Nominal Hours identified from the NCVER Website: https://www.ncver.edu.au/__data/assets/file/0025/56446/Nationally-agreed-hours-revised-Jan-2020.txt

Attendance

It is expected that students attend all classes and if you are unable to attend class, you must notify your trainer or the Key 2 Learning College office and provide a medical certificate.

It is your responsibility to catch up on any work you may have missed through your absence. Please note your unit results will be affected by your attendance for this program as follows:

- Nursing students are required to attend at least 80% of all scheduled classroom/laboratory sessions unless RPL or Credit Transfer has been granted for those units and 100% of Placement hours. Any sessions (classroom or laboratory) indicated as Mandatory require 100% attendance. This will be sufficient to allow graduate competency outcomes to be met.

- The Attendance Register needs to be completed and your attendance is recorded for each session. It is the student's responsibility to ensure the register is signed for each session. When students are not able to attend a session, they must make every reasonable attempt to notify Key 2 Learning College of their non-attendance prior to the session start time. If non-attendance is due to ill health, a Medical Certificate is required. It is the responsibility of the student to collect any information or handouts from the session they have missed.

- When a student does not attend 100% of timetabled mandatory sessions, a medical certificate is required to organise a catch-up session. If the student is unable to provide a medical certificate, repeat sessions may incur extra costs.

- Where a student does not attend at least 80% of scheduled class and 100% simulation laboratory sessions, they will have the option to request consideration for a repeat or re-sit of the missed unit, repeat sessions may incur extra costs

- It needs to be strongly emphasised that repeat sessions of PEP will incur extra costs to cover the expenses of training and supervision. Key 2 Learning College will attempt to arrange repeat sessions as soon as possible but will not guarantee that progress will not be affected.

- Attendance (minimum of 80% attendance per unit is required)

- If a student fails to attend 80% of theory classes an “Student Progression Contract” will be implemented with the student to assist them to meet the course requirements. Appendix 6 – Progression Policy PP069

Delivery Approach

The Diploma of Nursing qualification, as derived from the National Health Training Package, is delivered wholly within Australia, including practical experience placement.

All students will be undertaking the same course program with no variance in delivery mode. The methods of training/assessment have been selected to ensure that the student is provided more than one approach to learning and includes the following:

The program will be delivered using a blended and holistic approach, with a mixture of face-to-face training in a classroom environment, additional trainer support on campus, access to the Learning Management System (LMS) - Canvas, and additional trainer support via email, telephone, and SMS communications as required and self-paced learning.

The delivery methods include:

- **Trainer-guided classroom delivery:** This will consist of group discussion, tutorials, demonstrations, simulations, and role-plays, etc. These are concept-based and focus on supporting students through specific learning content and assessment tasks, which may require deep focus or simulated group activities, role-plays, and discussions.

  Theory including questions and projects, trainer-led support, and guidance will focus on the results of individual independent study and by assisting the students to contextualise their learning in a real and simulated work environment. The role of the trainer is to support the learning process throughout each component of the course. Students will be able to commence assessment tasks as part of the classroom delivery with completion of assessments via self-paced study hours allocated. Completion of practical experience placement (refer to details below).

- **Trainer Support:** Trainer Support is in addition to classroom delivery. The types of additional support may include one on one tutorials, group discussions, and workshops to ensure that each student can progress through each unit of competency. Students can attend the campus on appointment to meet with the trainer/assessor and conduct a one-on-one session to address any training needs related to the completion of assessments. In addition to the campus-based, support trainers are also available via Canvas, email, telephone, and SMS communications as required based on the individual student needs.

- **Simulated Laboratory:** Our Simulated Laboratory is a simulated work environment and as such contains similar risks to the real workplace. The learning in the Skills Laboratory is designed to assist with linking theory to practice in a safe environment. It provides you with a simulated hospital experience where you can practice the skill, knowledge, and attitude of an Enrolled Nurse. Each student will be given 5 minutes to peruse their scenario before commencing their assessment. Each student will be given approximately 1hour in total to complete all the skills involved in their FOSA. Students need to be aware of time management during their scenario, perform nursing skills as realistically as possible and practice in a safe and effective manner.
  All students can have two attempts of their FOSA. If a student is unsuccessful on their first attempt, they need to book a time for re-assessment with their Trainer. If students require more than two attempts to complete the assessment item, they will be deemed not yet satisfactory and required to have a review with the Course Coordinator to be considered for any subsequent attempts.
  Failing to be deemed competent in the FOSA may prevent the student from attending PEP

- **Professional Experience Placement (PEP):** Conducted at the nominated facilities under the supervision of the Facilitator and guidance of your Trainer/Assessor to demonstrate the skills and knowledge for each specified unit of competency and meets the requirements of ANMAC and the Enrolled Nursing Standards.

- **Assessment:** All assessment requirements can be accessed through LMS Canvas, consisting of reading learning materials and assessment tools which are provided by the college, researching, and completion of assessment tools through the LMS- Canvas. Student Placement of 100 % attendance is required. A pass of 100% for the drug calculations tests.

  All assessment submissions will be made through the online LMS portal Canvas. All student theory will be discussed as part of the classroom tutorials and all students will be required to read the information.

Key 2 Learning College has identified units/areas within the course that will benefit the students to have guest speakers. The following units have been allocated for possible guest lectures by a

multidisciplinary team member. They would be supported by the Trainers in outlining what is to be spoken about ie: roles and responsibilities and asked to share on their experienced within the healthcare setting whilst working with nursing staff and patients. The session plans will guide the content to be delivered. These areas include but are not limited to:

- CHCAGE005 Provide support to people living with dementia
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- HLTENN009 Implement and monitor care for a person with mental health conditions
- HLTENN006 Apply principles of wound management in the clinical environment
- HLTENN010 Apply a palliative approach in nursing practice

Student Registration with Australia Health Regulation Authority (AHPRA)

It is the responsibility of Key 2 Learning College under the Health Practitioner Regulation National Law (2009), to ensure all students enrolled in the HLT54115 Diploma of Nursing are registered as a student with Australian Health Practitioner Regulation Agency (AHPRA)

Students are registered for the duration of their study and students must inform Key 2 Learning College of any changes to name, address, and contact details – including changes to email address. This is to ensure compliance with the AHPRA.

AHPRA manages student registration matters on behalf of the NMBA and works directly with Key 2 Learning College to obtain details of all students in the Diploma of Nursing who need to be registered. AHPRA will request an update of all new and existing students enrolled in the Diploma of Nursing from education providers twice a year (in March and August). Key Learning College will also report to AHPRA if a student withdraws from the course withing 60 days of withdrawing.

Prior to commencement of the course, students must complete specific checks and have the following documents as confirmation:

- Criminal history check
- Working with Vulnerable People
- Immunisation History

Under the National Law, information about students will be entered on the Student Register. This information is not published online and is not publicly available. The information AHPRA requests from education providers includes:

- name of Education Provider
- student's name
- student ID number
- student's date of birth
- student's sex
- student's mailing address in Australia and email details
- name of the approved program of study or clinical training being undertaken by the student
- the date on which the student started the approved program of study or clinical training
- the date on which the student is expected to complete the approved program of study or clinical training
- for students that have completed or otherwise ceased to be enrolled in the approved program of study or clinical training, the date of the completion or cessation, and
- the reason why the student completed or otherwise ceased to be enrolled in the approved program of study or clinical training.

NOTE: No fee applies to student registration

When a student ceases to be a student of the College program, Key 2 Learning College must notify AHPRA and the registration will be suspended.

English language skills requirements for students enrolling on entry to the Diploma of Nursing program.

At entry to the Diploma of Nursing program the student (applicant) must have English as their primary language as per the requirements specified in the NMBA English Language Skills (ELS) registration standard
https://www.nursingmidwiferyboard.gov.au/RegistrationStandards/English-language-skills.aspx

The selection for program Entry English language requirements are based on an applicant meeting one of the following criteria:

1. English is your **primary language** OR
2. Provide a valid English Language Test Score result

1. Primary Language means:

- *The language you primarily use and the language that you know best and are the most comfortable with.*
- *You have attended and satisfactorily completed at least **six years of primary and secondary education** taught and assessed solely in English in a **recognised country**, including at least two years between 7 and 12.*

Recognised Country means the following countries:

Australia, Canada, New Zealand, Republic of Ireland, South Africa, UK and USA.

English as your primary language:

You have an Australian Year 12 Certificate with at least a 'C' average grade in tertiary English and accredited Maths (completed within the last 10 years).

You achieve the required minimum scores for the Literacy, Language and Numeracy test. Program entry is based on an applicant submitting a LLN test from an Australian Government provider demonstrating achievement of an Australian Core Skills Framework Exit Level 4, as a minimum.
Exceptions:

- Applicants with English as a primary language, who have successfully completed an Australian Year 12 certificate that includes an English subject, need only undertake the numeracy component of this LLN test.
- Applicants submitted a formal English test score result as the required level need only undertake the numeracy component of this LLN test.

OR

2. **At admission to the program** applicant has submitted a formal English language test score result that meets the minimum ELS requirements as specified in the NMBA English language skills registration standard.

English is not your primary language:

If English is not your primary language the student (applicant) will be required to sit an English language test, please refer to either of the following approved provider's websites for more information:

- International English Language Testing System - (IELTS)
- Occupational English test - OET (nursing only)
- Pearson test of English academic - PTE Academic
- the **TOEFL iBT**

The IELTS with a minimum overall score of 7 and a minimum score of 7 in each of the for components (listening, reading, writing and speaking) in each sitting with a maximum of two test sitting in a 6 month period.
The OET with a minimum of B in each of the four components (listening, reading, writing, and speaking) with a maximum of two test sittings in a 6-month period.
The 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) a maximum of two test sittings in a 6 month period.

the **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.

Are you a permanent resident applying to enter the Diploma of Nursing program?

If English is not your primary language and you have not completed at least six years of primary and secondary education taught and assessed solely in English in a recognised country, including at least two year between 7 and 12.
You will then be required to sit and complete an English language test as stated above for entry into the Diploma of Nursing program that demonstrates that you have achieved the NMBA specified level of English language skills, prior to commencing in the Diploma of Nursing program.
Additional requirements for all students (applicants) before commencing in the Diploma of Nursing program:

Students (applicants) will now be required to sign a declaration that English is their primary language or evidence that they have achieved the minimum English language test results as specified in the Nursing and Midwifery Board of Australia's (NMBA) English language skills registration standard.

Registration to Practice as an Enrolled Nurse

Student Registration was introduced under the Health Practitioner Regulation National Law (2009), in the interests of public safety.

Enrolled Nurse Standards for Practice define the requirements that applicants, registrants or students need to meet to be registered. The Nursing and Midwifery Board of Australia has developed the following registration standards:

- On successful completion of the HLT54115 Diploma of Nursing, you will be considered competent for beginning level practice in a clinical role.
- Diploma of Nursing students need to apply to the Australian Health Professionals Regulation Agency (AHPRA) in order to be registered to work as an Enrolled Nurse within Australia.

  These registration standards include:

  - Criminal history check
  - English Language Skills

- Working with Vulnerable People
- Professional indemnity insurance
- Recency of practice
- Continuing professional development

Entry Requirements

The entry requirements for HLT54115 Diploma of Nursing course at Key 2 Learning College are as follows:

- You will need to be 18 years of age or over
- You will need to be an Australian Citizen, permanent resident or have a permanent humanitarian visa or certain temporary visas with study rights
- Students entering Diploma of Nursing programs need to declare that English is their primary language or provide a valid IELTS test result
- Students applying for admission to an Key 2 Learning College course of study must meet eligibility criteria as advertised in current Key 2 Learning College publications/website

Physical Requirements:

While Key 2 Learning College will work with students to make “reasonable adjustments” in the skills laboratory and classroom, there are specific PEP conditions that occur in the workplace environment that are beyond Key 2 Learning College’s control.

The physical requirements below are necessary to function and work safely within the healthcare facility and/or community setting.

Students must be able to perform and complete course objectives and requirements with or without reasonable adjustments. Our courses cater to a range of students and all students are required to be physically fit to manage specific enrolled nursing tasks.

Skills and abilities that are needed to perform client care to pass the course objectives and requirements are:

- **Strength:** Sufficient to assist with lifting and transferring a client, and perform CPR
- **Mobility:** Sufficient mobility to bend, stoop, and bend down to the floor; ability to move around rapidly; and to move in small, confined areas.
- **Hearing**: Sufficient to hear through the stethoscope to discriminate sounds; to hear cries for help; to hear alarms on equipment and emergency signals; and various overhead pages.
- **Vision**: Sufficient to perform physical assessments of client and equipment.
- **Communication**: Able to communicate in both verbal and written formats; and interact with clients, staff, and faculty supervisors.

Deferral or Withdrawal from a Course or Unit of Competency

If you wish to defer from a course, you must do so in writing completing the Deferral and Withdrawal Form F079. Note that deferral is not automatically granted and may have a financial impact. An administration fee to process your deferral will apply. A maximum of 1 deferral only will be permitted.
Please Note: When deferring to a future course, any increase in fees for that course will apply.
A maximum period of 12 months will apply for all deferrals. Decisions regarding deferral options are subject to superseded Qualifications and teach out periods relating to each training product.

Key 2 Learning College Uniform Requirements

During classroom activities students must be dressed in clean and neat attire and must wear closed in footwear to meet workplace health and safety requirements.

For Simulation Lab and PEP students are required to wear:

- Polo shirt (provided by Key 2 Learning College)
- Identification badge
- Black leather, covered in shoes with a low heal
- Black pants (no jeans or leggings will be accepted on placement)

General requirements

Hair, Nails, Make Up and Jewelry: need to be maintained in a way that will ensure you are able to practice safely in the work environment.

- Hair – hair must be off the collar and tied back if necessary
- Nails – kept short and clean
- Jewelry – single plain band only on one finger, sleepers or studs only, no necklaces, bracelets etc.

Code of Conduct

Students will be expected to behave in a respectful, honest, and diligent manner on all occasions especially when they are representing Key 2 Learning College both at the campus and during skills laboratory and PEP.

In order for all students to have equal opportunity and maximise their learning opportunities, a basic code of conduct has been put in place which all students and staff are expected to adhere to.

All students are expected to take responsibility for their own learning, punctuality, appropriate language and behaviour in class and during PEP, class participation and tracking course progress.

Key 2 Learning College advises that there is NO food or drink to be taken into the classroom (except water) and mobile phones MUST be turned off or on silent during class.

All students must:

- Abide by all rules and requirements of Key 2 Learning College and respond to all lawful and reasonable directions from staff.
- Be aware that all forms of academia dishonesty or misconduct are unacceptable, including plagiarism and collusion.
- Use all equipment and resources appropriately, legitimately and safely following all relevant health and safety requirements
- Follow policy and procedure for feedback/grievance/complaints and seek appropriate resolutions.
- Attend classes as required and submit all assessment requirements, attend placements on allocated days.
- Conduct themselves in a professional manner while undertaking professional placement and fieldwork and respect confidentiality of client or commercial information made available as part of the placement.
- Provide honest constructive feedback to Key 2 Learning College and its staff on quality of teaching and services
- Respect the rights of other members of Key 2 Learning College community to express dissent or different political or religious views, subject to those actions or views complying with the laws of Australia
- Not endanger the safety of other members of the community, including staff, volunteers and other students
- Show awareness of and sensitivity towards other cultures
- Respect the opinion of others and to engage in rational debate in areas of disagreement

Please note, Key 2 Learning College is a smoke free zone. Students are expected to follow the smoke free policy on all campuses and whilst on placement.

During PEP students must also adhere to all current codes of conduct which are applied to Nursing and the nominated workplace. The industry codes of professional conduct can be found at:

https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx

Where a student has breached the Code of Conduct, they will be interviewed by the Course Coordinator in the first instance and if necessary, sanctions will be determined (possible expulsion from the course could be decided upon).

The Course Coordinator will make every effort to assist the student to ascertain the cause of their behaviour and assist them to plan more appropriate strategies of coping. All breaches of conduct and behaviour will be recorded in the student file.

All students are required to read the Key 2 Learning College policy Code of Conduct PP008 for more details which is located on our website www.key2learning.edu.au

Confidentiality

Students will be expected to maintain confidentiality of information given by or about patients, residents, clients, family members, friends, carers, Key 2 Learning College staff, staff of services where PEP are completed and other students of Key 2 Learning College. Students must comply with these regulations at all times.

Emergency Procedure

Emergency evacuation procedures are made available in classrooms and on notice boards, if there is a fire. In the event of an emergency follow the instructions of Key 2 Learning College staff and note the following:

- An Alarm will ring
- Follow your trainer to the allocated EXIT. You must leave the building quickly, so please leave your books and bags behind.
- Walk calmly out of the building and refrain from excessive talking
- Your trainer or fire warden will guide you to the assembly point. You must go to the assembly point and have your name marked off on attendee roll
- Emergency telephone numbers: Police/Fire Dept/Ambulance - dial 000 form landline or mobile.

First Aid, Accidents and Injuries

If you are feeling ill or have an accident during class, please notify your trainer and they will refer you to the first aid officer. There are first aid kits available on the premises in the staff tearoom.

All accidents or injuries that occur on Key 2 Learning College, ACU campus or on work placement must be reported using the Accident and Incident form - F009 and following the Contact Flow Chart – Appendix 4

This form can be downloaded from the website or obtained from Key 2 Learning College Reception.

Lost Property

Please do not leave any of your valuables on site unattended. Keep your bags with you, particularly on breaks. Key 2 Learning College is not responsible for the security of personal belongings.

Policies and Procedures

Key 2 learning College has the following policies available to enable students to make an informed choice about their education. It is the student's responsibility to familiarise themselves with the Policies and Procedures.

The following Policies and Procedures can be found on the Key 2 Learning College website: https://key2learning.edu.au/

- Access and Equity Policy – PP023
- Confidentiality Policy – PP060
- Appeals, Feedback and Complaints Policy – PP048
- Enrolment/Deferral/Withdrawal – PP021
- Support Services – PP056
- Financial Management Policy - Fees and Charges, VET Tuition and Assurance and Refunds – PP025
- Recognition of Prior Learning Policy – PP017
- Credit Transfer Policy – PP018
- Academic Integrity Policy – PP064
- Code of Conduct Policy and Discipline - PP008
- Risk Assessment and Risk Mitigation Policy – PP054
- Progression Rules Policy – PP069 (and Appendix 6)
- Vaccination/Immunisation Policy – PP068
- Incident and Accident Form - F009

Classroom Expectations

When on campus, the expectation is that students treat the experience as a simulated work environment. It is expected that students will dress and behave in a professional manner at all times.

This means:

- It is expected that all students and staff will be respectful of each other
- Punctuality
- Mobile phones turned off or on silent and NOT answered or accessed during class time
- Allowing opportunity for others to speak
- Remain attentive and alert at all times
- Appropriate and clean clothing
- Personal hygiene attended to daily
- As adult students, it is expected that you will take responsibility for your own learning. Trainers are here to facilitate your learning. It is up to you to make the most of all learning

opportunities, including making time to undertake additional reading to supplement your learning.

This also means:

- Complete assigned work on time
- Participate in all classroom and laboratory activities
- Seek clarification if you do not understand something.
- Make the most of all learning opportunities

Simulation Laboratory Expectations

Our Simulation Laboratory is a simulated work environment and as such contains similar risks to the real workplace. The learning in the Simulation Laboratory is designed to assist with linking theory to practice in a safe environment. It provides you with a simulated hospital experience where you can practice the skill, knowledge and attitude of an Enrolled Nurse.

Students must adhere to the following:

- All student must under go an orientation to the Simulation laboratory prior to commencing any practical skills
- Food and drink are not to be brought into or consumed in the nursing laboratory unless as part of your learning.
- Bags will need to be placed in a location that ensures the area remains hazard free and you will be directed by your trainer as to the best location for them.
- Mobile phones are not to be brought into the nursing laboratory.
- Students must be in uniform when attending any session (or part thereof) in the nursing laboratory.
- All students are expected to wash their hands at the start and end of each nursing laboratory session.
- Report any equipment that is not functioning correctly to your trainer.
- Be prepared for the session by ensuring pre-reading and associated classroom activities have been completed and you are wearing the uniform.
- Do not sit on the beds.
- Ensure the area is kept neat and tidy and you work in a manner that evidences an understanding of Workplace Health and Safety and Infection Control principles.
- When leaving the nursing laboratory all equipment is disposed of appropriately or returned to the correct location as directed by the trainer. All "patients" must be left in a manner that would reflect how they would be left in the workplace. This includes patients' positioned comfortably, beds made, side tables placed within reach and neat and tidy, bed at an appropriate height, patient call bell is within reach, etc.

Student Placement (Professional Experience Placement - PEP)

Students will be required to successfully complete a minimum of 400 hours of Placement wholly in Australia during their Course.

Successfully complete means that the student has:

- completed 100% of the required hours for that Placement and
- met the Performance Criteria including achieving competence in the Skills requirements for that placement.
- If a student is not considered 'safe' as assessed on the "Bondy Scale" they will not be considered to have successfully completed the Professional Experience Placement and will be managed as per Key 2 Learning College's Progression rules. The Course Coordinator will meet with the student to complete a Progression Contract for continuation in the program.
- Not inclusive of any simulation activities

Where a student has not met the requirements concerning completing the required hours, the student will be required to do "make-up time".

This means the student will need to complete the hours for which they were absent to ensure they meet the requirement of 400 hours successfully completed during their course.

"Make-up time" will need to be completed in order for the student to be considered as having completed the Course. Where a Student has not met the criteria for the course, the student will be required to meet with the Course Coordinator and develop an action plan which will be documented in the "Student Progression Contract.

The Course Coordinator in consultation with the student and the health care service receiving students will organise the PEP placements.

The student will be required to pay additional fees for any additional Placement hours required to complete the Block.

NOTE: Where required, due to the limited number of local placements, students may be required to travel to their nominated PEP which will incur additional costs such as accommodation and travel expenses by the student. Students will be advised in advance of the location of the placement so that arrangements can be made by each student.

Model of Supervision

All student will undertake an Orientation process on the first day of PEP before commencing their Block placement. This will be conducted at the facility by the facility Educator/Facilitator. Collaborative Model - A Facilitator who is on-site with students and conducts assessments in the clinical/aged care environment. Students are buddied with work placement staff. The Facilitator divides their time between 6-8 students each day to observe practice and conduct assessments. Direct supervision is obtained from the Facilitator and work placement staff. Facilitator liaises with buddy staff to gain further insight into student learning.

Vaccinations/Immunisation

Key 2 Learning College has an obligation to provide a work environment without risks to health and safety, so far as is reasonably practicable. This obligation includes eliminating or minimising, so far as is reasonably practicable, the risks associated with exposure to disease/s which may be preventable

by immunsation or vaccination. See Key 2 Learning College Policy – Appendix 2 Vaccinations/Immunisations Policy PP068.

Immunisation and vaccination is the responsibility of the student. It is recommended that an informed, individual choice is made about this matter. Students should refer to a doctor of their choice for discussion and advice.

Students will come into contact with a large variety of individuals while attending Student Placement. Some of these people may have a communicable disease. Enrolled Nurses are categorised as a Category A Health Care Worker. These workers are defined as being at risk of exposure to contaminated blood and body fluids (DoH, 2010).

Immunisation and vaccination is one of the most effective public health measures for the control of communicable diseases, protecting both the individual and the community as a whole.

For the protection of students and potential clients, evidence of vaccination status is required by certain Student Placement agencies prior to attendance.

For further information on recommended immunisation for Health Care Workers in the ACT, please refer to the ACT Health website at: http://www.health.act.gov.au/our-services/immunisation/are-you-risk

Key 2 Learning College strongly recommends that students have all their immunisations up to date and have documented evidence of their immunisation status ready for course commencement.

Many Health Care Student Placement facilities will require students to prove their immunisation status and may deny a student entry to that Placement if it is not adequate or not provided.

Conscientious objection
When a student objects to a vaccination that is required of the facility or jurisdiction the unvaccinated student will not be permitted to undertake invasive procedures or work with specific client groups identified by health facilities.

Where the placement is a requirement to complete the course and there is no alternative placement, the student will be counselled by the Course Coordinator about non-progression and inability to complete the course.

Student who have a blood borne virus
Students who are aware that they have a blood borne virus may still be able to participate in placement but they must not participate in exposure prone procedures and must adhere strictly to standard infection control procedures. Students or prospective students are not required to disclose their infection status for HIV or HCV to the University but they are encouraged to confidentially discuss their status with the Pre-clinical Coordinator or Team Leader.

Police Checks

All students must provide a National Police Check, also known as a National Police Certificate, prior to Student Placement. The health care agency will not allow you to attend Student Placement without a current (12-month) Police Record Check. Application forms can be completed online at https://www.afp.gov.au/what-we-do/services/criminal-records/national-police-checks#national-police-certificates

These forms must be sealed in an envelope and kept available for presentation to the nominated health service representative where Student Placements are to be undertaken. Failure to do so may result in the student being sent home. Students must advise the health service in a timely manner of any change made to their criminal record during their training.

When you have a disclosable result:

Any criminal record should be discussed with the Course Coordinator. Depending on the nature of the offence, you may be advised to discuss the impact that your record will have on your ability to become registered.

You may be asked to meet with the Course Coordinator to discuss the Police Record Check findings. Be aware that the organisation has the right to refuse your request to attend student placement.

All organisations which take nursing students will require all students attending PEP to have an up to date National Police Check i.e. less than 12 months old and from the current year of study.

The National Police Check Consent Form can be accessed at the AFP Police website: https://www.afp.gov.au.

A copy of the National Police Check needs to be lodged with Key 2 Learning College on commencement of the course and annually. Students will need to notify Key 2 Learning College and/or the PEP facility if there has been a change to their Police record status as soon as is possible when this change occurs.

Working with Vulnerable People Card (WWVP).
You may have the opportunity to work with patients under the age of 18. However, before you can be allowed contact with minors you need to obtain a Working with Vulnerable People (WWVP) Check. If you don't want to miss out on these opportunities, be sure to obtain this Card early in your course.

The WWVP Card is valid for five years. You can pick up an application form from a participating at Access Canberra. It is advisable to undertake a non-volunteer status WWVP Check so that it can be used in the future in an employment context. However, you can apply for a Volunteer Card, identifying yourself as a student.

The Volunteer WWVP Card is free. For more information, you can visit: https://form.act.gov.au/smartforms

All students entering a Student Placement must have a current WWVP card in place.

When completing the application, you will need to enter the details below: Details of Organisation.

Key 2 Learning

Canberra Technology Park

49 Phillip Ave

Watson ACT 2602

Once lodged you will receive an application number – this must be presented to Key 2 Learning College to indicate that you have commenced this process. An official card will be sent directly to you through the mail and Key 2 Learning College will require a copy of this.

Personal Accident Insurance

Key 2 Learning College will obtain Personal Accident Insurance for all students. This will cover expenses resulting from accidents and incidents during the Diploma of Nursing attended by students, in class, skills laboratory and placement.

Course Progression

Key 2 Learning College pro-actively monitors students' academic progress and includes student attendance, assessments submissions, and results. Any student identified at risk will be contacted where course progression is unsatisfactory.

Key 2 Learning College has intervention strategies for students at risk, including:

- Students completing a LLN assessment at the commencement of the course to identify support requirements against the ACSF.
- Trainers completing Formative assessment across the program
- Progression Contracts for students that are not meeting course requirements and strategies to support their learning goals with manageable and scaffolded work loads
- Trainer supported self-directed learning assistance
- These student support services available will enable students complete the qualification within the expected time frame.
- Students are strongly encouraged to discuss any difficulties they are experiencing with their trainer.

Students are strongly encouraged to discuss any difficulties they are experiencing with their trainer.

Key 2 Learning College endeavours to follow the training plans and the delivery schedule; however, there may be changes made due to various circumstances and students will be notified immediately if any changes are needed.

For more details of the policy see PP069 Progression Procedure - Appendix 6

Refer to the Academic Integrity Policy and procedure for further details PP064.

Assessments

At the commencement of each unit, students will be provided with an Unit outline and the trainer will explain the specific assessment criteria and due dates.

All assessments must be submitted on or before the due date. Students should keep a copy of any assessment work submitted.

Students must meet all assessment criteria outlined in the assessment pack which may include, assessment tasks, work placements, labs, simulated assessments, practical tasks and attendance requirements to be deemed competent.

Students are especially advised to read and understand the sections on assessments and student behaviour and understand the consequences of poor performance or repeated unacceptable behaviour.

There are numerous and varied assessment tasks and projects which must be completed throughout the program to ensure satisfactory student progression.

If the student is deemed unsatisfactory, they will have 1 additional attempt (along with Trainer support) to submit the assessment. If the student is still unsatisfactory after the 2nd attempt a "Student Progression Contract" will be implemented with the student to assist them to meet the study Block requirements within the Delivery Schedule timeframes.

Failure to meet the requirements of the "Student Progression Contract" will result in the student having to withdraw from the course.

A summative assessment of knowledge and skills will be undertaken during the final block of placement.

Assessment consists of:

- Attendance (minimum of 80% attendance per unit is required)
- A pass of 100% for the drug calculations tests
- Deemed competent in all practical competency and theoretical assessments
- A pass grade in classroom presentations
- Successful completion of each Student Placement – 100% Attendance of Student Placements is required

All assessments are based on the following principles:

- Working within the Scope of Practice
- Provision of safe, ethical and effective nursing care
- Demonstrated appropriate Medical Terminology/Documentation/Privacy and Confidentiality
- Demonstrated understanding of underpinning knowledge
- Demonstrated understanding of attitude, knowledge and skill being assessed
- Demonstrated critical thinking and reflective practice
- Satisfactory progress of workplace assessment by workplace facilitator

Submission of Assessments

It is expected that students will submit assessments by the due date, however we understand that where special circumstances exist, an extension of time may be needed.

- It is at the discretion of the Course Coordinator if an extension will be granted.
- All work submitted must be referenced using the APA 7th Edition
- ALL theory submissions will be through the LMS Canvas portal.

Submission to Canvas

- Turnitin, is an online text matching service. It matches text in your assignment to those of other students
- and resources on the internet. It is a useful tool for both students and staff. You will receive an originality

- report which shows if your work is matched to the work of others. This may indicate that you have
- inadequately paraphrased your work or in serious cases show your work has been plagiarised.
- A copy of any assignments submitted will be retained for future checking of other students' work, however
- they will not be reproduced in any form.

- ALL practical and PEP submissions will be directly to your or Administrator

Key terms for writing assessments

The following are definitions of common terms that are used in assignment writing.

Assessment Term	Definition
Analyse	Break an issue into its constituent parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another.
Assess	Weigh up to what extent something is true. Persuade the reader of your argument by citing relevant research but also remember to point out any flaws and counterarguments as well. Conclude by stating clearly how far you are in agreement with the original proposition.
Clarify	Make something clearer and, where appropriate, simplify it. This could involve, for example, explaining in simpler terms a complex process or theory, or the relationship between two variables.
Comment upon	Pick out the main points on a subject and give your opinion, reinforcing your point of view using logic and reference to relevant evidence, including any wider reading you have done.
Compare	Identify the similarities and differences between two or more phenomena. Say if any of the shared similarities or differences are more important than others. 'Compare' and 'contrast' will often feature together in an essay question
Consider	Say what you think and have observed about something. Back up your comments using appropriate evidence from external sources, or your own experience. Include any views which are contrary to your own and how they relate to what you originally thought.
Contrast	Similar to compare but concentrate on the dissimilarities between two or more phenomena, or what sets them apart. Point out any differences which are particularly significant.
Critically evaluate	Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources which both agree with and contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.
Define	To give in precise terms the meaning of something. Bring to attention any problems posed with the definition and different interpretations that may exist.
Demonstrate	Show how, with examples to illustrate.
Describe	Provide a detailed explanation as to how and why something happens.
Discuss	Essentially this is a written debate where you are using your skill at reasoning, backed up by carefully selected evidence to make a case for and against an argument, or point out the advantages and disadvantages of a given context. Remember to arrive at a conclusion
Elaborate	To give in more detail, provide more information on.
Evaluate	See the explanation for 'critically evaluate'
Examine	Look in close detail and establish the key facts and important issues surrounding a topic. This should be a critical evaluation and you

	should try and offer reasons as to why the facts and issues you have identified are the most important, as well as explain the different ways they could be construed
Explain	Clarify a topic by giving a detailed account as to how and why it occurs, or what is meant by the use of this term in a particular context. Your writing should have clarity so that complex procedures or sequences of events can be understood, defining key terms where appropriate, and be substantiated with relevant research
Explore	Adopt a questioning approach and consider a variety of different viewpoints. Where possible reconcile opposing views by presenting a final line of argument.
Give an account of	Means give a detailed description of something. Not to be confused with 'account for' which asks you not only what, but why something happened.
Identify	Determine what the key points to be addressed are and implications thereof.
Illustrate	A similar instruction to 'explain' whereby you are asked to show the workings of something, making use of definite examples and statistics if appropriate to add weight to your explanation.
Interpret	Demonstrate your understanding of an issue or topic. This can be the use of particular terminology by an author, or what the findings from a piece of research suggest to you. In the latter instance, comment on any significant patterns and causal relationships.
Justify	Make a case by providing a body of evidence to support your ideas and points of view. In order to present a balanced argument, consider opinions which may run contrary to your own before stating your conclusion.
Outline	Convey the main points placing emphasis on global structures and interrelationships rather than minute detail.
Review	Look thoroughly into a subject. This should be a critical assessment and not merely descriptive.
Show how	Present, in a logical order, and with reference to relevant evidence the stages and combination of factors that give rise to something.
State	To specify in clear terms the key aspects pertaining to a topic without being overly descriptive. Refer to evidence and examples where appropriate.
Summarise	Give a condensed version drawing out the main facts and omit superfluous information. Brief or general examples will normally suffice for this kind of answer
To what extent	Evokes a similar response to questions containing 'How far...'. This type of question calls for a thorough assessment of the evidence in presenting your argument. Explore alternative explanations where they exist.

Exit Course prior to Completion - Statement of Attainment for Units Completed

Students who decide not to complete the qualification or are unable to complete the qualification will be provided with a Statement of Attainment for Units of Competency for which they have been deemed competent. Students must keep a copy of their assignment work. Results are marked as: *Competent* or *Not Yet Competent.*

If any of the above are NOT demonstrated, the student will be deemed not yet competent (NYC) for that assessment and will need to resubmit or be reassessed.

Any student who is assessed as not yet competent (NYC) in the theoretical component of the program will not be able to progress to their PEP linked to that unit.

In the event a student is deemed not yet competent (NYC) at any stage, they will be given learning support and further opportunities to demonstrate competence.

Completion of course

The Diploma of Nursing consists of theory sessions, simulated laboratory skills sessions, and PEP. If you have not completed the PEP and you decide to leave /withdraw, your statement of attainment will only show the units for which you have completed both the theory and clinical placement.

On successful completion of the HLT54115 Diploma of Nursing, you will be considered competent for beginner level practice in a clinical role.

This qualification enables eligibility for entry to a Bachelor of Nursing qualification. Agreements will be sought between Key 2 Learning College and tertiary education providers to establish an articulation pathway where possible.

General Assessment Instructions

All assessments are based on the training package requirements located at training.gov.au and the NMBA Standards for Enrolled Nurses for the Diploma of Nursing.

Achieving Competency: To achieve competency, students must obtain a satisfactory result for each of the assessment tasks specified in the unit of competency assessments, skills laboratory and PEP.

Grading: As is consistent with the VET system, Students will be deemed either Competent – C or Not Yet Competent - NYC

Bondy Scale: Students are assessed using five performance standards adapted from the Bondy Scale (1983), to provide a formative (interim) and final (Summative) assessment applicable to the student's level of knowledge, skill performance, professional behaviour and communication.

Appeals: Should the student wish to appeal any decision relating to the marking of the assessment, the assessment process, or evaluation of the marking criteria; the student should refer to the Key 2 Learning College Appeals, Feedback and Complaints policy and procedure (PP048) available on the Key 2 Learning College website.

Adjustment to Assessment: Flexibility in assessment will be considered where the integrity of the assessment and learning outcome is maintained. For example, a written assessment may be administered as a verbal assessment and recorded by a Key 2 Learning College staff member where a student has sustained an injury preventing them from writing. Any agreement for an adjustment to assessment must be documented in writing to the Course Coordinator and placed in your student file.

Tests/Exams: The assessment tasks for some units may include a test or group of tests. These assessment tasks may be either "open book" where you can use resources and texts to answer the questions or "closed book" where no resources are allowed to be used at all.

To obtain a satisfactory outcome for a test you must achieve a satisfactory outcome for core questions. Whilst core questions will not be identified in the test paper, these will assess essential knowledge related to the unit that is required for safe and effective nursing practice. All tests are timed and must be completed within the allowed timeframe. The allowed timeframe will be identified in the assessment task document so you will know how long you have to complete the test.

Tests/Exams will be conducted under strict test conditions. This means:

- Do not pick up your pen, start writing or entering answers onto your assessment until instructed to do so.
- All bags, books, mobile phones etc. will be left in the designated area. Mobile phones must be turned off or to silent mode.
- Only pens, pencils, clear drink containers, and student ID will be allowed into the test room.
- Once the test/exam has commenced you will not be permitted to leave the room until you have completed the test.
- If you do leave the room you will NOT be permitted to re-enter.
- There must be no communication of any kind between students. Any communication will result in all involved being asked to leave the room. The paper will be recorded as a fail attempt. At the examiner's discretion, the student may be permitted to sit a supplementary test at another time.
- When finished, raise your hand. The Trainer will collect your paper. You may then leave quietly. Remember that others are still working. Respect others and remain quiet outside the room until all students have completed the test/exam.
- You must stop writing and put your pen down as soon as the Trainer tells you time is complete. Failure to do so will mean the paper will be recorded as a fail attempt. At the Trainer's discretion, the student may be permitted to sit a supplementary test/examination at another time.
- If required to sit a supplementary test/exam, this will only be graded as C/NYC and the minimum passing grade applied.
- Remember to read each question carefully in the allocated reading time and leave time in the end to review your answers
- If you have any questions or need further clarification of any questions during the test raise your hand and wait for the Trainer to come to your desk.

When an assessment task is a workbook or case study (except case study on PEP), the workbook/case study is in Microsoft Word format and must not be changed to any other format.

In general, workbooks and case studies are completed in your own time outside of the face to face classroom environment and forms part of the self-assessment component of your learning.

You can use any relevant resources such as the internet, course textbooks, and other credible sources. It is important that your appropriate references are cited from the sources that you have obtained your information from, utilising the *Harvard Reference Guide* which can be accessed online here. (Failure to adhere to this requirement will result in a not satisfactory outcome for the assessment.

All questions in a workbook are to be completed and you must achieve a satisfactory result for each question to achieve an overall satisfactory result for that unit of competency.

Simulation Laboratory: Final Observation Skills Assessment **(**FOSA) are NOT tasks that need to be learned by rote and performed robotically. These competencies are a framework on which it is expected the student will develop the individual requirements for the scenario they have been presented with. In other words, it is expected that the student will apply the theoretical knowledge base they have acquired and use the information they have been provided within the scenario, to perform holistic nursing interventions that are appropriate to their stage of learning and prioritised to those particular individual patient circumstances.

In order for a student to achieve practical nursing competencies, it is essential that they demonstrate that their practice meets the following principles:

- Working within their scope of practice.
- Provision of safe and effective nursing care.

Demonstrates the use of appropriate:

- Medical Terminology
- English language
- Communication skills
- Documentation
- Workplace health and safety principles
- Privacy and confidentiality
- Demonstrates understanding of underpinning knowledge of theory and the use of equipment required for each scenario presented.
- Demonstrates critical thinking and reflective practice.

If any one of the above is NOT demonstrated, the student will be deemed not yet competent (NYC) for that assessment and will need to be reassessed with only one further opportunity for re-assessment.

The student must be deemed competent in EVERY practical assessment for each unit before being permitted to undertake PEP.

Professional Experience Placements (PEP): Students will have clinical placements in aged care, mental health, community, sub-acute and acute care.

Key 2 Learning College Trainer/Assessors hold ultimate accountability for the assessment decisions of the student in relation to their PEP.

Placement duration times vary, a full 8 hour working day is required and will include shift work.

Punctuality is imperative and expected in all clinical placements and students will be charged $90. 00 for each day placement be cancelled by the student.

To meet the requirements for the Diploma of Nursing, 100% attendance is required at PEP as directed by ANMAC and must be completed wholly in Australia.

All students are required to successfully complete 400 hours of PEP to be eligible for completion of their qualification. This is not inclusive of simulated activities. These will be allocated throughout the qualification as follows:

400 hours of Work placement must be successfully completed and have been allocated as follows:

Placement 1: Aged Care
= 80 hours

Placement 2: Mental Health/Aged Care/Community Aged Care/Community Health/ GP Practice
= 160 hours

Placement 3: Sub – Acute and Acute Care
= 160 hours

Students must complete ALL requirements as per their PEP Workbook. This includes:

- Maintaining a reflective journal
- Attendance record (PEP workplace logbook)
- Student placement orientation checklist
- Student placement objectives
- Personal learning objectives
- Communication skills
- Assessment tool
- Clinical skills

Reflective Journal: As part of the PEP workbook, students are required to maintain a reflective journal throughout their Diploma of Nursing program. The journal will assist with identifying areas of learning that need further development and assist with setting and tracking progress towards the achievement of your personal learning objectives.

During PEP it is a requirement that students maintain a reflective journal and using your reflections, in collaboration with the Nurse Educator/Supervisor, work towards achievement of your stated personal learning objectives and the specific Placement learning objectives.

After each block placement, students will have an opportunity to review, reflect and discuss their experiences from each work placement with a Reflective Session that is built into the course timetable.

Student Placement Progress

Students can only attend PEP after satisfactory/competent completion of all assessment tasks (theory and practical) for the Block of units being studied prior to placement.

If a student has a conscientious objection to vaccinations/immunisations and has not made this objection known before or during the enrolment process and induction process, and it is a requirement of the facility or the course and there is no alternative placement, the student will be counselled by the Course Coordinator about non-progression and inability to complete the course.

Minimum attendance requirements of 100%

Any student who is not showing evidence of satisfactory progression in meeting NMBA Standards for Enrolled Nurses whilst on PEP will be given further learning and placement support and placed on “Student Progression Contract”. The student will be required to pay additional fees for any additional Placement hours required to complete the Block.

If the student is still unable to demonstrate satisfactory progression after being placed on a "Student Progression Contract" and is not likely to meet the requirements in the allocated time, they will be withdrawn from the course.

Where a student has breached the Code of Conduct, they will be interviewed by the Course Coordinator in the first instance and if necessary, sanctions will be determined (possible expulsion from the course could be decided upon).

If students feel they are having difficulties with their Placement they need to discuss these issues with their Facilitator and Course Coordinator.

If students are found to be acting in an unprofessional manner, breaches of legal or ethical compliance, not perform their duties safely, endanger others, are negligent or abuse will result in immediate withdrawal from the course.

The Facilitator may identify areas where a student is struggling to meet the required outcomes. In this instance, the Facilitator will discuss this with the student and Course Coordinator to put a “Student Progression Contract” in place which is agreed upon by all parties.

Immediate withdrawal from Placement

In certain circumstances, students may be withdrawn immediately from a Placement. The reasons for this may include:

- Consistently unable to perform professionally despite constant instruction and guidance.
- Unable to care for clients with any degree of autonomy.
- Inability to safely perform procedures that have already been taught, demonstrated and practiced in a simulated environment.
- Performing in a manner that takes away from the learning opportunities of the other students.
- Breaching legal, ethical, or professional codes of practice.
- Demonstrates gross negligence in performing an assigned duty.

Reporting incidents

Near misses, risks, hazards, and incidents within the Placement setting must be reported immediately to the Nurse Educator/Supervisor. Depending on the type of incident and assessment of the Risk associated with the incident, the Organisation and Course Coordinator or Operations and Compliance Manager also need to be informed.

All incidents must be documented using the appropriate forms as per Health Organisation Policy (Please see Risk Assessment Policy and Procedure - Mitigation Strategy and Contact Flow Chart).

Academic Writing

An essay or other written work is a piece of evidence that requires research of a topic, analysis of the findings of that research, and an evaluation of your research that supports your academic opinion on the matter.

It is important that this work includes your academic opinion of the findings and be careful to not confuse this with your personal opinion. Sometimes these may be the same thing but ensure your personal opinion is supported by your research and analysis.

Word limits must be adhered to (where specified) and this will be identified in the task. You are allowed a 10% variance with your word limit; this means that if a word limit is 1000 words then your submission must be no less than 900 words and no more than 1100 words.

In general, long and short answer questions are completed in your own time outside of the face to face classroom environment. You can access any relevant resources such as the internet, course textbooks and other credible sources. It is important that you reference all sources that you obtain your information from.

All questions must be answered and a satisfactory result achieved for each question to achieve an overall satisfactory result for this assessment.

Referencing

APA 7th Edition
APA 7th is an author-date referencing style used across a broad range of subject areas. It is based on the Publication Manual of the American Psychological Association.

This guide is primarily for students completing assignments at Curtin University. If you are publishing (e.g. journal article, PhD), please consult the above publication as the examples provided here may differ slightly from the requirements outlined in the official style guide.

Referencing is a standardised method of acknowledging sources of information and ideas that you have used in your assignments or research, in a way that uniquely identifies the source. It is not only necessary for avoiding plagiarism, but also for supporting your ideas and arguments.
There are two parts to referencing:
• In-text citation
• Reference list entry

The Assignment Skills Referencing Guide is available to download from Canvas.

Reference list:

The reference list should be ordered alphabetically by the last name of the first author of each work. References with no author are ordered alphabetically by the first significant word of the title.

Use only the initials of the authors' given names. No full stop and space between the initials. Last name comes first.

As required, Key 2 Learning College Trainers/Assessors will provide a list of additional resources and text books which you can source for use at your own cost.

Referencing must be included and failure to adhere to this requirement will result in a not satisfactory outcome for the assessment.

Academic Integrity

Plagiarism is considered a serious offence along with:

- Collusion and contract cheating, re-submission of previously marked work from another student, copying and theft of other student's work.
- Students must not copy or paraphrase any document, audio-visual material, computer-based material or artistic piece from another source except in accordance with the conventions of the field of study
- Students must not use another person's concepts, results or conclusions and pass them off as their own
- In cases where the assessment task is intended to be individual work not group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student's assessment.
- Students must not ask another person to produce an assessable item for them.
- Must not use assessment bought or found on the internet

You may not copy the work of another person, or have any other person write your work, assist you in your research and writing or do your research and writing for you. If you present, as your own work, quotes or ideas which come from someone else, without acknowledging the source, you have plagiarised. All the above is considered a serious breach of program protocol and will result in penalties which may include exclusion from progression in the course.

You are permitted to discuss your ideas with other students but when it comes to writing the answers it must be your own work, unless it has been designated as a group project by the Trainer.

Cheating is obtaining or attempting to obtain, any improvement in evaluation of performance by any dishonest or deceptive means. Cheating includes but is not limited to:

- copying from another's test/examination or assessment;
- using or displaying notes,
- "cheat sheets," or
- other information devices inappropriate to the prescribed test conditions.

Students submitting work where plagiarism or cheating has been identified will be investigated resulting in disciplinary procedures being instigated.

At Orientation, the Academic Integrity Acknowledgement Form (F075) must be completed by all students to confirm their understanding of these requirements.

For each assessment submission students will be require to submit a signed Student Cover Sheet the declares their Academic Integrity.

Principles

1. Academic Integrity is a core College value and obligation.
2. Upholding Academic Integrity must be the foundation for all teaching, scholarship and research undertaken by staff and students.
3. The College is opposed to, and does not tolerate, breaches of Academic Integrity.
4. The College supports the use of educative and prevention strategies to foster Academic Integrity.
5. Staff will apply appropriate strategies for promoting, protecting and practicing Academic Integrity. The College has soft ware implemented into the Canvas system to detect plagiarism – "Turnitin"
6. Students will uphold ethical practice in all Academic Endeavours.
7. Penalties for breaches of Academic Integrity will take into account any extenuating circumstances and any record of past breaches of Academic Integrity

8. The College instructs the students (Dip of Nursing) that they must use APA 7th Edition to be research and reference their assessments

Penalties for Misconduct for Plagiarism or Collusion

1. If the student is found guilty of Plagiarism or Collusion Academic misconduct, they will receive a 1st written warning and need to re submit the assessment task that was plagiarised or colluded.
2. If the student is found guilty for a second time, they will receive 2nd written warning and be required to pay a cost of $80.00 and re submit their assessment task that was plagiarised or colluded.
3. Found guilty a 3rd time will result in the student being withdraw from the course

The Academic Integrity Policy and Procedure PP064 can be accessed on the Key 2 Learning College website

Continuing professional development and Articulation Pathways

The Continuing Professional Development (CPD) registration standard developed by the Nursing and Midwifery Board of Australia (NMBA) states that continuing professional development is the means by which members of the profession maintain, improve and broaden their knowledge, expertise and competence, and develop the personal and professional qualities required throughout their professional lives.

The CPD cycle involves reviewing practice, identifying learning needs, planning and participating in relevant learning activities, and reflecting on the value of those activities. In practice, all nurses have a responsibility to seek out and engage in ongoing education and professional development to maintain the competencies that are specific to nursing in general practice settings.

During this course you will learn what is required and how to assemble your personal portfolio.
On completion of the HLT54115 Diploma of Nursing, you will be considered competent for beginning level practice in a clinical role.

Professional Evidence-based Resources
Evidence-based Practice is about applying the best research evidence to your decision-making and using the experience, skills, and training that you have as a health professional and by considering the patient's situation and values, including the practice context in which you are working. Integration of this information is referred to as clinical reasoning. Although clinical experience is an important aspect of EBP, you cannot solely rely on clinical experience for decision making, as health professionals, you will need to use clinical experience in conjunction with other types of evidence-based information such as critically appraised and scientifically proven evidence for delivering high-quality health care. Refer to the below professionally accepted sources that you could use for EBP. Other sources requiring a login will be provided to you on course commencement.

Evidence based practice (EBP)
Evidence-Based-Practice (EBP) has rapidly become the standard healthcare approach in Australia and many overseas countries. EBP combines 3 key components: use the best evidence from studies; with clinician expertise; and patient values and preferences.

EBP in nursing is an integration of research evidence, clinical expertise and a patient's preferences. This problem-solving approach to clinical practice encourages nurses to provide individualised patient care.

Databases and Journals

Databases are online search engines which index the research literature and are your main way of finding research articles on any topic.

Journals are regularly published magazines in specialty areas. These days they are almost all available online, although some are also still available in print form. Research articles are usually published in peer-reviewed journals.

DATABASES

JBI

Clinical care

CINAHL

The Cochrane Library is a collection of databases that contain different types of high-quality, independent evidence to inform healthcare decision-making.

Link: https://www.cochranelibrary.com/search

PubMed is a free resource supporting the search and retrieval of biomedical and life sciences literature with the aim of improving health–both globally and personally.

Link: https://pubmed.ncbi.nlm.nih.gov/

Trip is a clinical search engine designed to allow users to quickly and easily find and use high-quality research evidence to support their practice and/or care. As well as research evidence it also allows clinicians to search across other content types including images, videos, patient information leaflets, educational courses and news.

Link: https://www.tripdatabase.com/

Informit is a leading digital destination for enriching knowledge and insight, with a strong focus on providing relevant and specialist Australian content.

Link: https://search.informit.org/

Directory of Open Access Journals and articles (DOAJ) is a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals. All DOAJ services are free of charge including being indexed. All data is freely available.

Link: https://doaj.org/

JOURNALS

The Australian Journal of Advanced Nursing (AJAN) is the peer-reviewed scholarly journal of the Australian Nursing and Midwifery Federation (ANMF). It provides a forum to showcase and promote a wide variety of original research and scholarly work to inform and empower nurses, midwives and other healthcare professionals to improve the health and wellbeing of all communities and to be prepared for the future.

Link: https://www.ajan.com.au/index.php/AJAN

The Online Journal of Issues in Nursing is a peer-reviewed, online publication that addresses current topics affecting nursing practice, research, education, and the wider health care sector.

Link: http://ojin.nursingworld.org/

The Australian Nursing and Midwifery Journal is Australia's leading publication for nurses, midwives, students and carers.

Link: https://anmj.org.au/

BMC Nursing is an open access, peer-reviewed journal that considers articles on all aspects of nursing research, training, education and practice.

Link: https://bmcnurs.biomedcentral.com/articles

Medscape is the leading online global destination for healthcare professionals worldwide, offering the latest medical news and expert perspectives; essential point-of-care drug and disease information; and relevant professional education and CME. (Sign up for a free account)

Link: https://www.medscape.com/nurses/journals

OTHER PROFESSIONAL RESOURCES

MSD Manuals present the best current thinking regarding medical diagnosis and treatment.

Link: https://www.msdmanuals.com/professional
Pharmaceutical Benefits Scheme (PBS)
PBS Website contains information on the Pharmaceutical Benefits Scheme including details of the medicines subsidised by the Australian Government as well as information for consumers, carers, health professionals and the pharmaceutical industry.
Link: https://www.pbs.gov.au/pbs/home
Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines.
Link: https://scholar.google.com.au/
InformMe is a dedicated resource for health professionals to improve the treatment of stroke care.
Link: https://informme.org.au/
The ***Heart Foundation*** provides clinical info, health professional tools, research, etc for health professionals.
Link: https://www.heartfoundation.org.au/

NURSING LAW, POLICY AND REGULATION

Australian Health Practitioner Regulation Agency (Ahpra)

Nursing and Midwifery Board of Australia (NMBA)

National Health & Medical Research Council (NHMRC)

Australian Commission on Safety and Quality in Health Care (ACSQHC)

ACT Government - Legislation

Parliament of Australia

End of Life Law for Clinicians

GOVERNMENT WEBSITES

Department of Health and Ageing (Australia)

ACT Health

Queensland Health

NSW Health

NT Dept. Health and Families

SA Health

Tasmania DHHS

Victoria Dept. of Health

WA Health

Australian Institute of Health & Welfare (AIHW)

Australian Institute of Family Studies (AIFS)

FIRST PEOPLES

The Congress of Aboriginal and Torres Strait Islander Nurses and Midwives

Australian Indigenous HealthInfoNet

NURSING - GENERAL

Florence Nightingale International Foundation

Nursing Theory and Research Page

Nursing Times

Primary Health Care Research and Information Service

Red Cross-Australian Services

Hand Hygiene Australia

Student Declaration

I have read all information provided in this handbook and understand the following forms part of my requirements when undertaking the Diploma of Nursing (HLT54115) at Key 2 Learning College:

Part 1: HLT54115 – Diploma of Nursing Student Placement

- Student Placement in a Health Care setting is an essential component of the Enrolled Nursing Course and in order for me to attend my Placements I accept that a number of requirements need to be in place, namely:
    - Current compulsory immunisations
    - A current Police Check certificate – within the last 12 months and I am to notify the Nursing Training Manager if there is any change to the status of my Police Check
    - A current Working with Vulnerable People (WWVP) card
- I am aware that my Student Placement can be denied if I fail to comply with the above requirements and that this could have a significant effect on my progress through the course
- I am also aware that Student Placement cannot be guaranteed in my preferred health care agency and that travel will be associated with my Placements.

Part 2: HLT54115 – Diploma of Nursing

Furthermore, I understand, agree and will abide by the following:

- The Key 2 Learning College Code of Conduct
- The responsibility to respect confidentiality and abide by all laws governing the use of information
- I have read, understood and agree to adhere to the requirements for this Course as described in this handbook
- Skills Laboratory requirements
- PEP requirements
- Assessment requirements
- Exam Rules
- Immunisation requirements
- National Police Check requirements
- Working with Vulnerable People (WWVP) requirements
- Conditions for course progression.

Student Name:	
Signature:	
Date:	

Appendix 1 - Glossary of Terms

Terms	Definition
NMBA	Nursing and Midwifery Board of Australia (NMBA): The national body responsible for the regulation of nurses and midwives in Australia. The functions of the Nursing and Midwifery Board of Australia include: • registering nursing and midwifery practitioners and students • developing standards, codes and guidelines for the nursing and midwifery profession • handling notifications, complaints, investigations and disciplinary hearings • assessing overseas trained practitioners who wish to practise in Australia, and approving accreditation standards and accredited courses of study.
ANMAC	ANMAC helps to protect the health and safety of the Australian community by establishing high-quality standards of nursing and midwifery education, training and assessment.
AHPRA	The Australian Health Practitioner Regulation Agency (AHPRA) is the national organisation responsible for implementing the National Registration and Accreditation Scheme (the National Scheme) across Australia. AHPRA works with NMBA in implementing the National Registration and Accreditation Scheme for nurses and midwives in Australia.
Accountability/accountable	Nurses and midwives must be prepared to answer to others, such as people in receipt of healthcare, their nursing and midwifery regulatory authority, employers and the public for their decisions, actions, behaviours and the responsibilities that are inherent in their roles. Accountability cannot be delegated. The RN or midwife who delegates an activity to another person is accountable, not only for their delegation decision, but also for monitoring the standard of performance of the activity by the other person, and for evaluating the outcomes of the delegation. However, they are not accountable for the performance of the delegated activity.
Best practice	A technique, method, process, activity or incentive which has been proven by evidence to be most effective in providing a certain outcome.
Core practice	The day-to-day or regular activities or policies of a health service provider that fundamentally guide the service as a whole.
College	References made about Key 2 Learning College
Decision-making framework	The NMBA expects all nurses and midwives to practise within the relevant standards for practice and decision-making frameworks.
Delegation/delegate	A delegation relationship exists when one member of the health care team delegates aspects of care, which they are competent to perform and which they would normally perform themselves, to another member of the health care team from a different discipline, or to a less experienced member of the same discipline. Delegations are made to meet people's needs and to ensure access to health care services — that is, the right person is available at the right time to provide the right service to a person. The delegator retains accountability for the decision to delegate and for monitoring outcomes.

Terms	Definition
Duty of care/standard of care	A responsibility or relationship recognised in law. For example, it may exist between health professionals and their clients. Associated with this duty is an expectation that the health professional will behave or act in a particular way. This is called the standard of care, which requires that a person act toward others and the public with watchfulness, attention, caution and the prudence that would be made by a reasonable person in those circumstances. If a person's actions do not meet this standard of care, whereby they fall below the acceptable standards, any damages resulting may be pursued in a lawsuit for negligence.
Enrolled nurse (EN; Division 2)	A person with appropriate educational preparation and competence for practice, who is registered under the Health Practitioner Regulation National Law.
Evidence-based practice	Assessing and making judgements to translate the best available evidence, which includes the most current, valid, and available research findings and the individuality of situations and personal preferences as the basis for practice decisions.
Indicators	Key generic examples of competent performance. They are neither comprehensive nor exhaustive. They assist the assessor when using their professional judgement in assessing nursing practice. They further assist curriculum development.
Person-centred practice	A collaborative and respectful partnership built on mutual trust and understanding. Each person is treated as an individual with the aim of respecting people's ownership of their health information, rights and preferences while protecting their dignity and empowering choice. Person-centred practice recognises the role of family and community with respect to cultural and religious diversity.
Professional boundaries	Professional boundaries in nursing are defined as "limits which protect the space between the professional's power and the client's vulnerability; that is they are the borders that mark the edges between a professional, therapeutic relationship and a non-professional or personal relationship between a nurse and a person in their care" (NMBA, 2010, page 1).
Quality	Refers to characteristics and grades with respect to excellence.
Registered nurse (RN; Division 1)	A person who has completed the prescribed educational preparation, demonstrated competence to practise, and is registered under the Health Practitioner Regulation National Law as a registered nurse in Australia. For the purposes of this document the term also includes nurse practitioners.
Risk assessment/risk management	An effective risk management system is one incorporating strategies to: • identify risks/hazards • assess the likelihood of the risks occurring and the severity of the consequences if the risks do occur, and • prevent the occurrence of the risks, or minimise their impact
Scope of practice	Is that in which nurses are educated, competent to perform and permitted by law. The actual scope of practice of individual practitioners is influenced by the settings in which they practise the health needs of people, the level of competence and confidence of the nurse and the policy requirements of the service provider.
Standards for practice	Set the expectations of enrolled nurse practice. They inform the education standards for enrolled nurses; the regulation of nurses and determination of nurses' fitness for practice; and guide consumers, employers and other stakeholders on what to

Terms	Definition
	reasonably expect from an enrolled nurse regardless of the area of nursing practice or years of nursing experience. They replace the previous National competency standards for the enrolled nurse.
Supervision/supervise	For the purpose of this document, supervision is defined as access, in all contexts of care, at all times, either directly or indirectly to professional supervision to a named and accessible RN for support and guidance of the practice of an EN. Supervision can be either direct or indirect: Direct supervision is when the supervisor is actually present and personally observes, works with, guides and directs the person who is being supervised. Indirect supervision is when the supervisor works in the same facility or organisation as the supervised person but does not constantly observe their activities. The supervisor must be available for reasonable access. What is reasonable will depend on the context, the needs of the person receiving care and the needs of the person who is being supervised.

Appendix 2- Immunisation Record

The following immunisation record must be completed and submitted before students commence the Diploma of Nursing (HLT54115) at Key to Learning College.

Refer to the information below which details the requirements for each immunisation.

- **Measles/Mumps/Rubella** – documented two doses of measles containing vaccine (for those born during or after 1966) or history of disease.

- **Chicken Pox** – course of two injections or history of disease or positive serology.

- **Hepatitis B** – history of three (3) injections and evidence of blood levels >10 ml U/ml after vaccinations.

- **Mantoux test** – within 12 months prior to commencement of student Placement.

- **Diphtheria, Pertussis (Whooping Cough) & Tetanus -** One documented dose of adult dTpa vaccine within the last 10 years.

- **Influenza** – annual vaccination.

- **Coronavirus** – 2 x doses

- **Tuberculosis (TB) Screening** - The Health Directorate requires students to undergo TB screening within three months prior to their first Student Placement. TB screening is for baseline purposes. Students who have travelled to high TB endemic countries for periods of 3 months or more are required to have repeat screening.

  Students from ACT Education Providers are required to have their TB screening completed before they start Placement. This can be done at the Dept of Respiratory and Sleep Medicine, Building 1, Level 2, The Canberra Hospital, Yamba Drive, Garran.

  Interstate students, who find it difficult to access TB screening services, may present for screening on their first day at the Canberra Hospital. However, students need to inform education providers and CPO knows as soon as possible if this is required in order to make roster arrangements.

  The TB screening fee is currently $55.00 for students with Medicare (subject to change) and will need to be paid on the day of screening. The Department of Respiratory and Sleep Medicine will provide details of where to make the payment when you present to DRSM. Current ACT Health care workers will not be charged for this service.

  Students attending from interstate who have had recent TB screening are advised to email their TB results to respsleep@act.gov.au to determine if these are adequate for ACT requirements.

  Please note – A Tuberculin Skin test cannot be performed within 4 weeks of Measles Mumps Rubella (MMR) vaccine. Please attend TB screening prior to MMR vaccination. Please be aware that you will be required to return to the clinic 3 days later for the results. Tuberculin skin testing cannot be performed if a live vaccine has been given in the last 4 weeks (MMR or Varicella).

Current Immunisation Record

Student Name:		Student Signature:	

Immunisation Details

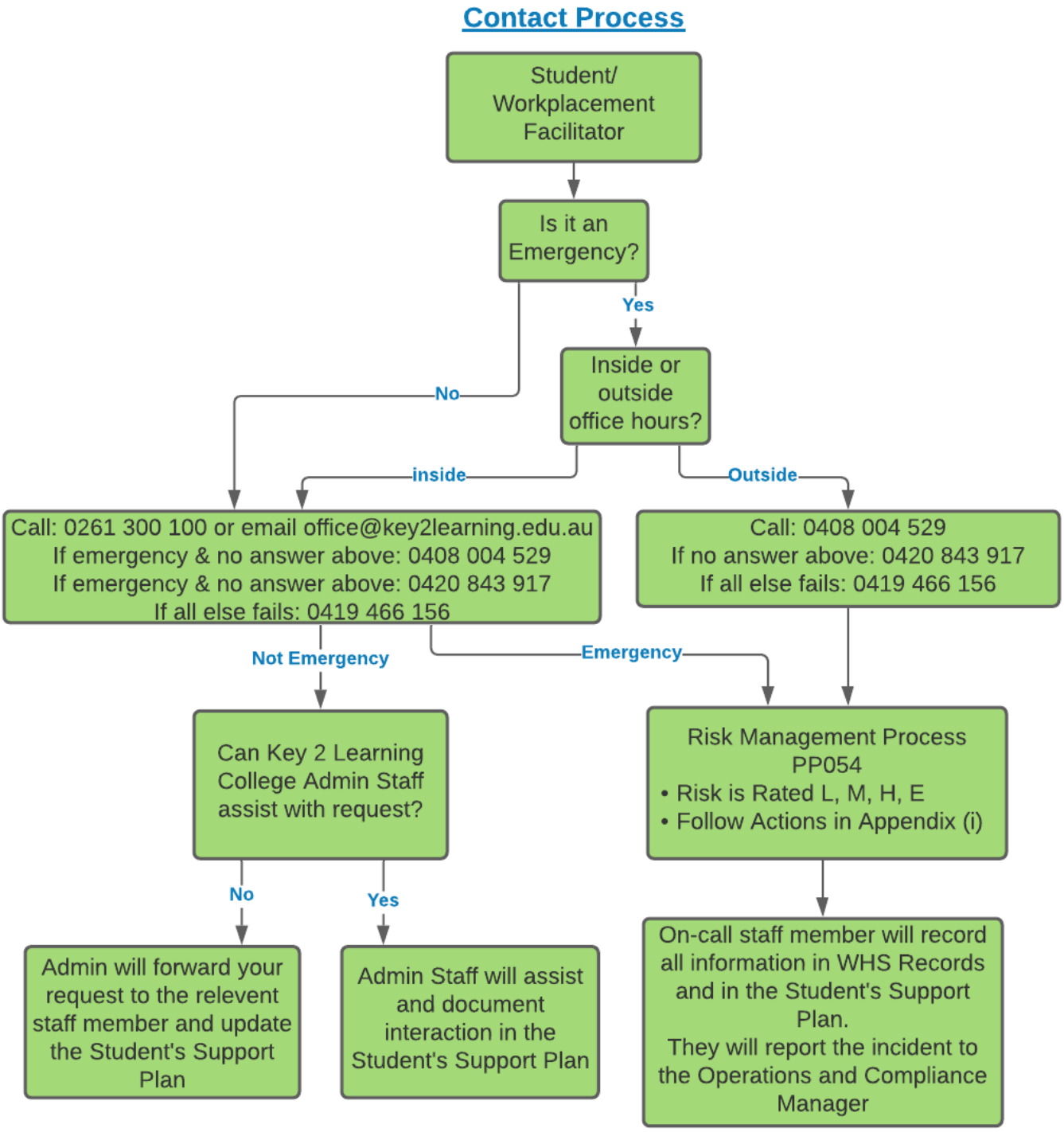
Immunisation*	Previous Disease History	Date of Vaccination	Date of Serology & Result	Doctor's Details/Stamp	Doctor's Signature
Please cross out whichever does not apply **Measles Mumps Rubella**					
Varicella Zoster Chicken Pox					
Hepatitis A					
Hepatitis B					
Mantoux					
Influenza					
Coronavirus x 2 doses					
Polio					
Adult Diphtheria & Tetanus					
Pertussis (Whooping Cough)					

Appendix 3
Text Booklist

HLT54115 Diploma of Nursing

Essential	Recommended
Tabbner's Nursing Care Theory and Practice 8th edition– *Koutoukidis, Stainton* ISBN 9780729543361	Australian Nurses' Dictionary 6th Edition - *Hawley/King* 9780729542296
The Human Body in Health & Illness 6th Edition – *Barbara Herlihy* ISBN 9780323498449	Mastering Medical Terminology: Australia and New Zealand 2nd Edition – *Walker/Wood* ISBN 9780729542401
Essential Enrolled Nursing Skills for Person-Centred Care WorkBook 2nd Edition – *Koutoukidis & Stainton* ISBN 9780729543309	Mental Health Nursing: Applying Theory to Practice –*Hercelinskyj & Alexander* ISBN 9780170387521
Lewis's Medical-Surgical Nursing – Australia and New Zealand 5th Edition ISBN 9780729542920	Living with Chronic Illness & Disability 3rd Edition – *Chang/Johnson* ISBN 9780729542616
Pharmacology in Nursing: Australian & New Zealand Edition 3rd Edition – *Broyles et al* ISBN 9780170421850	Wound Care 1st Edition – *Coleman & Nielsen* ISBN 9780729543170
Med+Safe 1 year subscription Intelli+Learn https://ilearn.kineoportal.com.au/content/store/store.jsp?category=Med%20Safe	Monitoring and Administration of IV Medications for the Enrolled Nurse 1st Edition – *Abbott & De Vries* ISBN 9780170261517
Havard's Nursing Guide to Drugs, 10th Edition - *Tiziani* ISBN 9780729542548	Clinical Placement Manual for the Diploma of Nursing 1st Edition – *Joustra & Moloney* ISBN 9780170407021

Appendix 4 – Contact Flow Chart



Appendix 5
Doctor's Letter of Immunisation and Fitness

Dear General Practitioner

Your patient presenting to you today has applied to study the **Diploma of Nursing (Enrolled) HLT54115** at Key 2 Learning College (K2L).

We seek your help in addressing the following entry requirements for the course:

1. K2L insurers require a letter from a General Practitioner attesting to the student's fitness to undertake nursing duties at the time of course commencement. Any pre-existing injuries and the current health of the student.
2. Students with a current Workers Compensation claim or injury will be required to inform K2L and present a letter from their treating Medical Specialist.
3. Students are also required to comply with the 'ACT Health' "Student and Trainee Clinical Placement Policy" and the NSW Health Policy "Occupational Assessment, Screening and Vaccination against Specified Infectious Diseases"; and show documented evidence of their immunisation status.

Immunisations:

The following **documented evidence** are required for each student to ensure compliance with both ACT and NSW Health's requirements for Clinical Placement.
Please provide batch numbers and dates and/or serology results.

Requirements:	Evidence 1:	Evidence 2:
Hepatitis B	Blood Test Results - Immunity	Evidence of first 2 vaccinesof a 3 vaccine course
Hepatitis A	Blood test results – must show that you are immune to Hepatitis A. If you are not immune then you must commence a course of vaccinations.	
Measles, Mumps, Rubella (MMR)	Blood Test Results – Immunity	Evidence of 2 vaccines
Varicella (Chicken Pox)	Blood Test Results – Immunity	Evidence of 2 vaccines
Diphtheria, Tetanus, Pertussis (dTpa)	Evidence of **<u>one adult vaccine</u>** within thelast 10 years – Vaccine: BOOSTRIX or ADACEL **SEROLOGY NOT ACCEPTED**	
Influenza	**MANDATORY**	
Tuberculosis (TB)	Tuberculin Skin Test (TST) accepted from The Department of Respiratory and Sleep Medicine at The Canberra Hospital	Mantoux results or Quantiferon -TB Goldresults from GP.

Coronavirus	**Mandatory**	**Evidence of two recent vaccines**

Your assistance in this enrolment process is appreciated.

Yours sincerely

Aaisha Syed
Course Coordinator

Doctor's Letter of Fitness:

During the K2L Diploma of Nursing course, students are required to work in a simulated learning environment and complete 400 hours of clinical placement in a variety of health care facilities acrossthe ACT and NSW.

This requires the student to be both physically and psychologically fit to undertake nursing duties. Example of the duty's students will be required to complete during the course include but are not limited to:

Manual Handling techniques:

- Transferring a client from bed to chair and vice versa using manual handling equipment.
- Assisting a client to ambulate – this may include wheelchairs, shower chairs, walking frames,crutches etc.
- Moving clients in the bed
- Bed making, sponging, showering
- Basic life support e.g. initiate CPR according to organisation procedures

Please sign, date and stamp verifying that the student is fit to perform nursing duties.

A separate letter is required listing any information regarding pre-existing conditions, and/or any workers compensation.

Student Name:_____

Doctor Signature:_____

Date:_____

Doctor Provider Number:_____

Stamp:_____

I _____ (Student Name) acknowledge that if I obtain an

injury after this consultation I will provide a new letter of fitness to K2L so that I can continue my studies.

Signature: _____

Date:_____

Appendix 6 –

Dip of Nursing Progression Policy and Procedures PP069

Policy scope:

Key 2 Learning College pro-actively monitors students' academic progress and includes student attendance, assessments submissions and skill assessment results. Any student identified at risk will be contacted where course progression is unsatisfactory.

Students who are found to be underperforming in the Diploma of Nursing through the following, will be required to be commenced on a Student Progression Contract. The purpose of this contract is to assist and support students to fulfil their academic and clinical responsibilities within the Diploma of Nursing. It is to be engaged when a student has been identified as not achieving the desired outcomes of a unit of competency. This can relate with any aspect of their course responsibilities which can include:

- Non-attendance in simulated skills labs
- Academic misconduct
- Clinical misconduct
- Failure to attend FOSA assessments
- Failure to attend PEP or incomplete PEP assessment and/or hours

A meeting with students will be arranged to discuss any issues they may be experiencing and where possible additional assistance will be provided such as academic help, counselling, or assessment extensions.

It should be clearly outlined in the Student Progression Contract which of the students unsatisfactory academic or clinical progression require further support and guidance. The evidence should be mapped back to the Nursing Professional standard and codes as required. The course coordinator should initiate incident and risk management is there are safety concern for the student or their conduct in class or PEP.

Key 2 Learning College has intervention strategies for students at risk, including:

- Students completing a LLN assessment at the commencement of the course to identify support requirements against the ACSF.
- Trainers completing Formative assessment across the program
- Progression Contracts for students that are not meeting course requirements and strategies to support their learning goals with manageable and scaffolded work loads
- Trainer supported self-directed learning assistance
- These student support services available will enable students complete the qualification within the expected time frame.
- Students are strongly encouraged to discuss any difficulties they are experiencing with their trainer.

Procedures:

Fees:

For courses where a student is paying for the course (including Government funding courses), fees must be paid at least 1 week prior to the commencement date of the course.

If fees are not paid, the student's progression will stop at this point until such time as the account is settled. If an account remains unsettled, after census date, Key 2 Learning College reserves the right to withdraw a student with a fail grade.

Attendance (Classroom theory):
Attendance (minimum of 80% attendance per unit is required)
If a student fails to attend 80% of theory classes an "Student Progression Contract" will be implemented with the student to assist them to meet the course requirements.

Bondy Scale:
Students are assessed using five performance standards adapted from the Bondy Scale (1983) provided below, to provide a formative (interim) and final (Summative) assessment applicable to the student's level of knowledge, skill performance, professional behaviour, and communication.

If at any time during clinical experience a Clinical Educator/Facilitator considers a student to be at Dependent (D) Level in accordance with the Bondy (1983) scale, the Key 2 Learning College Nursing Coordinator must be notified so that additional assistance and support can be provided to the student. Students can only attend PEP after satisfactory/competent completion of all assessment tasks (theory and practical/FOSA) for the Block of units being studied prior to placement.

If a student is not considered 'safe' as assessed on the "Bondy Scale" they will not be considered to have successfully completed the Professional Experience Placement and will be managed as per Key 2 Learning College's Progression rules.

Only in Extenuating Circumstances (such as COVID-19 impacts) students will commence the next Block without completion of placement of previous Block. In such circumstances, more formative assessments (within classroom learning – use of more role plays and simulation activities) will be included to ensure consolidation of theory and practice.

Students cannot attend placement linked to the current block unless the placements from previous block have been completed satisfactorily.

Appendix 1 Forms - "Student Progression Contract"

For a student to pass the clinical placement they need a minimal rating of Assisted (3) for Block 1 PEP, Assisted (3) or Supervised (2) for Block 2 PEP and Supervised (2) or Independent (1) for Block 3 PEP.

Criteria for Rating (Bondy Scale 1983):

Scale	Professional Standard	Quality of Performance	Assistance Required
1 = Independent	Safe, accurate and achieved the intended outcome and behaviour is appropriate to context	Proficient, confident, expedient	No supporting cues required
2 = Supervised	Safe, accurate and achieved the intended outcome and behaviour is appropriate to context	Proficient, confident, reasonably expedient	Requires occasional supportive cues
3 = Assisted	Safe, accurate and achieved most objectives for the intended outcome and behaviour is generally appropriate to context	Proficient throughout most of performance when assisted	Required frequent verbal and occasional physical directives in addition to supportive cues
4 = Marginal	Only with guidance Not completely accurate Incomplete achievement of intended outcome	Unskilled, Inefficient	Required continuous verbal and frequent physical directive cues
5 = Dependent	Unsafe and unable to demonstrate behaviour. Lack of insight into behaviour appropriate to context	Unskilled and unable to demonstrate behaviour/ procedure	Required continuous verbal and continuous physical directive cues
O = Not observed			

Theory Assessments:
Must be submitted on due dates as per the Unit Outlines.
If the student is deemed unsatisfactory, they will have 1 additional attempt (along with Trainer support) to submit the assessment. If the student is still unsatisfactory after the 2nd attempt a "Student Progression Contract" will be implemented with the student to assist them to meet the study Block requirements within the Delivery Schedule timeframes.

Failure to meet the requirements of the "Student Progression Contract" will result in the student having to withdraw from the course.

If the student is found guilty of Plagiarism or Collusion Academic misconduct, they will receive a 1st written warning and need to re submit the assessment task that was plagiarised or colluded.
If the student is found guilty for a second time, they will receive 2nd written warning and be required to pay a cost of $80.00 and re submit their assessment task that was plagiarised or colluded.

Found guilty a 3rd time will result in the student being withdrawn from the course.
Refer to the Academic Integrity Policy and procedure for further details PP064

Simulation Laboratory:
Student must pass all Simulations and Final Observation Skills Assessments (FOSA) assessments at the end of each Block to be able to progress to Professional Experience Placement (PEP)

All students can have two attempts of their FOSA. If a student is unsuccessful on their first attempt, they need to book a time for re-assessment (2nd attempt) with their Trainer. Support and retraining will be made available prior to the student's 2nd attempt. If students require more than two attempts to complete the assessment item, they will be deemed not yet satisfactory and required to have a review with the Course Coordinator to be considered for their 3rd attempt and will require a "Student Progression Contract". Failure to meet the requirements of the "Student Progression Contract" will result in the student not being deemed competent in the FOSA.

Failing to be deemed competent in the FOSA will prevent the student from attending Professional Experience Placement. The student will have to re-enrol into the Block that they have failed and pay the student fees applicable for that Block or withdraw from the course. This means the student will need to defer from the current group and join the next group.

Professional Experience Placement (PEP):
Students can only attend PEP after satisfactory/competent completion of all assessment tasks (theory and practical) for the Block of units being studied prior to placement.
Students will be required to successfully complete a minimum of 400 hours of Placement wholly in Australia during their Course.

Successfully complete means that the student has:

- completed 100% of the required hours for that Placement and
- met the Performance Criteria including achieving competence in the Skills requirements for that placement.
- If a student is not considered 'safe' as assessed on the "Bondy Scale" they will not be considered to have successfully completed the Professional Experience Placement and will be managed as per Key 2 Learning College's Progression rules. The Course Coordinator will meet with the student to complete a Progression Contract for continuation in the program.
- Not inclusive of any simulation activities

Where a student has not met the requirements concerning completing the required hours, the student will be required to do “make-up time”.

This means the student will need to complete the hours for which they were absent to ensure they meet the requirement of 400 hours successfully completed during their course.
“Make-up time” will need to be completed in order for the student to be considered as having completed the Course. Where a Student has not met the criteria for the course, the student will be required to meet with the Course Coordinator and develop an action plan which will be documented in the “Student Progression Contract.

If a student has a conscientious objection to vaccinations/immunisations and has not made this objection known before or during the enrolment process and induction process, and it is a requirement of the facility or the course and there is no alternative placement, the student will be counselled by the Course Coordinator about non-progression and inability to complete the course.

Minimum attendance requirements of 100%

Any student who is not showing evidence of satisfactory progression in meeting NMBA Standards for Enrolled Nurses whilst on PEP will be given further learning and placement support and placed on “Student Progression Contract”. The student will be required to pay additional fees for any additional Placement hours required to complete the Block.

If the student is still unable to demonstrate satisfactory progression after being placed on a "Student Progression Contract” and is not likely to meet the requirements in the allocated time, they will be withdrawn from the course.

Where a student has breached the Code of Conduct, they will be interviewed by the Course Coordinator in the first instance and if necessary, sanctions will be determined (possible expulsion from the course could be decided upon).

If students feel they are having difficulties with their Placement they need to discuss these issues with their Facilitator and Course Coordinator.

If students are found to be acting in an unprofessional manner, breaches of legal or ethical compliance, not perform their duties safely, endanger others, are negligent or abuse will result in immediate withdrawal from the course.

The Facilitator may identify areas where a student is struggling to meet the required outcomes. In this instance, the Facilitator will discuss this with the student and Course Coordinator to put a “Student Progression Contract” in place which is agreed upon by all parties.

Failure to Progress Flow Chart

Appendix 1 – Student Progression Contract

Student Name		Student Number	
Date of first meeting		**Review of Contract date**	

Reason for intervention				
Misconduct	☐ Minor Misconduct	☐ Academic	☐ Behavioural	
	☐ Major Misconduct	☐ Academic	☐ Behavioural	
Provide evidence of misconduct				
Not Progressing	☐ Non-attendance	☐ Non-participation in course activities	☐ Non-completion of previous student progression contract	
	☐ Failure to submit assessment	☐ Unsuccessful assessment attempt	☐ Non-participation in PEP	☐ Non-participation in Simulated labs
Provide evidence of non-progressio				
Additional Suppor	☐ Learning support required	☐ Access/Ability support required	☐ Counselling or Career Guidance Support	☐ Indigenous support required
Clinical Misconduct related to:	☐ EN Standards for practice (NMBA)	☐ Code of Conduct (NMBA)	☐ Code of Ethics (NMBA)	
Provide evidence of clinical misconduct				

Responsibilities of Course Coordinator

Identified supports for the Trainer/facilitator

Identified supports for the student

Reporting responsibilities

Responsibilities of Nursing Trainer/Facilitator

Identified supports for the student

Reporting responsibilities

Responsibilities of Nursing Student

Achievable Goals

Timeframe

Consequences of non-compliance with Student Progression Contract

Signatures

Signature of Course Coordinator

Signature of Trainer

Signature of Facilitator

Signature of Student

A completed copy of this contract must be given to the Course Coordinator and student.