2016 Students Handbook

HLT51612 - Diploma of Nursing (Enrolled Nurse)
Welcome

Thank you for choosing

Menzies Institute of Technology - School of Nursing

As the Nursing Course Coordinator, I would like to take this opportunity to welcome you to Menzies Institute of Technology - School of Nursing (MIT-SON).

This handbook is designed to assist you settle into Nursing study at MIT-SON.

The handbook provides you with important information regarding your studies and the support services available to help you to achieve your academic, personal and professional goals.

If you need information or assistance, please do not hesitate to ask one of our friendly professional staff as we are here to help you and to make sure that your learning experience is a worthwhile one.

I wish you well in your studies and I look forward to meeting you during your time at MIT-SON.

Jacqueline Laver

Nursing Course Coordinator
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*Students are responsible for knowing and abiding by all policies, requirements and regulations in this handbook. Any questions or enquiries, please consult with your trainer, course coordinator or administration staff at Menzies Institute of Technology.*
Section 1 – General Information

Menzies Institute of Technology

Welcome to Menzies Institute of Technology where you learn today for a better tomorrow.

Menzies Institute of Technology (MIT) established in 2007 is an accredited training organisation that is reputed for its strong focus on education. We aim to uphold this reputation by offering quality training and assessment through a team of highly qualified and experienced trainers, and continuously building on our already impressive training facilities and resources. MIT strives to educate students and ensure that they are fully equipped to make positive contributions in their chosen industries and workplaces.

Our students come from different backgrounds and this creates a unique atmosphere where you can experience other cultures and socialise. Our approachable teachers, trainers, assessors and administration staff are happy to share experiences with you and to provide stepping stones for your future ahead.

For more information about MIT and your course:

MIT Mission Statement
Since its inception MIT remains committed to maintaining excellence in the educational preparation and work readiness of all MIT graduates. MIT is committed to deliver the same level of excellence in the Diploma of Nursing.

MIT Educational Philosophy
MIT believes that:
• Quality training and education is maintained by continual review and improvement of its policies, procedures, courses and their outcomes;
• Learning should result in both personal and professional growth and promote career flexibility;
• All students in the learning environment have the right to be valued and respected;
• All students in the learning environment have the responsibility of contributing to the learning of others;
• Learning should be a stimulating and pleasurable process using flexible delivery modes; and
• Learning/teaching and assessment strategies must, within the bounds of validity, reliability and currency, be flexible and accommodate the needs of learners.
MIT Quality Statement
MIT is committed to excellence in vocational education and training and willingly adopts the standards as prescribed by the:


Student Services

Access and Equity
MIT has policies and practices in place that ensure our vocational practices and training are responsive to the diverse needs of all our students. Vocational education and training is available to all on an equitable basis. This includes indigenous Australians, people with disabilities, people from non-English speaking backgrounds, rural and remote learners and women where under-represented.

Each staff member of MIT is encouraged to recognise the qualities in all individuals and to plan and develop training materials and activities to suit student needs. It is important each student identifies any special needs they have so that appropriate services can be offered within MIT. In the event of any difficulties we encourage students to use the MIT grievance procedure outlined elsewhere in the handbook.

Access & Equity Policies
For information on the MITP53 Fair Treatment and Equal Benefits and Opportunity Policy, please see the Menzies website: http://www.menzies.vic.edu.au/students-info/current-students/policies/

Student Support Services
MIT provides an environment that protects the health, safety and welfare of all students. This includes adequate and appropriate support services in terms of academic and personal counselling.

Educators are encouraged to refer any special needs for assistance to the MIT Course Coordinator for further investigation and input. MIT has staff that are available to provide counselling and guidance services as required.

At all times MIT staff will do their utmost to provide considered support.

Provision for Language, Literacy and Numeracy
Prior to the commencement of a course, students will be assessed on their language, literacy and numeracy needs. Assistance will be provided to support students in these areas where appropriate.
Reasonable Adjustment
The Disability Discrimination Act uses the principle of reasonable adjustment, which is also called reasonable accommodation, to ensure that people with disabilities are treated equally. This means that 'reasonable' adjustments must be made wherever possible so as to meet the needs of a student with disability or with other learning needs. If you require more details about reasonable adjustment, please speak to the Course Coordinator.

Student Support

The following student services are available at MIT:

Computer Labs and Printing Facilities;
WiFi access across all campuses;
Academic skills advisers;
Student Counselling.

More information on these areas can be found in the MIT Student Guide or on the MIT website. Please consult with one of Menzies Institute office staff to find more information.

Flexible Learning
Where possible MIT can be flexible in the way training is delivered. Alternate study arrangements need to be discussed with the MIT Course Coordinator.

Assessment
At the first session of your course you will be issued with an outline of the course indicating the learning outcomes of each unit and likely assessment tasks.

At the beginning of the delivery of each unit the Educator will clearly explain the specific assessment criteria and deadline date for the unit assessment tasks students need to complete to meet the assessment criteria.

Students are required to keep a copy of any assignments or work submitted for assessment. Students need to complete the assessment task receipt when submitting assignments.

Your original assessments will be filed in your individual file for the period of 6 months to comply with the regulatory and compliance requirements set by regulatory bodies and outlined in the “General direction: Retention requirements for completed student assessment items” and only student feedback forms will be returned to you.

Students attain an assessment of competency when they have collected evidence, which will demonstrate that they have fulfilled the unit competency performance criteria.
Evidence may be collected through a range of strategies including, the completion of assignments, group discussion, tests, observation, and interview with your assessor, practical on-the-job tasks, and observations made by your workplace supervisor.

If a student does not successfully complete all unit assessment tasks, theoretical and clinical components, by the completion of the course period, students are allowed to re-enrol (only once) in the units/clinical placement(s) failed when next offered. Re-enrolments need to occur within one year of the scheduled completion of initial course. Students will need to pay the fees associated with re-enrolment.

**Privacy**
MIT collects personal information solely for the purpose of operating as a Registered Training Organisation under the Australian Skills Quality Authority. The requirement of the registering authority may mean the release of this personal information for the purpose of auditing MIT.

Under the National Privacy Principles you can access your personal information held by MIT and you may request corrections of information that is incorrect or out of date.

**Complaints and Appeals**
This process exists to ensure that should a student have a grievance, she/he will have access to a full and fair hearing of their concerns, and the right to a mutually agreeable solution. Details of any dispute will be kept strictly confidential.

Under no circumstances will a student be penalised or suffer any loss of privilege as a result of initiating the grievance process.

At any time during the process, the aggrieved student has the prerogative to seek the active support of another person not directly involved in the grievance for the purposes of clear representation.

For information on the Policy and Procedure for Complaints and Appeals, please see the following policies on the Menzies website or ask one of the staff members at the Menzies office [http://www.menzies.vic.edu.au/current-students/policies/](http://www.menzies.vic.edu.au/current-students/policies/)

**Domestic Students:**
MITP54 Academic Grievance Policy
MITP55 Non-Academic Grievance Policy

**International Students:**
MITP07 Complaints & Appeals Policy and Procedure
Credit Transfer and Recognition of Prior Learning

Credit transfer involves assessing a previously completed course or subject to see if it provides equivalent learning or competency outcomes to those required within the student’s current course of study. Credit transfer will be granted to students who have successfully completed the exact unit(s) with another training organisation. The theory and clinical component of the unit will have to be successfully completed to gain credit.

Recognition of Prior Learning (RPL) is the acknowledgement of the full range of a person’s skills and knowledge, irrespective of how it has been acquired. It includes competencies gained through formal study, work experience and other “life” experiences. RPL may be given to students who have completed prior study in a Nursing course where the elements and subject content are similar to units of the Diploma in Nursing.

Recognition of Prior Learning
Do you have work experience, life experience or other formal training that relates to the course you are thinking of enrolling in? If so, you may like to consider applying for Recognition of Prior Learning.

Application for RPL
You need to talk with the Course Coordinator about your intention to apply for RPL for units within the course you are interested in. The Course Coordinator will ensure that you have a copy of the relevant learning outcomes for these units.
You will need to look at each of the learning outcomes and match them with your prior experiences.
You will then need to obtain an application form from MIT to fill out and return to the RPL Assessor with all the relevant documentation.
You may need to talk to the Course Coordinator or RPL Assessor about the kind of documentation you will need to obtain and how to appropriately match the course/unit learning outcomes of the course to your prior experience.
You will then be contacted by the RPL Assessor to discuss your application and to determine whether additional documentation is required.

The Interview
You will be informed in writing of the interview time. The interview will be between yourself, the RPL Assessor and a MIT-SON staff member who has expertise with the course for which you are applying.
You are encouraged to bring an advocate to this interview.
At the interview you will be asked to confirm with documentation the experiences for which you are claiming prior learning.
Where possible, you will be informed of the decision of your RPL application at the interview, otherwise you will be informed in writing of the result of your RPL application.
Is there an appeals process?
Yes, an appeal will need to be put in writing to the MIT Planning, Development and Compliance Manager. You will need to provide details of your RPL application and state the reasons why you feel the decision made should be reviewed.
RPL costs will vary depending on the type of course, the course fee structure and level of Government funding for the course. What if I have other questions? If you have other questions you can contact the RPL Assessor for MIT.

Victorian Student Number (VSN)/Unique Student Identifier (USI)
For students that are under 25 upon enrolment will have a Victorian Student Number – this is recorded in the Student Management System. The VSN is a nine-digit student identification number that will be assigned by the Department of Education and Early Childhood Development to all students in government and non-government schools, and students up to the age of 25 in Vocational Education and Training Institutions. The number, which is unique to each student, will be used as a key identifier on a student’s records, and will remain with the student throughout his or her education, until reaching the age of 25 at which point the student's VSN will be retired.

In Victoria, racial discrimination is illegal in the areas of education, employment, goods and services, accommodation and land, sport and local government. For purposes of the Victorian Act, "race" includes colour, nationality or national origin, descent, ancestry, and ethnic origin or ethnicity. The Act also makes it illegal to discriminate against a person that has a relative or associate who is of a particular race. Racial and religious discrimination are also illegal in Victoria. The most serious form of racial and religious discrimination is a criminal offence.

Disability Act
The Disability Act provides for:
- a stronger whole-of-government, whole-of-community response to the rights and needs of people with a disability, and
- a framework for the provision of high quality services and supports for people with a disability

The Act sets out principles for people with a disability and for disability service providers. Disability service providers are the Department of Human Services and organisations that are registered under the Act to provide disability services.

The Disability Amendment Act 2012 came into operation on 1 July 2012. It makes minor changes to the Disability Act 2006.

Working with Children Act
The *Working with Children Act 2005* (the Act) outlines the process for assessing a person’s suitability to work or volunteer with children. It spells out the type of work the Act applies to, referring to this work as child-related work. It lists the type of offences that are relevant to the assessment of a person’s suitability to work and volunteer with children and the exemptions from the Working with Children (WWC) Check.

The Act defines the specific terms used in the Act and prescribes several processes involved in the administration of the WWC Check.

The *Working with Children Regulations 2006* (the Regulations) prescribes the contents of a WWC Check application form, the required documents for proof of identity and the application fees. The Regulations list the professional bodies and the nature of their findings that are relevant to the assessment of a person’s suitability to work with children under the Act.


Privacy Act
The *Privacy Act 1988* (Commonwealth) regulates how personal information is handled. For example, it covers:

- how personal information is collected (e.g. the personal information provided when you fill in a form);
- how it is then used and disclosed;
- its accuracy;
- how securely it is kept;
- general right to access that information.

There are certain types of personal information that are especially important to your privacy, such as health or medical information. This information is classed as 'sensitive information' under the Privacy Act. The Act has particular provisions that require that sensitive information be managed with particular care.

MIT is an AAP (Australian Privacy Principles) entity and follow all applicable principles mentioned in the *Privacy Amendment (Enhancing Privacy Protection) Act 2012* (Commonwealth) as these requirements are aligned to the VET Quality Framework (VQF) Standards for Continuing Registration (SnR) Standards 15.1, 16.3, 16.7, 20.1, 20.2, 22.2, and 23.3.

For more Information regarding:
- *Privacy Act 1988* (Commonwealth) or Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Commonwealth), please visit The Office of the Australian Information Commissioner (OAIC) at: http://www.oaic.gov.au/
The Office of the Australian Information Commissioner (OAIC) is an Australian Government agency, established under the Australian Information Commissioner Act 2010 and has the functions relating to freedom of information and privacy, as well as new functions relating to information policy. For more information, please access the following link: http://www.oaic.gov.au/

**Occupational Health and Safety Act 2004**

This Act applies to students that they authorize the Institute to certain policies, procedures and actions. For example, the Act requires the Institute to ensure that students are provided with safe environment for training and assessment while on the campus. Students are to be advised that such policies and procedures are not subject to the discretion of the Institute and are required by law.

- **Privacy:** www.privacy.gov.au
- **Human Rights & Equal Opportunity:** www.humanrights.gov.au
- **Welfare Guidance and Assistance:** www.centrelink.gov.au
- **Apprenticeships Training Information Service:** www.nacinfo.com.au

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<tr>
<th>Contact details</th>
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<tr>
<td>Who</td>
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<tr>
<td>Your Provider</td>
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</table>

**Other relevant legislative and regulatory requirements:**


- Other relevant legislation may include, but is not limited to:
  - Health Practitioner Regulation National Law (Victoria) Act, 2009
  - Public Records Act 1973
  - Commonwealth Taxation and Superannuation legislation
  - Fairwork Act 2009 and Fairwork Regulations 2009
  - Children, Youth and Families Act 2005
  - Community Services Act 1970
  - Health Records Act 2001
  - Commonwealth Corporations Act 2001 and associated legislation
  - Commonwealth Competition and Consumer Act 2010
  - Fundraising Act 1998
• Health Services Act 1988
• Mental Health Act 2014 and regulations
• Guardianship and Administration Act 1986
• Gambling Regulation Act 2003
• Alcoholics and Drug-dependent Persons Act 1968
• Alcoholics and Drug-Dependent Persons Regulations 2002
• Drugs, Poisons and Controlled Substances Act 1981 and regulations
• Food Act 1984
• Liquor Control Reform Act 1998
• Do Not Call Register Act 2006
• Independent Contractors Act 2006

**All staff and students at MIT must also meet the following regulatory requirements:**

- ASQA VET Quality framework;
- The Australian Qualifications Framework (AQF requirements);
- DEECD Services Agreement/ Notifications/ Schedules requirements;
- ESOS Act and The National Code, especially on Record Keeping;
- Other applicable legislation and regulation relevant to the courses being delivered.

In addition, staff and students at MIT must also meet various particular legislative requirements, mentioned in the training packages.

**Support**

MIT provides appropriate, learner-focused student academic support to optimise the achievement of learning outcomes. Coherent processes, including attendance/academic monitoring are established to identify and refer at-risk students. The intervention strategies to which students are referred to may include:

- Assistance with academic skills such as essay & report writing, meeting assessment requirements and research skills;
- Attending a study group;
- Counselling for assistance with personal issues affecting course progress;
- Opportunity for reassessment;
- Mentoring by the trainer or nominated student;
- Referral to external organization for assistance;
- Reduction in course load – this may mean moving from a full to part time group;
- Undertaking a review of the students results;
- Attending additional classes;
- Combination of above methods.

Outcomes, actions and agreements of the student support meeting signed by both the coordinator and the student will be given to the student and a copy kept on the students’ file.
Pathway
MIT recognises that students have unique learning goals and objectives. As such, we can help you clarify your learning goals and guide you to the various opportunities available to you. If you would like to discuss these opportunities with us, please call in to Reception where one of our Coordinators will be more than happy to advise you.

When you need help

Your Teacher and Coordinators
If you need help, or simply need someone to talk to, first speak with your teacher or course coordinator. To make an appointment with the course coordinator, please visit Reception, or telephone. If you need to contact MIT after hours in the case of an emergency, please call the Nursing Course Coordinator on ________________. Please Note – this mobile number is for emergencies only.

Sick/First Aid
If you ever feel ill during class, please notify your trainer and they will refer you to Reception where one of our trained First Aid Officers will assist you.

Emergency Procedures
Study the exit map on the wall of your classroom. If there is a fire:

- An alarm will ring;
- Follow your trainer to the allocated EXIT. You have to 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 a fire warden will take you to the assembly point. You must go to the assembly point and have your name marked off the Class Roll.

Note: Every six months the Institute conducts a fire drill. Do not be alarmed when this happens.

Emergency Telephone Number:
Police/Fire Department/Ambulance 000 (from a landline) 112 (from a mobile).

Lost Property
If you lose something in the Institute, check with Reception to see if it has been handed in. Any items not claimed after three months will be donated to charity.

Security
Please do not leave any of your valuables on campus unattended. Here are some tips on how to keep your belongings safe:
- Keep your bags with you when moving from room to room, particularly during breaks.
- Please do not carry large amounts of cash. Always be careful with purses, wallets, cash and credit cards. MIT is not responsible for the security of personal belongings.
Personal / Social issues
There are many issues that may affect a student’s social or personal life and students have access to the coordinator/counsellor through normal Institute hours to gain advice and guidance on personal issues, accommodation issues, or family / friend issues. Where the coordinator feels further support should be given, a referral to an appropriate support service will be organized.

How do I provide feedback to MIT?
At MIT we want your learning experience to be meaningful and worthwhile. For that reason we are keen to hear about any suggestions for improvement you may have, or issues you would like to raise or any positive feedback you would like to tell us about. Such feedback is very important to us in order to help with our continuous improvement procedures. There will be scheduled sessions for providing anonymous feedback through an online survey tool. Or if there is any other feedback you would like to provide, please don’t hesitate to discuss with your teacher or course coordinator.

Suggestion/ Feedback Form
At the end of the unit, we request anonymous feedback which is helpful for us to provide our students better services in the future.

Surveys and Interviews
Regular surveys and interviews are conducted by MIT to gather your perception of the quality of service we provide. Please be as honest as possible when responding to a survey or during interviews. Your responses will help towards improving our services and the overall quality of our work.
Section 2 – Diploma of Nursing

Welcome to the MIT Diploma of Nursing. This course is a strategically designed combination of evidence-based theory, simulation and practical activities. It also presents health and nursing in a way that will be of benefit to you and your chosen career.

The Diploma of Nursing (Enrolled Nurse/Division 2 Nursing) (HLT51612) has been taken from the HLT07 Health Training Package. This qualification demonstrates that an individual has achieved a particular set of outcomes related to relevant workplace requirements. This involves the acquisition of individual units of competency that include skills, required knowledge and their application in a work environment.

The information contained within this student handbook will provide guidance on MIT policies and procedures. Please read all material thoroughly, and should you have any questions you feel have not been answered, please do not hesitate to ask. A separate Professional Experience information book will be provided to explain the requirements for professional experience placement.

Course Philosophy

The course philosophy of the Diploma of Nursing course is in accordance with the MIT Mission Statement, Quality Statement and Educational Philosophy in the beginning of this handbook.

Key elements of this philosophy include the following:

- Nursing is an art and a science. The essence of nursing lies in a unique interplay of knowledge, intuitive and logical thought and compassion for others.
- Nursing care is holistic and simultaneously incorporates the physical, emotional, spiritual, social and cultural dimensions of the person.
- The interaction of cognitive, affective and psychomotor skill is essential for nursing practice.
- Nurses are concerned with enabling people to remain healthy, return to a state of optimum function, behaviour or state of mind and with assisting the dying to achieve a dignified death.
- Enrolled nurses have a valued role in the provision of nursing care to clients in a variety of settings.
- To deliver quality care, Enrolled nurses require an ability to assess, plan, implement and evaluate care. The development of this ability requires educational preparation that encompasses nursing, biological, psychological and social sciences.
- Nursing knowledge is derived from qualitative and quantitative research and from the experience of nurses.
- Students learn best in an environment that respects and encourages students’ contributions, and promotes active student participation through utilisation of adult learning principles.
- The course will have a commitment to quality in teaching, and be guided by a fundamental concern for justice and equity and for the dignity of all human beings.
• Graduates of the MIT Diploma of Nursing course will be highly competent, ethical in their behaviour; have developed critical skills, an appreciation for the sacredness of life and a commitment to serving the common good.

Course Outcomes
You as a Graduate, in demonstrating the ANMC National Competency Standards for the Enrolled Nurse, will be able to:

• function in accordance with legislation, policies and procedures affecting enrolled nursing practice;
• conduct nursing practice in a way that can be ethically justified;
• conduct nursing practice in a way that respects the rights of individuals and groups;
• accept accountability and responsibility for your own actions within enrolled nursing practice;
• demonstrate critical thinking in the conduct of enrolled nursing practice;
• contribute to the formulation of care plans in collaboration with the registered nurse, individuals and groups;
• manage nursing care of individuals and groups within the scope of enrolled nursing practice;
• contribute to the promotion of safety, security and personal integrity of individuals and groups; within the scope of enrolled nursing practice;
• provide support and care to individuals and groups within the scope of enrolled nursing practice;
• collaborate with members of the health care team to achieve effective health care outcomes;
• contribute to the development/maintenance of individual nursing care plans;
• implement nursing care plans using a problem-solving approach;
• identify the psychosocial, physical and spiritual needs of the individual;
• assist in assessing an individual’s potential to contribute to his/her own activities of daily living;
• provide nursing care in accordance with ethical considerations and legal requirements;
• contribute to the provision of a safe environment for individuals requiring care, their significant others and colleagues;
• demonstrate effective communication skills when interacting with individuals requiring care, their significant others and colleagues;
• recognise, report and record any changes in an individual’s health status; and
• participate in the promotion of a healthy lifestyle for individuals in his/her care.

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2Adapted from: Australian Nursing and Midwifery Council (2002) National Competency Standards for the Enrolled Nurse
You as a graduate of this course will be working in a rapidly changing health and community environment, which will be driven by technological advances, ageing, demographics, consumerism and economic constraints. As such this course is also designed to address the:

- changing health needs of individuals and the community;
- continuum between health and illness throughout the lifespan;
- dynamic interdependent relationship between clients and care givers during health and illness;
- quality clinical practice to support individuals or the community recover from, or adapt to, health breakdown; and
- the importance of interdisciplinary collaboration in optimising client outcomes.

**Program Overview**

This Diploma of Nursing qualification encompasses the application of knowledge and skills required for registration as an Enrolled Nurse. The combination of core and elective units meets the Nursing and Midwifery Board of Australia requirements for registration as an Enrolled nurse.

The course focuses on developing a sustainable base of enterprise-specific skills and strategies for effective nursing. As a result training is carried out in a variety of clinical practice settings.

Menzies Institute of Technology has a range of facilities available for course use.

MIT has a full range of physical resources including a simulation centre, classrooms, tutorial rooms, small group learning spaces and space for private study, computer laboratories and library.

The course addresses the following fields of nursing – acute and sub-acute nursing, aged care, mental health care, palliative care, rehabilitation nursing, encouraging teamwork, communication and research skills and is delivered by a combination of classroom, theory, laboratory and simulated practice and professional experience placements.

**Units of Competency**

The Diploma of Nursing comprises achievement in all 26 of the following units of competency.

<table>
<thead>
<tr>
<th>Unit of Competency Codes</th>
<th>Unit Title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAP401B</td>
<td>Confirm physical health status</td>
<td>90</td>
</tr>
<tr>
<td>HLTAP501C</td>
<td>Analyse health information</td>
<td>30</td>
</tr>
<tr>
<td>HLTEN401B</td>
<td>Work in the nursing profession</td>
<td>90</td>
</tr>
<tr>
<td>HLTEN502B</td>
<td>Apply effective communication skills in nursing practice</td>
<td>40</td>
</tr>
<tr>
<td>HLTEN503B</td>
<td>Contribute to client assessment and developing nursing care</td>
<td>50</td>
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</table>
## 21 Compulsory Units of Competency

<table>
<thead>
<tr>
<th>Unit of Competency Codes</th>
<th>Unit Title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN504C</td>
<td>Implement and evaluate a plan of nursing care</td>
<td>100</td>
</tr>
<tr>
<td>HLTEN505C</td>
<td>Contribute to the complex nursing care of clients</td>
<td>90</td>
</tr>
<tr>
<td>HLTEN506B</td>
<td>Apply principles of wound management in the clinical environment</td>
<td>45</td>
</tr>
<tr>
<td>HLTEN507C</td>
<td>Administer and monitor medications in the work environment</td>
<td>180</td>
</tr>
<tr>
<td>HLTEN508B</td>
<td>Apply reflective practice, critical thinking and analysis in health</td>
<td>20</td>
</tr>
<tr>
<td>HLTEN509B</td>
<td>Apply legal and ethical parameters to nursing practice</td>
<td>30</td>
</tr>
<tr>
<td>HLTEN510B</td>
<td>Implement and monitor nursing care for consumers with mental health conditions</td>
<td>60</td>
</tr>
<tr>
<td>HLTEN512B</td>
<td>Implement and monitor nursing care for clients with acute health problems</td>
<td>70</td>
</tr>
<tr>
<td>HLTEN513B</td>
<td>Implement and monitor nursing care for clients with chronic health problems</td>
<td>50</td>
</tr>
<tr>
<td>HLTEN515B</td>
<td>Implement and monitor nursing care for older clients</td>
<td>75</td>
</tr>
<tr>
<td>HLTEN516B</td>
<td>Apply understanding of the Australian health care system</td>
<td>20</td>
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<tr>
<td>HLTFA311A</td>
<td>Apply first aid</td>
<td>18</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>20</td>
</tr>
<tr>
<td>HLTHIR404D</td>
<td>Work effectively with Aboriginal and/or Torres Strait Islander people</td>
<td>20</td>
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<tr>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures</td>
<td>20</td>
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<tr>
<td>HLTWHS300A</td>
<td>Contribute to WHS processes</td>
<td>20</td>
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## 5 Elective Units of Competency

<table>
<thead>
<tr>
<th>Unit of Competency Codes</th>
<th>Unit Title</th>
<th>Nominal hours</th>
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<tbody>
<tr>
<td>BSBWOR402A</td>
<td>Promote team effectiveness</td>
<td>50</td>
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<tr>
<td>HLTEN511B</td>
<td>Provide nursing care for clients requiring palliative care</td>
<td>50</td>
</tr>
<tr>
<td>HLTEN514B</td>
<td>Apply research skills within a contemporary health environment</td>
<td>40</td>
</tr>
<tr>
<td>HLTEN519C</td>
<td>Administer and monitor intravenous medication in the nursing environment</td>
<td>100</td>
</tr>
<tr>
<td>HLTRAH302C</td>
<td>Undertake home visits</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>1408</strong></td>
</tr>
</tbody>
</table>

Professional Experience Placements throughout the program  
All students will be assessed via the National Competency Standards for the Enrolled Nurse (Nursing and Midwifery Board of Australia, 2002)  
**400 hours**
Clustering of units

This course delivers and applies the units of competence in a clustered format. The clustering of units into each part of the course has been planned so that each of the following components is integrated throughout the course:

- Science and humanities knowledge and applications appropriate to a diploma level;
- Communication, interpersonal and inter-professional skills;
- Clinical practice skills; reflective practice, teamwork and patient safety;
- Professional development.

The clustering of units and choice of elective units is demonstrated, rationales and unit descriptions are provided in the following tables

Part A: Introduction to nursing

Cluster 1

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS300A</td>
<td>Contribute to WHS processes</td>
</tr>
<tr>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures in health work</td>
</tr>
<tr>
<td>HLTEN401B</td>
<td>Work in the nursing profession</td>
</tr>
<tr>
<td>HLTEN502B</td>
<td>Apply effective communication skills in nursing practice</td>
</tr>
<tr>
<td>HLTEN509B</td>
<td>Apply legal and ethical parameters to nursing practice</td>
</tr>
</tbody>
</table>

Rationale:

**HLTIN301C: Comply with infection control policies and procedures in health work**

This unit introduces the student to infection control guidelines. It teaches the students how to identify and respond to infection risks, use personal protective equipment and limit contamination. Knowledge of infection control is pivotal for safe practice in nursing care. This unit is considered fundamental to establishing safe clinical practice. To reinforce a risk management approach this unit will be co-delivered with HLTWHS300A: Contribute to WHS processes.

**HLTWH5300A: Contribute to WHS processes**

This unit specifies the workplace performance required by a worker to contribute to work health and safety (WHS) processes where there is responsibility for own work outputs and possibly limited responsibility for the work output of others. This unit will provide the opportunity for students to apply the learning outcomes of HLTEN502B Apply effective communication skills in nursing practice, and HLTEN509B Apply legal and ethical parameters to nursing practice.

**HLTEN401B: Work in the nursing profession**

This unit is considered a core or primary unit, pivotal and strategically important as it prepares the student with an overview of the Enrolled Nurse role. Along with HLTEN509B, this unit provides the student with the knowledge required to participate in professional skills development and apply the scope of nursing practice to the decision making framework. This unit establishes the rationale for the other units of competence in the course.
HLTEN502B: Apply effective communication skills in nursing practice
This unit provides the student with the knowledge and skills required to establish and maintain effective communication with the client, family members, and health care team participants. It also provides the students with the knowledge to utilize information technology in the workplace. As most nursing practice requires the use of effective communication skills these are identified as essential skills for most units of the course.

Placing HLTEN502B early in the course has two impacts: it informs the students of its pivotal importance and it also provides the students with the opportunity to establish a well-grounded foundation for ongoing development of these skills throughout the course and beyond.

HLTEN509B: Apply legal and ethical parameters to nursing practice
This unit has been chosen to run in parallel with HLTEN401B as there are clear relationships between the content of this unit and the core unit for Part A of the course plus it is a pre-requisite for the nursing units. This unit seeks to provide the student with an understanding of the ethical and legal parameters of professional nursing practice. It explores the rights, interests and needs of the client their families and discusses the open disclosure process.
Part B: Preparation for beginning clinical practice

Cluster 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN508B</td>
<td>Apply reflective practice and critical thinking and analysis in health</td>
</tr>
<tr>
<td>HLTAP401B</td>
<td>Confirm physical health status</td>
</tr>
<tr>
<td>HLTEN504C</td>
<td>Implement and evaluate a plan of nursing care</td>
</tr>
<tr>
<td>HLTEN515B</td>
<td>Implement and monitor nursing care for older clients</td>
</tr>
<tr>
<td>HLTA311A</td>
<td>Apply first aid</td>
</tr>
<tr>
<td>HLTEN503B</td>
<td>Contribute to client assessment and developing nursing care plans</td>
</tr>
</tbody>
</table>

**Rationale**

The placement of these units at this time of the course ensures that all of the units that are pre-requisites of the nursing units of the next part of the course have been delivered in their correct sequence. This is designed to allay anxieties, plus capture and support the expectations of new students to connect with and make sense of the clinical setting and their learning objectives, whilst on their first and subsequent placements.

**HLTEN508B: Apply reflective practice, critical thinking and analysis in health**

This unit describes the skills and knowledge required of the Enrolled Nurse to demonstrate nursing practice in a contemporary health environment using critical thinking and analysis and reflective practice. The inclusion of HLTEN508B here is intended to help forge the link between theory and clinical skills – through specific cognitive strategies and processes. It is designed to encourage students to develop critical thinking skills and apply reflective stratagems from the very outset of their practice. This unit also provides students with an opportunity to see nursing as a profession and for them to continue their professional development. Immersive, interactive simulation will have a strategic place and role here as will debriefing and guided reflection.

**HLTAP401B: Confirm physical health status**

This unit provides the student with knowledge of the anatomy and physiology of the human body. It explores each body system keeping in mind the necessary information that ensures the Enrolled nurse is able to practice in a safe and knowledgeable manner within the workplace. Inserting HLTAP401B within this cluster provides the student with the pathway to apply knowledge of anatomy and physiology to a number of nursing skills. This strategy also helps motivate students to gain the essential foundation of science-based knowledge that underpins all nursing practice. HLTAP401B is also a pre-requisite of HLTEN504C.

**HLTEN504C: Implement and evaluate a plan of nursing care**

HLTEN504C describes the knowledge and skills required to implement nursing care plans for individual clients and evaluate the care provided in a range of health environments. This unit provides the information and processes for students to begin to learn and develop core hands-on nursing skills and prepares students for their first clinical placement. The underpinning and essential skill set of manual handling which is essential in preparing the student for direct care is a vital part of this unit.
HLTEN515B: Implement and monitor nursing care for older clients
Effective nursing of the older client involves a partnership with residents and significant others to ensure adequate assessment of needs, capabilities and expectations in order to ensure provision of quality care. This unit will provide the focus graduates will require when entering employment in the aged care sector or caring for the older patient in acute care or other settings.

HLTFA311A: Apply first aid
The inclusion of this first aid unit occurs at this point as the unit is linked to the nursing skill unit. All require the demonstration of basic resuscitation skills. The unit also increases the confidence of the student going into the clinical areas for the first time.

HLTEN503B: Contribute to client assessment and developing nursing care plans
There is a strong relationship between the various other units of this cluster and this unit. This unit and HLTAP501C will help lay the foundations for the care of an acute, chronic, specific or complex patient including planning, delivery and assessment strategies.

THE FIRST 2 WEEK CLINICAL PLACEMENT IN RESIDENTIAL AGED CARE WILL FOLLOW THE COMPLETION OF PARTS A AND B OF THE COURSE.
Part C: Development of clinical skills

Cluster 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAP501C</td>
<td>Analyse health information</td>
</tr>
<tr>
<td>HLTEN507C</td>
<td>Administer and monitor medications in the work environment</td>
</tr>
<tr>
<td>HLTEN510B</td>
<td>Implement and monitor nursing care for consumers with mental health conditions</td>
</tr>
<tr>
<td>HLTEN512B</td>
<td>Implement and monitor nursing care of a client with acute health problems</td>
</tr>
<tr>
<td>HLTEN513B</td>
<td>Implement and monitor nursing care of a client with chronic health problems</td>
</tr>
<tr>
<td>HLTEN506B</td>
<td>Apply principles of wound management in the clinical environment</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
</tr>
<tr>
<td>HLTHIR404D</td>
<td>Work effectively with Aboriginal and/or Torres Strait Islander people</td>
</tr>
<tr>
<td>HLTEN516B</td>
<td>Apply understanding of the Australian health care system</td>
</tr>
</tbody>
</table>

Rationale

HLTAP501C: Analyse health information
This unit will provide the student the opportunity to apply the principles and practices of HLTEN508B to link and make sense of a range of information provided from different sources – that all link back to the client. The unit has a strong connection with the previous units undertaken and the units in this cluster.

HLTEN507C: Administer and monitor medications in the work environment
This subject prepares the student for the administration of medications within the legal parameters of Enrolled Nursing. It provides the students with knowledge required to monitor, evaluate and prepare medications and to develop strategies for pain management. Administering and monitoring medications is central to contemporary EN scope of practice so this unit is now pivotal in preparing the student for this competency. Having it clustered in this group allows for significant contextualisation.

HLTEN510B: Implement and monitor nursing care for consumers with mental health conditions
This unit covers the knowledge and skills required by the Enrolled Nurse to effectively participate as part of the multidisciplinary team in providing care and support to the patient with mental health needs in a variety of settings. Linking the Australian Health Care System to the needs of clients with a mental health condition also allows students to consider care of these clients within mainstream practice as well as within a specialised system of care.
HLTEN512B: Implement and monitor nursing care for clients with an acute health problem
This unit provides the students with the knowledge to identify the impact of acute health problems on the client and their families. The unit provides opportunities for the student to develop the requisite skills to implement and monitor nursing care for clients with an acute health problem. It also incorporates the Nursing Process in enabling the student to contribute to the care of clients in a pre and post-operative setting.

HLTEN513B: Implement and monitor nursing care for clients with a chronic health problem
This unit provides the student with knowledge on the impact of chronic health problems on clients and family members. The unit also provides opportunities for the student to develop the requisite skills to implement and monitor nursing care for clients with a chronic health problem. It teaches the student to effectively contribute to the planning, implementing and evaluating of the client with chronic health issues.

HLTEN506B: Apply principles of wound management in the clinical environment
This unit provides the student with wound care strategies to effectively contribute to the planning of appropriate wound care of the client. It also provides the students with knowledge on disease transmission and the significance of proper hygiene and hand washing. Wound assessment and management permeates through all nursing practice dimensions so this unit in this cluster is highly relevant.

HLTHIR403C: Work effectively with culturally diverse clients and co-workers
This unit, clustered with HLTHIR404D, deals with cultural awareness required for the students to communicate effectively with culturally diverse persons and resolve cross-cultural misunderstandings.

HLTHIR404D: Work effectively with Aboriginal and /or Torres Strait Islander people
This subject, clustered with HLTHIR403C, teaches an awareness of Torres Strait Islander history and cultures in work practices. It provides the students with skills to enable them to communicate effectively and work in partnership with Aboriginal and Torres Strait Islander people and communities.

The unit related to cultural diversity promotes the development of cultural competency. Linking this with the unit related to Australia’s indigenous peoples allows for the further development of cultural competency with a specified sector of the Australian population. It also allows links to be made to the specific health care needs of this group of people.

HLTEN516B: Apply understanding of the Australian health care system
This unit describes skills and knowledge required to function independently in developing strategies to practice within the current and future health care environment taking into account the Australian health care system

This grouping of the above units allows for:

- continued development of the link between understanding the human body across the human life span and the evidence / choice of practice of specific nursing skills;
- the promotion of an analytical approach to planning, implementation and evaluation of nursing care;
- the making of relationships between mental health, acute and chronic nursing care;
• the linking of wound care to both acute and chronic care;
• the linking of medication management to clients of all age groups as well as specific health problems;
• awareness and capacity to deal with cultural awareness and sensitivity;
• a greater understanding of the Australian health care system.

FOLLOWING COMPLETION OF THESE UNITS STUDENTS WILL GO ON THEIR ACUTE / CHRONIC CLINICAL PLACEMENTS
Part D: Application of nursing knowledge to different situations

Cluster 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN505C</td>
<td>Contribute to the complex nursing care of clients</td>
</tr>
<tr>
<td>HLTEN519C</td>
<td>Administer and monitor intravenous medications in the nursing environment</td>
</tr>
</tbody>
</table>

Rationale

HLTEN505C: Contribute to the complex nursing care of clients
HLTEN505C generates the framework for providing nursing care for clients with complex needs; allowing the student to gain further knowledge, skills and attitudes required to dealing with the complexities of healthcare. The unit continues the theme of professional nursing practice throughout the course. This provides an opportunity to holistically assess participants in terms of the compulsory units of the course.

HLTEN519C: Administer and monitor intravenous medication in the nursing environment
HLTEN519C describes the skills and knowledge required of enrolled nurses to administer and monitor intravenous medications and their effectiveness for clients within the nursing context. This unit provides the students with an opportunity to further develop enrolled nurse competencies, especially those related to medication administration. This set of skills is especially important to the student contemplating practice in the acute care setting.

Part E: Meeting the needs of Australia’s ageing population

Cluster 5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN511B</td>
<td>Provide nursing care for the clients requiring palliative care</td>
</tr>
<tr>
<td>HLTRAH302C</td>
<td>Undertake home visits</td>
</tr>
<tr>
<td>BSBWOR402A</td>
<td>Promote team effectiveness</td>
</tr>
<tr>
<td>HLTEN514B</td>
<td>Apply research skills within a contemporary health environment</td>
</tr>
</tbody>
</table>

Rationale

This final section of the course is aimed at providing graduates with a range of knowledge and skills. The advanced first aid provides further emergency knowledge and skills that have broad application. This section explores the needs of the changing patient demographics the graduate will be exposed to, with regards to the provision of palliative care across the age spectrum in acute and chronic health care settings. The section is rounded off with a unit designed to stimulate Enrolled Nurses to look to research as a vehicle to change and improve patient whilst strengthening their scope of practice. Team work will be further explored.

HLTEN511B: Provide nursing care for clients requiring palliative care
This unit provides students with the opportunity to develop a range of skills and knowledge that are of particular importance in the nursing care of a spectrum of patients who may need palliative care- and their family.
HLTRAH302C: Undertake home visits
This unit describes the skills and knowledge required to make a home visit to assess needs and/or deliver services. It reinforces assessment skills, clinical reasoning, decision making, communication and teamwork. Applying skills and transposing them into other contexts will assist with improving confidence and competence.

HLTEN514B: Apply research skills within a contemporary health environment
Given the increasing demand for evidence-based practice and Enrolled Nurses are at the forefront of clinical practice, providing HLTEN514B will allow the students to gain a beginning understanding of the need to develop research skills as part of their professional portfolio.

BSBWOR402A: Promote team effectiveness
There is increasing awareness in preparing all workers to work together more effectively; the need for effective team work to maximise outcomes and mitigate risk in complex domains. This unit within this cluster provides a rich platform to preparing students around team work before they enter into the work environment and be a more valued clinical service provider. Immersive interactive simulation with constructive debriefing and reflection will be a driver for this unit.

THE FINAL CLINICAL PLACEMENT WILL BE IN EITHER AGED CARE OR THE MENTAL HEALTH SYSTEM.
**Overview of delivery plan**

The course is constructed so that it can be completed over the equivalent of approximately eighteen (18 months) of full time study. This is over sixty-five (65) weeks. Public holidays will be addressed in the scheduling.

**Teaching / learning hours**

Full time study at MIT involves attending classes/workshops/tutorials/simulation activities and other education activities for 3 days/week planned over the 18 months. The 18 months also contains a minimum of 10 weeks of clinical placement - divided into three placements: Placement 1 consists of two (2) weeks; Placement 2 consists of four (4) weeks; Placement 3 consists of four (4) weeks; and there are four (4) single weeks of study leave.

That is the course contains:

- Four (4) weeks of study leave/holidays (minimum);
- Ten (10) weeks of clinical placement (400 hours minimum);
- Fifty one (51) weeks containing 3 study days per week.
Overview of delivery strategy
Component number of weeks per parts/clusters/study break/clinical placement

<table>
<thead>
<tr>
<th>Component</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Introduction to nursing [Cluster 1]</td>
<td>10</td>
</tr>
<tr>
<td>Study break</td>
<td>2</td>
</tr>
<tr>
<td>Part B: Preparation for beginning clinical practice [Cluster 2]</td>
<td>10</td>
</tr>
<tr>
<td>Clinical placement in high dependency aged care (80 hours)</td>
<td>2</td>
</tr>
<tr>
<td>Study break</td>
<td>5</td>
</tr>
<tr>
<td>Part C: Development of clinical skills [Cluster 3]</td>
<td>15</td>
</tr>
<tr>
<td>Clinical placement in acute care (160 hours)</td>
<td>4</td>
</tr>
<tr>
<td>Study break</td>
<td>2</td>
</tr>
<tr>
<td>Part D: Application of nursing knowledge to different situations [Cluster 4]</td>
<td>4</td>
</tr>
<tr>
<td>Study break</td>
<td>2</td>
</tr>
<tr>
<td>Part E: Meeting the needs of Australia’s ageing population [Cluster 5]</td>
<td>8</td>
</tr>
<tr>
<td>Clinical placement in aged care or mental health (160 hours)</td>
<td>4</td>
</tr>
<tr>
<td>Study break</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Weeks</strong></td>
<td>74</td>
</tr>
</tbody>
</table>

Note: Study leave will be extended for courses that run across the Christmas/New Year period. Please refer to your timetable for the Study / Term Breaks.

Booklist

Students will have access to Elsevier’s electronic library for health professionals. It is recommended students purchase a Nursing Dictionary such as

- *Australian Nurses’ Dictionary, 5th Edition* (King and Hawley, 2012)
- *Tabbner’s Nursing Care, Theory and Practice, 6th Edition* (Koutoukidis, Stainton & Hughson)

Books can be purchased from:

  - A Purchase Code for 20% discount and free shipping is available for Menzies’ Students

- University Bookstores such as the Co - op bookshop [www.coop.com.au](http://www.coop.com.au)
General Course Information

Children in Classrooms
Under no circumstances may babies/children be taken to the MIT’s premises including the simulation centre, classrooms, and campus areas or to Clinical Placements.

Classrooms
- There is to be NO food or drink taken into classrooms (except bottled water);
- Mobile phones are to be turned off/on silent in class and in the simulation centre.

Course Completion
- Following the successful completion of all theoretical and professional experience components, graduates are eligible to apply for registration with the Australian Health Practitioner Regulation Agency (AHPRA);
- A statement of results and clinical experience completed in specific professional experience placements will be given to students;
- Students retain their Clinical booklet;
- The Australian Health Practitioner Regulation Agency Registration process will be discussed with the students prior to the end of the Course.

Contacting Trainers
If you need to see a trainer to discuss class work, you may email your trainer. Email addresses can only be disseminated by your trainer. You may also make an appointment to see the trainer with the Administrative Coordinator. If the matter is urgent, please see the Course Coordinator.

Contacting the Course Coordinator
The Course Coordinator is responsible for the overall coordination of the course. You may make an appointment to see your Course Coordinator with the MIT Administrative Coordinator.

Contacting the Coordinator of VET Programs
The Coordinator of VET Programs is responsible for collating your results and attendance. You may make an appointment to see the Coordinator of VET Programs.

First Aid / Rest Room
This room is available for emergencies. To contact First Aid Staff see or call Reception.

Personal Details
The Institute must retain accurate records of student’s course attendance and personal details. Should you change your name, address, or phone number you are required to update your details with the MIT Administrative Coordinator.

Timetable
A timetable is displayed on the notice board at MIT reception. The daily program is of approximately 8 hours of class. Institute hours may vary between 8.00am to 5.00pm but classes are normally scheduled between 8.00am and 12.00pm and 1:00pm to 5:00pm. Earlier/later times may arise for excursions/visits.
Section 3 – Professional Conduct

Student Code of Conduct:
All MIT students are expected to follow and abide by the MIT04 Student Code of Conduct. This policy is available to view on the MIT website: [http://www.menzies.vic.edu.au/students-info/current-students/policies/](http://www.menzies.vic.edu.au/students-info/current-students/policies/)

Students must observe the following:
- Students are to conduct themselves with due regard to the rights and welfare of students and staff and members of the public;
- Students must not conduct themselves in a manner detrimental to the reputation or the orderly functioning of the Institute and its activities;
- Students must not willfully damage or use without authority the property of the Institute or any other property used by the Institute or its students or staff;
- Students must observe all Rules and Regulations concerning their conduct that are made from time to time by the Institute.
- Mobile phones are not to be accessed during class time – unless directed by facilitator for resource purposes.

Breach of the Student Conduct Code
Any member of the Institute may report a student to the Course Coordinator for an alleged breach of the Student Code of Conduct. Disciplinary action will follow and they are outlined in MITP06 Disciplinary Policy & Procedure available to view on the MIT website: [http://www.menzies.vic.edu.au/students-info/current-students/policies/](http://www.menzies.vic.edu.au/students-info/current-students/policies/)

Disciplinary Action
The Head, School of Nursing with the relevant Course Coordinator will meet with the student. In the case where the student has committed a breach of the Student Code of conduct the Head, School of Nursing may take the following action:
- Decide that no penalty be imposed;
- Reprimand the student;
- Apply an appropriate penalty e.g. in cases relating to assessment, annul all or part of the students results;
- Suspend the student from further participation in a course of MIT for a period of time;
- Exclude the student from MIT.

Appeals
A student may appeal to the MIT Planning, Development and Compliance Manager against the decision of the Head, School of Nursing. The appeal must be lodged within 10 days of receiving notice of the disciplinary action.

Professional Expectations at MIT
Students are expected to demonstrate professional behaviour and attitudes during all aspects of the course. Students are expected to abide by the student code of conduct (see preceding page). The following section outlines student expectations for class attendance and punctuality, laboratory guidelines and electronic communication.
Class attendance
Classes provide students with the opportunity to develop the necessary knowledge and skills to provide safe care in the clinical setting.

Students must be present for 80% of time tabled classes, 100% for nursing laboratory / simulation sessions and 100% of all 400 hours of the clinical placement to successfully complete the course and be awarded the Diploma. If a student fails to meet the minimum attendance requirement, the student will need to repeat the entire unit or professional experience placement. Students will need to pay the tuition fee to repeat the unit.

It is MIT policy that all students achieve a minimum attendance requirement of:
- 80% minimum class attendance/participation for theory lesson;
- 100% attendance for clinical laboratory / simulation lesson/assessments;
- 100% attendance for professional experience placement (Nursing and Midwifery Board of Australia requirement).

Failure to meet the minimum attendance requirement may result in the student not achieving a successful outcome for a particular unit.

It is the student’s responsibility to ensure that she/he is aware of the material covered in the class in the event of lateness or early departure. All assessment requirements must be completed to gain a pass.

Punctuality
Punctuality is imperative and is expected. Punctuality is considered an essential attribute and is expected at all classes and clinical placements. Class time missed by late arrival and early departure will be considered in determining a student’s overall attendance percentage. You must come prepared for all lessons and it is a requirement that the relevant textbooks be brought to each session. In addition, you are required to have pens and paper at each lesson.

Absent/Late for classes
If a student is absent from class, it is the student’s responsibility to catch up on notes, keep a check on assessment dates and to nominate a class member to collect handouts for them. Students must obtain a medical certificate for any class absences. Where lateness results in disruptions and affects the progress of other students, the matter should be regarded as requiring disciplinary action and be treated according to MIT policy.

Classroom and Clinical Nursing Laboratory/ Simulation Centre
To create a positive learning environment, it is important that students behave in ways that aid others to learn.
- Arrive on time;
- Participate in class discussions and learning activities;
- Attend and participate actively in all required small group sessions;
- Be particularly attentive to guests who have come to give their time to your education;
- Avoid distracting other learners by talking, texting or being disruptive in any way;
- Silence all electronic devices.
Communication
Effective communication is an essential skill for all students, whether interactions are face to face or electronically produced. To aid positive communication, the following behaviours should be respected:

Electronic communication

**E-mail**
- Before sending e-mails, ensure the message is clear and the language is respectful to the recipients;
- Only copy people who need to know the information in the e-mail;
- Remember that e-mails are considered written documentation and can be requested by participants in disputes. Consider what third parties might think of your messages;
- Ensure that you have an email address that is suitable for professional use.

**Social network sites (Facebook, Twitter etc)**
- Remember that security of social network sites may not protect information posted;
- Respect confidentiality, especially patient confidentiality. Do not post pictures or discuss patient information on these sites;
- Avoid posting anything (comments, pictures) that could bring you, the Institute, or the nursing profession into disrepute if it became public knowledge;
- Consider the consequences and impact on your professional life of posting too much personal information; potential employers may check your social network sites before hiring.

Consequences of not respecting these guidelines
Failure to adhere to the guidelines for professional behaviour may have consequences for students. These consequences may be that the behaviour is considered a breach of the student code of conduct which may result in a student being asked to leave a class or professional experience placement or to exclusion from the course or failure of the course.
## Section 4: Assessments

**Note:** Some units must be passed prior to proceeding onto the next unit of study:

<table>
<thead>
<tr>
<th>No.</th>
<th>Unit of Competency Codes</th>
<th>Unit Title</th>
<th>Prerequisites</th>
<th>Co-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HLTAP401B</td>
<td>Confirm physical health status</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>2</td>
<td>HLTAP501C</td>
<td>Analyse health information</td>
<td>HLTAP401B</td>
<td>With nursing units</td>
</tr>
<tr>
<td>3</td>
<td>HLTEN401B</td>
<td>Work in the nursing profession</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>4</td>
<td>HLTEN502B</td>
<td>Apply effective communication skills in nursing practice</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>5</td>
<td>HLTEN503B</td>
<td>Contribute to client assessment and developing nursing care plans</td>
<td>None</td>
<td>HLTAP501C, HLTEN502B</td>
</tr>
<tr>
<td>6</td>
<td>HLTEN504C</td>
<td>Implement and evaluate a plan of nursing care</td>
<td>HLTAP401B</td>
<td>HLTAP501C, HLTEN502B, HLTEN509B, HLTEN509C</td>
</tr>
<tr>
<td>7</td>
<td>HLTEN505C</td>
<td>Contribute to the complex nursing care of clients</td>
<td>HLTIN301C, HLTEN507C</td>
<td>HLTAP501C, HLTEN509B, HLTEN502B</td>
</tr>
<tr>
<td>8</td>
<td>HLTEN506B</td>
<td>Apply principles of wound management in the clinical environment</td>
<td>None</td>
<td>HLTAP501C, HLTIN301C</td>
</tr>
<tr>
<td>9</td>
<td>HLTEN507C</td>
<td>Administer and monitor medications in the work environment</td>
<td>HLTAP501C, HLTEN509B, HLTEN502B</td>
<td>With nursing units</td>
</tr>
<tr>
<td>10</td>
<td>HLTEN508B</td>
<td>Apply reflective practice, critical thinking and analysis in health</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>11</td>
<td>HLTEN509B</td>
<td>Apply legal and ethical parameters to nursing practice</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>12</td>
<td>HLTEN510B</td>
<td>Implement and monitor nursing care for consumers with mental health conditions</td>
<td>None</td>
<td>HLTAP501C, HLTEN502B, HLTEN509B</td>
</tr>
<tr>
<td>13</td>
<td>HLTEN512B</td>
<td>Implement and monitor nursing care for clients with acute health problems</td>
<td>None</td>
<td>HLTEN505C, HLTAP501C</td>
</tr>
<tr>
<td>14</td>
<td>HLTEN513B</td>
<td>Implement and monitor nursing care for clients with chronic health</td>
<td>None</td>
<td>HLTAP401B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Unit of Competency Codes</th>
<th>Unit Title</th>
<th>Prerequisites</th>
<th>Co-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>HLTEN515B</td>
<td>Implement and monitor nursing care for older clients</td>
<td>None</td>
<td>HLTAP501C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HLTEN509B</td>
</tr>
<tr>
<td>16</td>
<td>HLTEN516B</td>
<td>Apply understanding of the Australian health care system</td>
<td>None</td>
<td>HLTHIR403C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HLTHIR404D</td>
</tr>
<tr>
<td>17</td>
<td>HLTFAS11A</td>
<td>Apply first aid</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>18</td>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>19</td>
<td>HLTHIR404D</td>
<td>Work effectively with Aboriginal and/or Torres Strait Islander people</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>20</td>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>21</td>
<td>HLTWHS300A</td>
<td>Contribute to WHS processes</td>
<td>None</td>
<td>With nursing units</td>
</tr>
</tbody>
</table>

**Elective Competency Units**

<table>
<thead>
<tr>
<th>No.</th>
<th>Unit of Competency Codes</th>
<th>Unit Title</th>
<th>Prerequisites</th>
<th>Co-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HLTEN511B</td>
<td>Provide nursing care for clients requiring palliative care</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>2</td>
<td>HLTEN514B</td>
<td>Apply research skills within a contemporary health environment</td>
<td>None</td>
<td>With nursing units</td>
</tr>
<tr>
<td>3</td>
<td>HLTEN519C</td>
<td>Administer and monitor intravenous medication in the nursing environment</td>
<td>HLTWHS300A HLTIN301C HLTAP501C HLTEN505C HLTEN507C</td>
<td>With nursing units</td>
</tr>
<tr>
<td>4</td>
<td>HLTRAH302C</td>
<td>Undertake home visits</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>BSBWOR402A</td>
<td>Promote team effectiveness</td>
<td>None</td>
<td>With nursing units</td>
</tr>
</tbody>
</table>

**Grades**

A 60% of total assessment per unit must be achieved for successful completion. The grades are awarded according to the following breakdown:

<table>
<thead>
<tr>
<th>Percentage Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 59</td>
<td>Not Yet Competent</td>
</tr>
<tr>
<td>60 – 74</td>
<td>Competent with Credit</td>
</tr>
<tr>
<td>75 – 84</td>
<td>Competent with Distinction</td>
</tr>
<tr>
<td>85 - 100</td>
<td>Competent with High Distinction</td>
</tr>
</tbody>
</table>

**Assessments**

Assessments may include:

- Assignments
- Tests
- Examinations
- Oral presentations
- Practical and simulation-based demonstrations
- Group projects;
- Classroom participation.

Assignments
Assignments form an integral part of learning and assessment within most theory units. It is the student’s responsibility to check their understanding of the assignment, and to seek help if required prior to submission of assignment.

When absent from class, a student must take responsibility for following through any tasks or assignments given at that class.

Student’s assignment work copied directly from books or another student will not be accepted. Students are required to keep a copy of any assignments or work submitted for assessment. Students need to complete the assessment task receipt when submitting assignments.

Assessments are preferably presented as:
- Typed;
- Double spaced typed;
- Font such as Times New Roman or Arial;
- Font in point size 12.

Rules for submitting assignments
- Assignments should be submitted by the due date;
- If there is a problem with submitting on the due date then an extension of one week should be applied for in advance of the due date;
- If the assignment is not submitted by the due date, without an extension, only a pass/fail grade will be recorded. (This will be considered as the resubmission);
- If a student fails an assignment on the first submission then the student has two weeks to resubmit for a pass/fail grade;
- If the resubmission is a fail, then the student will need to re-enrol in the subject.

Failed or missed examinations
If a student has failed or missed a scheduled test or an examination the following procedures must be followed:
- If a student is absent for an exam, a medical certificate or letter of explanation of exceptional reason for absence needs to be submitted to the course coordinator, in order to be considered for a re-sit;
- If a student misses an exam, or fails an exam, the student will be given one further opportunity to re-sit a supplementary exam;
- Where the student fails the first attempt of an exam the re-sit will be marked as a pass/fail only.

Failure in assessment
If a student fails a unit they will be required to apply to re-enrol in that unit which will incur a re-enrolment fee.
Results
Student’s results are posted on the MIT noticeboard using the MIT student I.D. number. Dates for supplementary exams will be posted on the noticeboard. It is the student’s responsibility to check the noticeboard regularly.

Appeals regarding assessment
When you hand in assessments for marking, the grade given to you by the trainer is final. You cannot ask to re-submit a piece of work simply because you think you can do it better. If you think you have genuine grounds to ask for a piece of work to be re-marked you will need to follow the policy MITP54 Academic Grievance Policy available for view on http://www.menzies.vic.edu.au/students-info/current-students/policies/

Procedures:
- A student may wish to dispute the outcome of an assessment and seek a reassessment. All appeals regarding assessment are requested to be submitted in writing;
- If the appeal is in respect of an assessment, a reassessment is conducted within a reasonable timeframe by an independent third party assessor. The student will be given the opportunity to formally present his / her case. This is designed to ensure fairness and consistency and underpins the continuous improvement process;
- Upon a decision being made, the student is provided with a written statement of the appeal outcomes, including reasons for the decision.

Plagiarism
Plagiarism occurs when a student presents as their own work the thoughts, ideas, findings or work of another, without due acknowledgement of the source. Plagiarism involves not only written works, but also material such as graphs, images, music, formulae, websites, and computer programs.

Plagiarism can occur if you:
- cut and paste information from sources without accurate acknowledgment of quotations and paraphrases;
- lack familiarity with the conventions of referencing;
- copy your paper from another student;
- ask someone else to write your paper;
- collaborate too closely with another student (unless the assignment is a group project);
- use poor note making strategies;
- use poor paraphrasing skills;
- are unable to distinguish between what needs to be acknowledged and what is common knowledge.

You can avoid problems with plagiarism by ensuring you:
- Develop a system to keep track of bibliographic;
- Practice good note making techniques, making sure you distinguish between direct quotes, paraphrased passages and your own ideas;
- Become familiar with the referencing format specified by your lecturer.
If a student is found to have plagiarised an assessment, this will be considered a fail. The student will be asked to re-submit and can only gain a pass or fail grade.

For more information on plagiarism and resources on referencing please refer to the MIT website on academic referencing.

**Examination Procedures**

**Before the Exam**
The following examination conditions will be explained to students:
- Mobile telephones, other electronic devices - off or on silent;
- All books, notes, pencil cases and personal belongings to be left at the front of the room;
- Wallets and purses may be placed on the floor under the desk;
- Only pens, student ID card on desktops;
- No books, notepads, notes, mobiles, calculators, etc;
- No eating during the exam (only water is acceptable);
- If a student needs to leave the classroom to go to the bathroom, they cannot return;
- The test is conducted under EXAM conditions. Do not look at other candidates’ exam papers, and no talking to applicants during the exam. Students observed cheating will be given a fail mark for the exam;
- If a student has any questions during the exam, they will need to put their hand up;
- When students finish the exam they are to put their hand up and the trainer collects the exam paper;
- Students are to collect their belongings from the front of the room.

**Exam Commencement**
- Exam papers are placed on desks showing cover sheet;
- Students complete details at the top of the cover sheet and read examination procedures;
- Students are not to look at the exam yet;
- No student will be admitted to the examination room after ‘reading time’. Students will be advised to go to the MIT office to see the Course Coordinator;
- Once all students have received the exam paper, the exam supervisor will inform the students that they can commence the test;
- Photograph ID cards will be checked by exam supervisor

**Completion of Exam**
When students finish the exam they are to put their hand up and the trainer collects the exam paper.
Students are only allowed to leave the examination room at two points:
- half an hour before finishing time
- at the finishing time
This ensures the minimum disruption to other students.
Section 5 – Professional Experience Placements

Professional Experience Placement

Professional Experience Placement attendance
Placements are a combination of 2 weeks x 1, and 4 weeks x 2 at various health care facilities organised by MIT through a contract process. You will be informed of these arrangements.
- A full 8 hour working day is required;
- You may be required to work shifts (i.e. 7.00am to 3.30pm or 1.00pm to 9.30pm);
- Punctuality is imperative and is expected at all clinical placements.

Eligibility Criteria for Placements
To be eligible for Professional Experience placement students must have:
1. A valid police check;
2. A valid Working with Children Check;
3. Exhibit professional behaviours;
4. Successfully complete pre-requisite units;
5. Verification of immunisation status;
6. Fitness for Practice form completed.

Failure to undertake or successfully complete professional experience placements may result in the student having to make up time at a later date. There may be a fee charged to organise extra placement time. Make-up placements are organized based on availability of places in planned clinical rotations, which is unpredictable.

Police Security Checks (National Name Check)
All nursing students who are undertaking a course, which necessitates one or more periods of clinical practice, are required to undergo a Police Check at the commencement of their course and yearly thereafter for the duration of their course.

It is a Department of Health Services requirement that students who will work in direct client contact roles must provide police security clearance. It is the student’s responsibility to obtain a police security check prior to clinical placement.

**Note.** Failure to lodge the National Police Records Check Consent Form within the required period of notice may result in a student being denied access to clinical placements. This may jeopardise your chances of fulfilling the clinical obligation of the Diploma of Nursing course.

Police check application forms can be completed online and printed.
Number and sign the form. This will ensure that the student is charged at a reduced student rate.
Once a student receives their police check, please bring it to the Professional Experience Coordinator who will photocopy the original.
**Working with Children Check (WWC)**

Some health care facilities may have clients under the age of 18 in their care and *The Working with Children Act 2005* requires that people who work or volunteer in certain child-related work apply for, and pass, a WWC Check. The WWC is valid for 5 years.

For more information regarding the WWC:
- How to lodge your application;
- What happens to your application after submitting it;
- Your obligations as an applicant;
- How the Department of Justice uses and protects your personal information;
- How the department assesses applications;
- What happens if you:
  - Pass the WWC Check (the Check);
  - Are required by the department to provide further information;
  - Receive an Interim Negative Notice;
  - Fail the Check;
  - How to withdraw your application.


**Professionalism**

Students are expected to exhibit professional behaviours at all times while studying the Diploma of Nursing course and must do so in order to be eligible to go on a Professional Experience placement. It is expected that all students are punctual to classes and must attend a minimum of 80% of classes. Students must strive to develop your nursing skills and knowledge by engaging and contributing positively during class time. Students who are unable to demonstrate professional behaviours while on campus will not be sent on professional experience.

You will be charged $66.00 for each day should your placements be cancelled or you are deemed unsatisfactory due to:
- Unprofessional behaviour of the student before or during placement;
- No police check supplied;
- No working with children check supplied;
- No Immunisation completed;
- Or any other document/s required for the placement.
Professional Experience: Pre – Requisites for placement allocation
The following units (clustered) are prerequisites for professional placement. If a student fails one of the following pre-requisite units or does not attain 80% attendance they may be deemed not sufficiently prepared to practice safely in the professional experience placement.

<table>
<thead>
<tr>
<th>Part A: Introduction to nursing</th>
<th>Cluster 1</th>
<th>Placement 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN401B</td>
<td>Work in the nursing profession</td>
<td></td>
</tr>
<tr>
<td>HLTEN502B</td>
<td>Apply effective communication skills in nursing practice</td>
<td></td>
</tr>
<tr>
<td>HLTEN509B</td>
<td>Apply legal and ethical parameters to nursing Practice</td>
<td></td>
</tr>
<tr>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures in health work</td>
<td></td>
</tr>
<tr>
<td>HLTWH500A</td>
<td>Contribute to WHS processes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Preparation for beginning clinical practice</th>
<th>Cluster 2</th>
<th>Following completion of Clusters 1 and 2: Clinical placement in high dependency aged care / Residential Care x Two weeks (80 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAP401B</td>
<td>Confirm physical health status</td>
<td></td>
</tr>
<tr>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures in health work</td>
<td></td>
</tr>
<tr>
<td>HLFA311A</td>
<td>Apply first aid</td>
<td></td>
</tr>
<tr>
<td>HLTEN515B:</td>
<td>Implement and monitor nursing care for older clients</td>
<td></td>
</tr>
<tr>
<td>HLTEN504C</td>
<td>Implement and evaluate a plan of nursing care</td>
<td></td>
</tr>
<tr>
<td>HLTEN503B</td>
<td>Contribute to client assessment and developing nursing care plans</td>
<td></td>
</tr>
<tr>
<td>HLTEN508B</td>
<td>Apply reflective practice and critical thinking and analysis in health</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part C:</th>
<th>Cluster 3</th>
<th>Placement 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAP501C</td>
<td>Analyse health information</td>
<td></td>
</tr>
<tr>
<td>HLTEN505C</td>
<td>Contribute to the complex nursing care of clients</td>
<td></td>
</tr>
<tr>
<td>HLTEN506B</td>
<td>Apply principles of wound management in the clinical environment</td>
<td></td>
</tr>
<tr>
<td>HLTEN507C</td>
<td>Administer and monitor medications in the work environment</td>
<td></td>
</tr>
<tr>
<td>HLTEN512B</td>
<td>Implement and monitor nursing care for clients with an acute health problem</td>
<td></td>
</tr>
<tr>
<td>HLTEN513B</td>
<td>Implement and monitor nursing care for clients with a chronic health problem</td>
<td></td>
</tr>
<tr>
<td>HLTEN519C</td>
<td>Administer and monitor intravenous medications in the nursing environment [elective]</td>
<td>Following completion of Cluster3: Clinical placement in acute / subacute care x four weeks (160 hours)</td>
</tr>
</tbody>
</table>
Part D: Application of nursing knowledge to different situations

Cluster 4

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN516B</td>
<td>Apply understanding of the Australian Health care systems</td>
</tr>
<tr>
<td>HLTEN510B</td>
<td>Implement and monitor nursing care for consumers with mental health conditions</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
</tr>
<tr>
<td>HLTIR404D</td>
<td>Work effectively with Aboriginal and/or Torres Strait Islander people</td>
</tr>
</tbody>
</table>

Part E: Meeting the needs of Australia’s ageing population

Cluster 5

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN511B</td>
<td>Provide nursing care for the clients requiring palliative care [elective]</td>
</tr>
<tr>
<td>BS8WOR402A</td>
<td>Promote team effectiveness [elective]</td>
</tr>
<tr>
<td>HLTRAH302C</td>
<td>Undertake home visits</td>
</tr>
<tr>
<td>HLTEN514B</td>
<td>Apply research skills within a contemporary health environment [elective]</td>
</tr>
</tbody>
</table>

Following completion of Clusters 4 and 5:
Clinical placement in aged care or mental health x four weeks (160 hours)

Professional Experience Uniform

MIT-SON provides:
- MIT shirt;
- Student Identification badge.

Student is required to provide their own:
- Navy or Black trousers;
- Navy or Black non-slip, covered shoes (OH&S requirement);
- Fob watch with second hand (wrist watches are not appropriate for reasons of client safety and infection risk);
- Blue and Red Pens / notepad.

At Professional Experience placement, please ensure you are wearing the correct MIT uniform and your hair is neatly presented and is off your face and above your collar. The only jewelry permitted is ear studs, nose studs and a wedding ring. No other jewelry is to be worn. Fingernails must be short and filed. No fingernail polish. No fingernail extensions (‘acrylics’) are allowed. Failure to comply with the uniform policy will mean that you will be sent home. This will be regarded as a breach of the Student Code of Conduct.
Immunisation Requirements

Immunisation is the responsibility of the student. It is recommended that an informed, individual choice be made about this matter. Students should refer to a doctor of their choice for discussion and advice. Please refer to ‘recommended health procedures’ below for more details.

Recommended health procedures

Nursing students will be required during their course to undertake clinical/field education programs at hospitals and other health agencies. They will deal with many people, some of whom may have a communicable disease. This places students at risk of acquiring one of those diseases. Also, a student who has a communicable disease places clients at risk.

Immunisation is one of the most effective public health measures for the control of communicable diseases, protecting both the individual and the general community. For the protection of students and their clients, evidence of vaccination status is required by certain health care agencies prior to attendance. This must be in the form of either a signed Statutory Declaration or documentation from a medical practitioner. If vaccinations are incomplete, opportunities for professional experience placement will be limited and progress in the clinical practice program may be affected. To reduce health risks and to facilitate progress in the clinical/field education program MIT recommends that all students:

a) Have a tuberculin test. If the tuberculin test is negative, a vaccination against tuberculosis is recommended;

b) Be up-to-date in their vaccinations against:
   - Diphtheria;
   - Measles;
   - Mumps;
   - Poliomyelitis;
   - Rubella;
   - Tetanus.

c) Are vaccinated against Hepatitis B.

Verification of your current immunisation status is required to be submitted 42 days prior to your 1st allocated clinical placement.

The following optional immunisations are also recommended:

- Hepatitis A;
- Influenza;
- Pertussis (Whooping Cough);
- Meningococcal C;
- Pneumococcal;
- Haemophilus influenzae Type B;
- Rotavirus.

To reduce health risks further MIT suggests a yearly influenza vaccination.
For further information on recommended Immunisation for Category A Health Care Workers please refer to the Department of Human Services website at:
Risk Management

As students participate in the Professional Experience Placements (PEP) program it is essential that you are aware of the hazards that could occur while on Placements. Students have an obligation to protect and minimise any potential incident from an identified hazard. Below are some common hazards that students might see, and way to minimise the risk associated. If at any time on PEP, students feel unsafe or not comfortable with a potential or actual risk, the students must report to their Clinical Nurse Educator (CNE). For safety concerns that arise after hours contact can be made with the Head, School of Nursing (SON) as per number outlined in this policy.

Student Travel to and from Placements

There is a risk of motor vehicle accidents when travelling to and from PEP. Travelling distances to rural or remote PEP can be tiring. It is recommended that you take regular breaks and stops in this journey. If you are driving to a PEP it is important that you practice safe driving. If you are on prescribed medications consult your Doctor as to whether it is safe for you to drive. Remember to park your vehicle in areas that the health care facility have deemed suitable for staff to park. If you are leaving a health care facility after hours remember to abide by the security requirements of the facility to minimise any risk to yourself.

Reasonable work hours

In consultation with your clinical department a roster will be determined for you to complete on your PEP. Rosters may include for shifts of varying lengths of up to 12 hours. A student will not perform more than 12 hours in one shift. It is recommended that students will not perform more than 5 shifts of 12 hours in any seven day period. Students are required to work the shift hours allocated by a health care facility and in accordance with the policy and employment practice of the facility. For example a student cannot choose to work a 9 hour shift when the ward requirements are an 8 hour shift.

Paid work hours and PEP

MIT understands the need for students to work to support their own financial situation. Students must consider fatigue policies in relation to attending PEP and working within paid work. To ensure that students are compliant with the fatigue policies in many facilities students must balance their paid work and PEP hours. It is not possible to work full time and attend PEP as this contravenes health facilities’ fatigue policies and places the public at risk. It is also important for a student’s safety that you do not complete a private employment shift and then a PEP shift sequentially. For example students should not finish a night shift as a PEP student in paid employment and then attend a morning shift as a student in a hospital ward or vice versa. For further clarification please contact your CNE for guidance.
Pregnancy

Students who are pregnant cannot undertake a PEP 6 weeks prior to the due date or 6 weeks following birth for health and safety reasons. Student must provide the CNE with a letter from their Doctor outlining their estimated due date, and any restrictions to practice. Students may be required to provide a medical clearance certificate involving the ability to actively participate in all PEP activities required to achieve the objectives of the course/PEP. Failure to provide this information may result in the inability to continue with the PEP. These certificates must be received by the CNE prior to the PEP commencing. If a student becomes aware they are pregnant whilst on PEP, the same process applies with a medical clearance to be provided to the CNE as soon as possible.

Extenuating or Disaster Management Processes

Students are allocated PEP across a variety of settings within health care. In the event that a serious situation arises that results in a setting enacting their disaster management plan it is vital that students adhere to the policy within the facility. These events include utilities failure, flood, fire, ward closure or any other significant event. If at any time on PEP, you feel unsafe or not comfortable with a potential or actual risk you must notify the CNE and after hours, contact the SON (Wanda Mitchell-Cook 0423 731 982)

Infectious disease risk

Cross infection, the physical movement or transfer of harmful bacteria from one person, object, or place to another, or from one part of the body to another (such as touching a staph-infected hand to the eye) is one of the risks of the delivery of health care.

- Non-participation in vaccination requirements increases your risk of contracting a disease through exposure to blood and body substances in the clinical setting.
- There is risk of contracting a disease through handling and exposure to blood, body substances or infectious materials. The risk is increased if you have an open wound, such as a cut on the finger.
- There is a risk of contracting an acute infectious disease, such as influenza, from exposure to infected individuals.
- Handling of any object capable of inflicting penetrating injury (for example needles) while on PEP has the potential to cause injury and infection.

These risks can be reduced by maintaining your health and immunity, maintaining your personal hygiene, undergoing vaccination and health tests using PPE and adhering to local workplace infection control procedures (which include procedures for sharps injuries and blood exposure).
In the event that a splash or needle stick injury occurs, students must immediately notify the health care facility contact person, and the CNE. An incident form MUST be completed at both the health care facility and MIT. Student services at MIT are able to provide further support and guidance with counselling as it is required in the event of a high risk incident.

**Psychological risk**

If you believe that you are being bullied or harassed while on PEP you should try to raise the issue with the person if possible, or speak to your supervisor and/or CNE. If you feel uncomfortable with addressing the situation with the person involved students MUST contact the CNE to discuss the matter further and seek appropriate direction or intervention at this level. Student services are able to provide students with the support and guidance whilst a management plan is determined.

**Manual handling risk**

Poor manual handling could result in strains, sprains etc. If you have an injury or significant weakness in one or more of your limbs or back, or you are pregnant, you are at even greater risk. Ensure you practice safe manual handling practices. Think before you lift! Consider whether there is an alternative to manual lifting. In the event that you sustain an injury before or during your PEP, students MUST contact the CNE and report this.
Risk: Unsatisfactory Clinical Performance

If your clinical performance is considered to be of concern or unsatisfactory, the following procedure applies:

- In the first instance, the clinical educator/preceptor or health agency staff will informally approach you and confidentially investigate the areas of concern/risk;

This does not mean you will fail the placement but it will be an opportunity to discuss any concerns or issues both you and your educator may have about your placement/performance;

- Your clinical educator will contact Menzies Institute and speak to the clinical coordinator. The educator will also develop learning objectives for you to achieve. These are to be written in your clinical appraisal tool;

- In the event that you are deemed ‘at risk’, the area of unsatisfactory practice will be documented and you will receive appropriate counselling;

- If the educator/preceptor remains concerned with your performance then a Clinical at Risk Report is required to be completed;

- You are required to countersign the Clinical at Risk Report (below) with your clinical educator and this is forwarded to the Clinical Coordinator of the Institute;

- If required the Clinical Coordinator and/or Course Coordinator may attend this meeting or phone in or video link for the meeting. Alternatively a Clinical Liaison Nurse may attend the meeting on behalf of the Institute;

- At this time the Learning and Teaching Plan for at Risk Student (below) will be completed to enable you and your clinical assessor to identify areas for improvement, determine appropriate strategies and establish timeframes. You are responsible for all aspects of learning and must demonstrate professionalism at all times;

Note:

The Clinical at Risk Report and the subsequent Learning and Teaching Plan are aimed to highlight areas of concern with your nursing practice and also support you in your learning while on placement;

A Clinical at Risk Report does not mean that you will automatically fail your placement but offers you an opportunity to demonstrate an improvement in your learning to a satisfactory standard in a supportive nursing environment.
# Clinical at Risk Report

<table>
<thead>
<tr>
<th>Education Provider</th>
<th>Menzies Institute of Technology</th>
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| Education Provider Details | 355 Spencer Street Melbourne. VIC. 3003  
                             | Phone: 1300 244 002  
                             | Fax: (03) 9328 5879  
                             | Email: info@menzies.vic.edu.au  
                             | Web: www.menzies.vic.edu.au |
| Student Name               |                                  |
| Student Number             |                                  |
| Student Contact Details    |                                  |
| Placement Provider (PP)    |                                  |
| PP Personnel Details       |                                  |
| [CE/PR/RN LOCATION]        |                                  |
| **Day** | **Time** | **Date** |
| At Risk Episode            |                                  |
| Student Notified           |                                  |
| Location of Placement      |                                  |
| Type of Placement          |                                  |
| Reason for unsatisfactory rating |                                 |
| Performance Criterion and Domain U/S |               |
| Reason (specific example/s must be provided) |         |
| Action taken               |                                  |
| Outcome                    |                                  |
| Supporting documentation   |                                  |
| Outline type               |                                  |
| Identify reason for unsatisfactory rating - relate to the ANMC Competency Domains, action taken and outcome. | |
| Student Name / Signature   |                                  |
| Institute Representative Name / Signature |               |
| Placement Provider Name / Signature |             |
# Learning and Teaching Plan for At Risk Student

**Student Name:**  
[Blank]

**Student ID:**  
[Blank]

<table>
<thead>
<tr>
<th>Goals / Objectives</th>
<th>Strategies to assist student</th>
<th>Due Date</th>
<th>Evidence of satisfactory completion by student</th>
<th>Completed Sign &amp; Date</th>
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**Due Date of Final Completion:**

I have read and understood the requirements outlined above. I am aware that if I do not satisfactorily meet the requirements of the Plan within the stated time frame this outcome will be referred to the Clinical Coordinator and relevant Course Coordinator. This may result in a fail grade being awarded for this course which will jeopardise my program progression and completion timeframes.

<table>
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<th>Student Name &amp; Signature</th>
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<table>
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<tr>
<th>Clinical Educator Name &amp; Signature</th>
<th>Date:</th>
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Registration Process
The regulating authority for nursing in Victoria / elsewhere in Australia is the Nursing and Midwifery Board of Australia (NMBA) and all applications for registration must be made to the Australian Health Practitioner Regulation Agency (AHPRA).
Only Nurses or Midwives currently registered by the NMBA are entitled to call themselves a Registered Nurse, Registered Midwife or Enrolled Nurse in Victoria / elsewhere in Australia and be employed as a Nurse or Midwife.
The initial education and ongoing registration of Nurses and Midwives is based on national competencies for Registered Nurses, Enrolled Nurses, Midwives and Nurse Practitioners.

Go to the AHPRA website:  
www.ahpra.gov.au

You can then link into the Nursing and Midwifery Board of Australia:  
www.nursingmidwiferyboard.gov.au

Here you will be able to download the forms and instructions needed for you to register as an Enrolled Nurse.

English Language Requirements
All applicants, including internationally qualified applicants, who seek initial registration in Australia, must demonstrate that they have the necessary English language skills. All applicants must be able to demonstrate English language skills that meet the requirements detailed in the registration standard.

Enrolled Nurses
An applicant for registration as an Enrolled Nurse who has:

- Provided evidence of completion of five (5) years*(fulltime equivalent) of education taught and assessed in English, in any of the recognised countries** listed in the registration standard, is considered to have demonstrated English language proficiency and has met the requirements of this standard.

An applicant for registration as an enrolled nurse who has not:
Completed five (5) years*(full-time equivalent) of education taught and assessed in English, in any of the recognised countries listed in this registration standard, will be required to demonstrate English language proficiency in accordance with Board approved English language tests.

*The completion of five (5) years (full-time equivalent) education taught and assessed in English means five (5) years full time equivalent of either:

  i). vocational and secondary; or
  ii). vocational and tertiary; or
  iii). combined vocational, secondary and tertiary education taught and assessed in English in any of the recognised countries listed in this registration standard. These five (5) years must include evidence of a minimum of one (1) year full-time equivalent in a pre-registration program of study approved by the recognised nursing and/or midwifery regulatory body in any of the countries listed in this registration standard.
*List of recognised countries*

The NMBA recognises the following countries where the applicant was taught and assessed in English at either vocational and tertiary or combined secondary, vocational and/or tertiary education levels:

- Australia;
- Canada;
- New Zealand;
- Republic of Ireland;
- South Africa;
- United Kingdom;
- United States of America.

Applicants with registration as a Nurse or Midwife in New Zealand are deemed to have demonstrated English language proficiency and have met the requirements of this standard in accordance with the *Trans-Tasman Mutual Recognition Act 1997* (Commonwealth).

The following tests for assessment of English language proficiency are approved by the Board:

1. International English Language Testing System (IELTS) examination (Academic) with a minimum score of 7 in each of the four components of listening, reading, writing and speaking; or

2. Occupational English Test (OET) with an overall pass, and with grades A or B only, in each of the four components of listening, reading, writing and speaking; or

3. Other English language tests approved by the NMBA from time to time.

English language proficiency test results must have been obtained within two years before applying for registration. An IELTS or OET result (or approved equivalent) that is older than two-years may be accepted as current, if accompanied by proof that an applicant:

a. Has actively maintained continuous practice and/or employment as a registered nurse, enrolled nurse or midwife using English as the primary language of practice in any of the recognised countries listed in the standard; and/or

b. Has been continuously enrolled in a program of study taught and assessed in English and approved by the recognised nursing and/or midwifery regulatory body in any of the countries listed in this registration standard.

Results from any of the above mentioned English language proficiency tests must be obtained in one sitting.

The applicant is responsible for the cost of English language proficiency tests.

The applicant must make arrangements for test results to be provided to the Board for verification.

Section 6 – Further Information

If you have any further questions or enquiries, please do not hesitate with your Clinical Nurse Educator or student support staff at Menzies Institute office. Additional contact details for Menzies Institute are:

Ph: 1300 244 002, (03) 9329 8333
Fax: (03) 9328 5879
Email: info@menzies.vic.edu.au

Main Office address: Ground Floor, 355 Spencer Street, Melbourne, VIC. 3003
ACKNOWLEDGEMENT

I, the undersigned, have read and understood the contents of the Student Handbook and have had the opportunity to ask questions about the Policies and Procedures and understand that any future questions that I may have will be answered by my Clinical Nurse Educator or student support staff at Menzies Institute of Technology.

I, (Student Name) __________________________________________

Student ID: __________________

Confirm that I have read, understood and agreed to work within the Policies, Procedures, Codes and Guidelines as outlined in the Student Handbook.

Signature:

Date: