

Course Handbook



MENZIES
INSTITUTE OF TECHNOLOGY

HLT54121 DIPLOMA OF NURSING

DELIVERY MODE: CLASSROOM BLENDED

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1. Training Package Information

Training Package Code	HLT
Training Package Name	Health
Version (Release) of Training Package	9.2
Date (Release) of Training Package	01/07/2023
Endorsement Date of Training Package	01/07/2013
Qualification Code/Name	HLT54121 Diploma of Nursing
CRICOS Code	112337K
Version (Release) of the qualification	5.0
Date (Release) of the qualification	01/07/2023
AQF Level	Level 5
Qualification Description	<p>This qualification reflects the role of an enrolled nurse working under the direct or indirect supervision of a registered nurse. Enrolled nurses provide nursing care for people across the health care continuum and at all stages of life.</p> <p>The scope of practice for enrolled nurses is determined by legislative requirements and the policies and procedures of the employing organisation.</p>
Licensing / Regulatory Information	<p>The Health Practitioner Regulation National Law Act 2009 requires that for Enrolled Nurses to be registered to practice in Australia, graduates must have successfully completed an ANMAC accredited and NMBA approved enrolled nurse program of study to be eligible to apply for NMBA registration.</p> <p>Menzies Institute has been approved (in this order) to deliver the HLT54121 Diploma of Nursing, as follows:</p> <ul style="list-style-type: none"> • ANMAC accreditation for this program • ASQA approval to deliver this program. <p>Menzies Institute must provide the Australian Health Practitioner Regulation Agency (AHPRA), details of all students enrolled in this qualification. Menzies</p>

	<p>must notify the AHPRA if a student undertaking clinical training has an impairment that may place the public at substantial risk of harm.</p> <p>Menzies Institute is required by law to notify students that their details have been added to the AHPRA student register.</p> <p>To participate in Vocational Placement students will require:</p> <ul style="list-style-type: none"> ○ National Police Clearance ○ Working with Children Check ○ Immunisation record <p>A graduate from this qualification is eligible to apply to Australian Health Practitioner Regulation Agency (AHPRA) for registration as an enrolled nurse. The student must apply to AHPRA after graduation, and will be required to meet Registration standards. These include mandatory English Language requirements.</p> <p>For CRICOS students, registration with AHPRA is conditional on their meeting English Language requirements.</p> <p>Menzies Institute is required to advise students of this requirement prior to their enrolment. Potential students will be informed via the student handbook, and pre-enrolment and marketing documentation.</p>
Entry requirements	<p>The Training Package does not specify entry requirements for this qualification. However, Menzies Institute has specified entry requirements that include English, LLN expectations and testing.</p>

2. Course Packaging

Packaging Rules	<p>Packaging Rules</p> <p>25 units of competency are required for award of this qualification including:</p> <ul style="list-style-type: none"> • 20 core units • 5 elective units, consisting of: <ul style="list-style-type: none"> ○ at least 3 units from the electives listed on TGA website ○ up to 2 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome. <p>The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.</p> <p>For more information on the packaging rules, please visit https://training.gov.au/Training/Details/HLT54121</p>
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Units of Competency	<p>Consistent with the qualification packaging rules, the units listed below are delivered for this qualification. The choices of elective units are based on conversations with employers and/or industry consultants regarding skills gaps or areas of increased pressure on service delivery. For this qualification, the listing of units has been selected as the new updated units from the previous HLT54115 units of competencies selected.</p> <p>Elective Units selected as part of this qualification were decided upon by consulting with Industry stakeholders via the Course Advisory Committee.</p>			
	Phase	Unit Code	Unit Title	Core/Elective
	Introduction to Nursing – safety and infection control	CHCCOM005	Communicate and work in the health or community services	E
		HLTENN041	Apply legal and ethical parameters to nursing practice	C
		HLTINF006	Apply basic principles and practices of infection prevention and control	C
		HLTAID011	Provide First Aid	E
	Personal Care and Aged Care	HLTWHS002	Follow safe work practices for direct client care	C
		HLTAAP002	Confirm physical health status	C
		HLTENN035	Practise nursing within the Australian health care system	C
		HLTENN037	Perform clinical assessment and contribute to planning nursing care	C
		CHCPRP003	Reflect on and improve own professional practice	C
		HLTENN045	Implement and monitor care of the older person	C
	Sub Acute Care and Mental Health	HLTENN036	Apply communication skills in nursing practice	C
		CHCDIV001	Work with diverse people	C
		CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	C
		HLTAAP003	Analyse and respond to client health information	C
		HLTENN039	Apply principles of wound management in the clinical environment	C
		HLTENN040	Administer and monitor medicines and intravenous therapy	C
		HLTENN042	Implement and monitor care for a person with mental health conditions	C

		HLTENN047	Apply nursing practice in the primary health care setting	C	
		HLTENN038	Implement, monitor and evaluate nursing care plans	C	
	Complex, Acute & IV	HLTENN044	Implement and monitor care for a person with chronic health problems	C	
		HLTENN068	Provide end of life care and a palliative approach in nursing practice	C	
		HLTENN043	Implement and monitor care for a person with acute health problems	C	
		CHCPOL003	Research and apply evidence to practice	E	
		HLTENN057	Contribute to the nursing care of a person with diabetes	E	
		HLTWHS006	Manage personal stressors in the work environment	E	

3. Educational Pathways

Pathways into the qualification	N/A
Pathways from the qualification	Students may be able to choose further pathways into Bachelor of Nursing for Division 1 registration or HLT64121 Advanced Diploma of Nursing.
Employment Pathways	<p>On completion, student will have the skills, competencies and knowledge to apply for registration as an Enrolled Nurse with the Australian Health Practitioner Registration Authority (AHPRA).</p> <p>After AHPRA registration, graduates could be employed in a variety of fields from public or private hospitals to private nursing or community health care facilities. Potential areas of work include: acute care, mental health, aged care, community care, etc.</p> <p>Possible job titles relevant to this qualification include:</p> <ul style="list-style-type: none"> • Enrolled Nurse

4. Learner Characteristics

Key characteristics of target learner cohort	<p>Student cohorts include:</p> <ul style="list-style-type: none"> • Overseas students seeking to study Enrolled Nursing in Australia. These may have experience or working in health or individual support related roles in their countries of origin. <p>The key characteristics of target learner cohort are:</p>
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	<ul style="list-style-type: none"> • planning to pursue a career specific to the health sector (nursing) and gain a qualification; • able to attend regular face-to-face classes • Able to meet NMBA English language requirements • Have physical attribute suitable for placement in the nursing industry • Individual who are 18 years or older
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5. RTO's admission requirements

The HLT54121 Diploma of Nursing allows direct entry into this qualification at the time of publication in training.gov.au. However, the RTO requires candidates to meet its admission requirements prior to enrolling into this qualification to ensure that they have the required skills and knowledge to successfully complete the qualification at this AQF level. This consists of:

Domestic students	<p>Applicants are required to meet the following:</p> <ul style="list-style-type: none"> • Be at least 18 years old or above • Year 12 or equivalent or Certificate IV or higher • Have physical attributes suitable for placement in the nursing industry that encompasses manual handling of equipment and clients (i.e. to assist a client in transferring themselves to and from beds) • Provide evidence of meeting the NMBA English language registration standard as specified in http://www.nursingmidwiferyboard.gov.au/Registration-Standards/English-language-skills.aspx <p>In summary, the evidence required is one of the following:</p> <p>1) The learner has completed 3.5 years (full time equivalent) of a combination of secondary, vocational and/or tertiary level studies taught and assessed in English in one of recognised countries (Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, United States of America) OR</p> <p>2) The learner has achieved a valid English language test score from one of the following:</p> <table border="1"> <tr> <td>IELTS (Academic)</td><td>Minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking)</td></tr> <tr> <td>OET</td><td>Minimum score of B in each of the four components (listening, reading, writing and speaking).</td></tr> <tr> <td>PTE Academic</td><td>Minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking)</td></tr> <tr> <td>TOEFL iBT</td><td>Minimum total score of 94 and the following minimum score in each section of the test: 24 for listening, 24 for reading, 27 for writing, and 23 for speaking.</td></tr> </table>	IELTS (Academic)	Minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking)	OET	Minimum score of B in each of the four components (listening, reading, writing and speaking).	PTE Academic	Minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking)	TOEFL iBT	Minimum total score of 94 and the following minimum score in each section of the test: 24 for listening, 24 for reading, 27 for writing, and 23 for speaking.
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	<ul style="list-style-type: none">• Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience.• Furthermore, the Pre-Training Review undertakes inherent requirements assessment for entry to this qualification.• Complete the LLN assessment prior to course commencement. Note that the student’s enrolment and commencement of qualification is conditional on student meeting the required level of LLN test result. If the student is not able to meet the required level of LLN test result prior to course commencement, then student’s enrolment will be withdrawn or deferred. <p>The LLN levels required are:</p> <table><tr><th rowspan="2">Course Code</th><th colspan="5">ACSF Level</th></tr><tr><th>Learning</th><th>Writing</th><th>Reading</th><th>Oral</th><th>Numeracy</th></tr><tr><td>HLT54121 Diploma of Nursing</td><td>Exit Level 3, Working at Level 4</td><td>Exit Level 3, Working at Level 4</td><td>Exit Level 3, Working at Level 4</td><td>Exit Level 3, Working at Level 4</td><td>Exit Level 3, Working at Level 4</td></tr></table>	Course Code	ACSF Level					Learning	Writing	Reading	Oral	Numeracy	HLT54121 Diploma of Nursing	Exit Level 3, Working at Level 4	Exit Level 3, Working at Level 4	Exit Level 3, Working at Level 4	Exit Level 3, Working at Level 4	Exit Level 3, Working at Level 4
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International students	<p>Applicants are required to meet the following:</p> <ul style="list-style-type: none">• Be at least 18 years old or above• Year 12 or equivalent or Certificate IV or higher• Have physical attributes suitable for placement in the nursing industry that encompasses manual handling of equipment and clients (i.e. to assist a client in transferring themselves to and from beds)• Provide evidence of meeting the NMBA English language registration standard as specified in http://www.nursingmidwiferyboard.gov.au/Registration-Standards/English-language-skills.aspx <p>In summary, the evidence required is one of the following:</p> <p>1) The learner has completed 3.5 years (full time equivalent) of a combination of secondary, vocational and/or tertiary level studies taught and assessed in English in one of recognised countries (Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, United States of America) OR</p> <p>2) The learner has achieved a valid English language test score from one of the following:</p> <table><tr><td>IELTS (Academic)</td><td>Minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking)</td></tr><tr><td>OET</td><td>Minimum score of B in each of the four components (listening, reading, writing and speaking).</td></tr></table>	IELTS (Academic)	Minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking)	OET	Minimum score of B in each of the four components (listening, reading, writing and speaking).													
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	<ul style="list-style-type: none">• Have a valid visa to study in Australia																					
Other	<ul style="list-style-type: none">• Applicants are also required to provide evidence of following prior to being eligible for participating in Professional Experience Placements:<ul style="list-style-type: none">○ National Police Clearance○ Working with Children Check○ Immunisation record• Applicants may be required to apply for, and receive an acceptable NDIS Worker Screening Check prior to undertaking professional placement with an NDIS provider as part of this program• Students required to invest approximately 4 hours per week of self-directed learning to complete self-study and theoretical assessments during the training weeks. These do not include term breaks or work placement period.																					

6. Training Delivery summary

Delivery Location	Melbourne, Victoria.	
	Location	Student Capacity
	Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions, Nursing Simulation Laboratories and Practical Sessions (Primary site)	453
	This course will only be delivered and assessed in Victoria and not offered for interstate or offshore overseas students residing offshore. Students must complete the course in Victoria only and any learning experiences gained outside Australia are not recognised.	
Delivery Mode	<p>The range of delivery methods may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Directed, guided pre-reading and study to be completed in the student's own time outside of classroom. • Face to face/classroom sessions that incorporate active learning strategies, such as: <ul style="list-style-type: none"> ○ Discussions ○ Roleplay ○ Case studies ○ Group and paired activities ○ Demonstrations and modelling • Self directed learning: <ul style="list-style-type: none"> ○ Students' complete quizzes in their own time and discuss these in the next session/s. ○ Self-directed learning is guided and indirectly monitored by trainer/assessors via questions in class, observation of student progress and involvement in class and via the online quizzes. • Simulated workplace activities and assessment tasks in a purpose built simulation laboratory • Work placements. <p>Each unit of competency will be delivered and assessed as stand-alone units (i.e. no clustering of units)</p>	
Training support	<ul style="list-style-type: none"> • Training support is provided following the scheduled classroom training session per day; or • Learners may make individual appointments for training support if required with their Trainer/Assessor. • Training support can be provided via face-to-face, phone, online or email. 	

Simulated environment	<p>Menzies Institute has a purpose-built nursing simulation laboratory that has been designed to reflect workplace conditions.</p> <p>For simulated training and formative assessment, we adopt a ratio of 5:1 (students-beds) to ensure learning and formative assessment is intensive and controlled.</p> <p>At least one trainer in the simulated training activities will be a Registered Nurse (RN), with a ratio of 1:15 students per RN teacher. Where numbers are higher, the RN will be assisted by a qualified RN. The staffing ratio during classroom theory sessions is 1:30 students per RN teacher.</p> <p>Assessments will be conducted at a ratio of 1:1:1 (student-bed-teacher) and conducted by an RN.</p>
Work placement (Professional Experience Placement)	<p>ANMAC has specified that students enrolled in the Diploma of Nursing will be provided with a minimum of 400 hours of supervised Professional Experience Placement (PEP).</p> <p>Work placement is scheduled throughout the course, toward the end of each semester, and only after the student is deemed to have gained the requisite knowledge and skills, as assessed in the simulated work environment.</p> <p>Placements have been formalised and are guided by a signed Memorandum of Understanding (MOU) between Menzies Institution and each organisation agreeing to take the student(s) for PEP.</p> <p>PEP is undertaken in a variety of clinical locations. The student's final placement will be conducted in a hospital setting with access to acute facilities, and the student must be able to be finally assessed against the NMBA Standards for Practice for ENs within the context of an acute hospital setting.</p>
Individual Learning & Reflection / Self-paced	<ul style="list-style-type: none"> • All the student receives Canvas LMS login so they can refer to a range of videos, links, interactive training materials, E-Books in their own time. • Trainer will provide quizzes to the students to complete in their own time and discuss the quizzes in the next session/s. These quizzes are not recorded and main purpose is to prompt student on self-paced learning. Please refer the session plan for the further information. • All the students have access to the Elsevier Online Library where students can access additional reference textbooks and learning materials as indicated as additional resources for each unit of competency in student's learning guide and power point presentations. • Completion of self-study will be checked by the trainer to guide student's progress in the unit but not recorded. Trainers will ask students questions related to their self-study each week to make sure that students have gained the knowledge related to the quiz.
Assessment	<p>Some assessment tasks need to be completed outside the classroom environment especially theory assessments.</p>

7. Course Duration and volume of learning

Program Overview	<p>This Diploma of Nursing qualification encompasses the application of knowledge and skills required for registration as an Enrolled Nurse.</p> <p>The course focuses on developing a sustainable base of enterprise-specific skills and strategies for effective nursing. Training and assessment is carried out in a variety of clinical practice settings.</p> <p>MIT has a full range of physical resources including a nursing simulation centre, classrooms, tutorial rooms, small group learning spaces and space for private study, computer laboratories and library.</p> <p>The course addresses the following fields of nursing – acute and sub-acute nursing, aged care, mental health care, palliative care, encouraging teamwork, communication and research skills and is delivered by a combination of classroom, theory, laboratory and simulated practice and professional experience placements.</p>																						
Course Duration	<p>This course is structured to be completed over a period of 95 weeks. This is inclusive of</p> <ul style="list-style-type: none">• 10 weeks of Professional Experience Placement (400 hours)• 5 weeks of Preparation for Professional Experience Placement including Final Observation Simulated Assessments (FOSA) and any additional assessments or catch up classes needed for students (1 week prior to PEP#1, 1 week prior to PEP#2, #3, 3 weeks prior to PEP#4)• 9 weeks of holiday breaks• Face to face sessions of 20 hours per week for total 71 weeks• Additional Training Support hours as needed• Guided self-paced learning and reflection <p>Refer to the Training and Delivery Structure table below for the breakdown of delivery hours.</p>																						
Stages of delivery	<p>The entire qualification can be divided into 4 stages</p> <table><tr><th>Stage</th><th>Content</th><th>Supervised Hours</th></tr><tr><td>1</td><td>Introduction to Nursing – safety and infection control</td><td rowspan="3">600</td></tr><tr><td>2</td><td>Personal and Aged Care</td></tr><tr><td>PEP #1</td><td>Aged Care Placement</td></tr><tr><td>3</td><td>Sub-Acute Care and Mental Health</td><td rowspan="3">760</td></tr><tr><td>PEP #2</td><td>Sub Acute Placement</td></tr><tr><td>PEP #3</td><td>Mental Health Placement</td></tr><tr><td>4</td><td>Complex, Acute & IV and Teamwork</td><td rowspan="2">460</td></tr><tr><td>PEP #4</td><td>Acute Care & Intravenous Therapy</td></tr></table>	Stage	Content	Supervised Hours	1	Introduction to Nursing – safety and infection control	600	2	Personal and Aged Care	PEP #1	Aged Care Placement	3	Sub-Acute Care and Mental Health	760	PEP #2	Sub Acute Placement	PEP #3	Mental Health Placement	4	Complex, Acute & IV and Teamwork	460	PEP #4	Acute Care & Intravenous Therapy
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	<p>The sequencing of the units of competencies have been arranged in a way so that the student skills are built from basic to complex.</p> <p>Furthermore, the amount of training hours (supervised and unsupervised) has been designated such that initially a lot of support and guidance can be provided to students to ease them into the qualification. As the course progresses and moves on to the next Stages after completion of first placement, the students will be given more freedom and encouragement to explore, research and develop critical thinking and analysis so that they can be moulded to the expectations of a contemporary enrolled nurse.</p>
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8. Assessment Details and Arrangements

The assessment details and arrangements explain the assessment strategies to be employed. For further information on protocols and policies on assessments and re-assessments, please refer to the MITP13 Assessment and Reassessment Policy and Procedure.

Assessments	<ul style="list-style-type: none"> • Theory Assessment Tasks will be completed by the students outside the Menzies Campus and on the student's own time as unsupervised hours. • All Theory Assessment Tasks must be deemed 100% satisfactory to be deemed as Satisfactory for the Assessment Task • Specifically for the HLTENN040 Administer and monitor medicines and intravenous therapy medication calculation exam, 100% score must be achieved to be deemed satisfactory. Students are allowed 2 attempts (further information is provided in Unit Assessment instructions). • All Simulated Practical assessment tasks will be conducted and completed on Menzies Campus at Menzies Nursing Labs under the supervision of trainer/assessor (educator). • Work Placement Experience Assessments are completed by the student during their allocated Work Placement Experience Hours. <p>Note: Please refer to the Individual Assessment Task information for Students and Assessor for the further information.</p> <ul style="list-style-type: none"> • Assessments will address: <ul style="list-style-type: none"> ○ Application of the Unit statement ○ Elements ○ Performance Criteria ○ Performance Evidence ○ Assessment Conditions ○ Knowledge Evidence ○ Foundation Skills ○ Dimensions of competency • Where a learner's work is assessed to be 'not satisfactory', the learner will be provided with additional support, coaching or tutoring and the opportunity to re-submit the work.
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	<ul style="list-style-type: none"> • Specific assessment conditions relevant to each unit are detailed in the Assessment Tasks information for Students and Assessors. • Learners are provided with Assessment Task and instructions as to how the assessment will be conducted and by whom. • Assessors have flexibility (according to the requirements of the Training Package, including the Performance Evidence and Assessment Conditions for each unit of competency) to accept other forms of evidence from individual learners (e.g. oral questioning, observations). • All assessment will be conducted in accordance with the Training Package requirements, Principles of Assessment and Rules of Evidence (https://www.asqa.gov.au/standards/training-assessment/clauses-1.8-to-1.12) • Assessment methods to be used for each unit of competency are outlined in Section 13 – Assessment Methods Matrix below.
Context	<p>The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and identifies the training and assessment materials that have been developed to facilitate the learning and assessment process. It is, therefore, important to establish some of the most common assessment contexts, such as:</p> <ul style="list-style-type: none"> • The environment in which the assessment will be carried out, including real or simulated work and Work Health and Safety (WHS) issues • Opportunities for gathering evidence in several situations • The purpose of assessment • Who carries out the assessment • The period during which the assessment takes place • Apportioned costs or fees (if applicable) • Ensuring that regardless of location or modality, the assessment would be consistent
Submission and Feedback	<ul style="list-style-type: none"> • Schedule of submission of assessments are usually indicated on the timetables/unit outline. Adjustments can be made on discretion of the trainer/assessor. • Learners must submit all Theory Assessments via the CANVAS LMS system. All Simulation Practical Assessments are observed by the Assessor directly and completed on paper. All Work Placement Assessment Tasks are to be completed on paper by Learners and submitted to the Assessor and Assessors complete their observation notes for assessment tasks on paper. • Completed and submitted work will be assessed within fifteen (15) working days from the date of submission by the Assessor. • Feedback is provided to the learner as soon as practicable.

Marking and Recording	<ol style="list-style-type: none"> 1. The Trainer/Assessor must: <ul style="list-style-type: none"> • Record the assessment outcomes for each completed assessment task and mark either 'Satisfactory' or 'Not Satisfactory'. • On completion of all assessment tasks, the overall assessment decision is to be recorded as either 'Competent' or 'Not Yet Competent'. • Submit evidence of student's assessments and outcome records on a Student Unit Competency File. 2. The Student Administration Department must: <ul style="list-style-type: none"> • Record the results into the Studnet Management System • File the original assessments into the Student Unit Competency File. • Store in the designated secure and locked location of the Student Unit Competency File for evidence keeping.
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9. Assessment Requirements

Requirements for assessments	<ul style="list-style-type: none"> • The assessment pack for each unit of competency specifies the method of assessment to be undertaken by the learner. • Assessment Instructions for each assessment task and activities are clear such as - what to expect, when, how, where, etc. • Templates are provided, if required, with each skill test/ assessment task. • Performance criteria is provided to each skill test/ assessment task but not directly copied from TGA. • Make sure that assessments are meeting ENAC standards. • Benchmarks are set, detailed and clearly set out on the assessor resources (marking guide consist of all expected accurate or variable response that is 'nearly', ' closely' or 'exactly' expected for the task) • Evidence requirements in the marking guide are measurable. • The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence. • The assessments are mapped against the unit requirements for the units in the qualification and are indicated in the mapping document of each unit. • Assessment Conditions are specified in the assessment tasks. • Foundation skills are addressed and mapped adequately in the mapping document. • Trainer/Assessor's feedback are recorded to inform learners on the outcomes of each assessment they undertake. • Cumulative assessment records are kept to monitor learner progression.
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Assessment Tools	<p>RTO has assessment tools developed for each unit of competency. An assessment tool includes the following components:</p> <ul style="list-style-type: none"> • Assessment type and assessment task description • The context and conditions for the assessment • Resubmissions and reattempts • Location (where assessment is conducted) • The tasks to be administered to the candidate • Information regarding how trainers/assessors will assess the work • An outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). • The relevant administration, recording and reporting requirements. <p>Refer to the Assessment Methods Matrix below that indicates the available assessment tools for this qualification.</p>
Performance and knowledge evidence	<p>During the course, trainers and assessors will use a variety of methods to gather evidence of performance and knowledge including:</p> <ul style="list-style-type: none"> • Direct This involves the assessor directly observing the learner performing the tasks which facilitate a decision of 'satisfactory' and 'not satisfactory' until all assessments for the unit have been completed and then it becomes 'Competent' or 'Not Yet Competent'. • Indirect This involves evidence which supports the learner being able to complete a task. For example: <ul style="list-style-type: none"> ○ a written assessment piece responding to specific knowledge questions ○ any documentation prepared as part of this training program.

10. Assessment Methods Matrix

Unit of Competency		Core	Elective	Summative assessment										Formative Assessment			
Code	Title			MCQ (Multiple Choice Questionnaires)	Short answers	Written Examination (Calculations)	Case Study	Research Project	Reflective	Role play	Presentation	FOSA (Final Observation Simulated Assessment)	PEP (Professional Experience Placement)	Simulated Skills	Class Discussions	Questioning & Interviewing	Role Play
CHCDIV001	Work with diverse people	x			x			x				x	x	x	x		
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	x			x		x					x	x	x	x		x
CHCPOL003	Research and apply evidence to practice		x					x	x					x	x	x	
CHCPRP003	Reflect on and improve own professional practice	x			x			x	x			x	x	x	x	x	
CHCCOM005	Communicate and work in the health or community services		x		x		x					x	x		x		x
HLTAAP002	Confirm physical health status	x		x	x							x	x	x	x		x
HLTAAP003	Analyse and respond to client health information	x		x	x							x	x	x	x		
HLTAID011	Provide first aid		x		x		x			x				x		x	x
HLTENN035	Practice nursing within the Australian Healthcare system	x			x							x	x	x	x		
HLTENN036	Apply communication skills in nursing practice	x			x		x			x		x	x	x	x	x	x
HLTENN037	Perform clinical assessment and contribute to planning nursing care	x			x		x					x	x	x	x	x	
HLTENN038	Implement, monitor and evaluate nursing care	x			x		x		x			x	x	x	x	x	x
HLTENN039	Apply principles of wound management in the clinical environment	x					x	x			x	x	x	x	x	x	
HLTENN040	Administer and monitor medicines and intravenous therapy	x		x	x	x						x	x	x	x		x
HLTENN041	Apply legal and ethical parameters to nursing practice	x		x	x			x				x	x	x	x	x	
HLTENN042	Implement and monitor care for a person with mental health conditions	x					x	x	x			x	x	x		x	x
HLTENN043	Implement and monitor care for a person with acute health problems	x			x		x					x	x	x	x	x	x
HLTENN044	Implement and monitor care for a person with chronic health problems	x			x		x					x	x	x		x	
HLTENN045	Implement and monitor care of the older person	x					x					x	x	x	x	x	
HLTENN047	Apply nursing practice in the primary health care setting	x			x			x				x	x	x	x		
HLTENN057	Contribute to nursing care of a person with diabetes	x		x	x		x					x	x	x	x	x	
HLTENN068	Provide end of life care and a palliative approach in nursing practice		x				x					x	x	x	x	x	
HLTINF006	Apply basic principles and practices of infection prevention and control	x		x	x							x	x	x	x		x
HLTWHS002	Follow safe work practices for direct client care	x		x	x							x	x	x	x		x
HLTWHS006	Manage personal stressors in the work environment		x					x			x						x

11. Complaints and Appeals

Complaints and Appeals	<p>Complaints</p> <ul style="list-style-type: none"> • Learners are informed of RTO's Complaints and Appeals Policies via the RTO's website and during the Orientation Session. • If a learner has a complaint, they are encouraged to speak immediately with the trainer to resolve the issue. If the learner is not satisfied and the issue has not been resolved, the learner will be asked to complete a Complaint/Appeal Form available from either the trainer or administration staff for referral to the compliance manager who will then investigate the complaint and advise the complainant of the outcome, in writing. <p>Refer to the following documents for further details of Complaints:</p> <ul style="list-style-type: none"> • MITP07 Complaints and Appeals policy and procedure • MFS04 Complaints and Appeals Form <p>Assessment decision appeal</p> <ul style="list-style-type: none"> • If a Learner was assessed as 'Not Yet Competent' in any performance criteria, they are to be provided the opportunity for reassessment. A time for re-assessment is to be set at a mutually agreeable time. • The learner is granted two attempts to complete each task satisfactorily without any cost to the learner. If deemed 'Not Yet Competent' after the second attempt, the learner will be required to do further training before reattempting the unit. • Fees may apply if learner is to repeat the unit or further re-assessment required. Please refer to MITP13 Assessment and Reassessment Policy and Procedure • In the event that a learner is again assessed 'Not Yet Competent' and if a learner believes that they have not received a fair and accurate assessment of the unit requirements then they should follow the appeals procedure. <p>For more information, please refer to MITP07 Complaints and Appeal Policy and Procedure.</p>
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12. Monitoring Attendance and Course Progress

Course Completion and monitoring	<p>Course attendance and progress is monitored in order to assist learners to achieve successful completion and course outcomes by:</p> <ul style="list-style-type: none"> • early detection of learners whose course progress is less than satisfactory and who may need appropriate learning support, resource and assistance; and • identifying and excluding learners who continue to make unsatisfactory progress including the strategy for early exit from a qualification.
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course progress	<ul style="list-style-type: none"> • Contacting (by phone or email) those learners with poor attendance and have not contacted their trainer to discuss any difficulties which may be impacting their ability to participate in the course and on how the RTO can provide reasonable support that may be relevant to their situation. <p>For more information, refer to the MITP01 Vocational Attendance Recording, Monitoring and Reporting Policy and Procedure and MITP02 Vocational Course Progress Recording, Monitoring and Reporting Policy and Procedure for further information.</p>
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13. Training and Delivery Structure

Supervised Training and Assessment Hours explanation

Title	Explanation
Supervised Classroom Learning and Training Hours	The number of hours with Trainer supervision and delivery of learning content (i.e. lectures, discussions, reflection). Please refer to Session Plan of each unit of competency for breakdown of the sessions.
Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on Campus	The number of hours with Trainer/Facilitator supervision for simulation practical demonstrations and assessments. Please refer to Session Plan of each unit of competency for breakdown of the sessions.
Work Placement Hours and Work Placement Assessment Hours	The number of hours completed during Work Placement Experience which includes hours for assessments completion. This totals to 400 hours for the whole qualification. The number of hours allocated for each Phase of Work Placement Experience Hours are outlined.

Unsupervised Hours explanation

Title	Explanation
Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Students to complete additional learning activities and quizzes outside of the formal training hours to build on their learning and knowledge.
Theory Assessments hours completed outside of classroom and on student's own time	Students to complete all theoretical assessments outside of classroom hours and on their own time

***Note:**

1. *If any class days fall on a public holiday then the session will be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday*
2. *Students undertake the self-directed learning to be able to complete the assessment tasks.*

Sequence and Allocation of Hours for each Unit of Competency

Phase	Learning Sequence	Unit Code	Unit Title	Core/Elective	SUPERVISED HOURS						UNSUPERVISED HOURS			
					Supervised Classroom Lecturing Hours	Supervised Classroom Tutorial Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	TOTAL CLASSROOM AND LAB SUPERVISED HOURS	Work Placement and Work Placement Assessment Hours Aged care, Sub Acute, Mental health and sub acute	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS	TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS +	
Stage 1 - Introduction to Nursing – safety and infection control	1	CHCCOM005	Communicate and work in the health or community services	E	8	4	8	20	12	2	2	4	36	
	2	HLTENN041	Apply legal and ethical parameters to nursing practice	C	20	16	4	40	4	4	4	8	52	
	3	HLTINF006	Apply basic principles and practices of infection prevention and control	C	20	8	12	40	8	4	4	8	56	
	4	HLTAID011	Provide First Aid	E	12	0	8	20	0	2	2	4	24	
Stage 2- Personal Care and Aged Care	5	HLTWHS002	Follow safe work practices for direct client care	C	20	8	12	40	8	4	4	8	56	
	6	HLTAAP002	Confirm physical health status	C	44	16	20	80	8	8	8	16	104	
	7	HLTENN035	Practise nursing within the Australian health care system	C	40	32	8	80	4	10	10	20	104	
	8	HLTENN037	Perform clinical assessment and contribute to planning nursing care	C	40	8	32	80	10	4	4	8	98	
	9	CHCPRP003	Reflect on and improve own professional practice	C	16	20	4	40	4	6	6	12	56	
	10	HLTENN045	Implement and monitor care of the older person	C	44	16	20	80	16	8	8	16	112	
			Total number of classroom and Lab supervised hours – Stage 1 & 2					520					698	
PEP #1			Aged Care Professional Experience Placement						80					
Stage 3 – Sub Acute Care and Mental Health	11	HLTENN036	Apply communication skills in nursing practice	C	20	8	12	40	4	4	4	4	8	56
	12	CHCDIV001	Work with diverse people	C	12	4	4	20	8	12	2	2	4	44
	13	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	C	12	4	4	20	4	4	2	2	4	32
	14	HLTAAP003	Analyse and respond to client health information	C	28	12	20	60	10	28	6	6	12	110
	15	HLTENN039	Apply principles of wound management in the clinical environment	C	12	8	20	40	8	16	4	4	8	72
	16	HLTENN040	Administer and monitor medicines and intravenous therapy	C	68	32	80	180	14	40	16	16	32	266
	17	HLTENN042	Implement and monitor care for a person with mental health conditions	C	40	12	8	60	24	0	6	6	12	96
	18	HLTENN047	Apply nursing practice in the primary health care setting	C	40	12	8	60	8	12	6	6	12	92
	19	HLTENN038	Implement, monitor and evaluate nursing care plans	C	20	20	40	80	5	5	10	10	20	110
			Total number of classroom and Lab supervised hours – Stage 3					560					878	
PEP #2			Mental Health Professional Experience Placement						80					
PEP #3			Sub Acute Care Professional Experience Placement							120				
Stage 4 – Complex, Acute & IV	20	HLTENN044	Implement and monitor care for a person with chronic health problems	C	20	8	12	40	40	4	4	8	80	
	21	HLTENN068	Provide end of life care and a palliative approach in nursing practice	C	24	16	20	60	12	8	8	16	88	
	22	HLTENN043	Implement and monitor care for a person with acute health problems	C	28	12	60	100	52	6	6	12	152	
	23	CHCPOL003	Research and apply evidence to practice	E	48	12	0	60	0	6	6	12	88	
	24	HLTENN057	Contribute to the nursing care of a person with diabetes	E	36	16	8	60	12	8	8	16	88	
	25	HLTWHS006	Manage personal stressors in the work environment	E	12	8	0	20	4	2	2	4	36	
			Total number of classroom and Lab supervised hours – Stage 4					340					532	
PEP #4			Acute Care & Intravenous Therapy Professional Experience Placement						120					
TOTAL					684	312	424	1420	400	142	142	284	2108	

14. Workplace Experience Placement Plan

Workplace Experience Placement	<p>There is compulsory Workplace Experience Placement component in this qualification. The details of the work placement policy and procedures are outlined in MITP78 Work Placement Agreement Policy and Procedure and MFA50 Work Placement Agreement Form. The total hours for work placement in this qualification is 400 hours (40 hours per week x 10 weeks).</p> <p>The allocation of the hours are as follows:</p> <ul style="list-style-type: none"> • Professional Experience Placement #1 – Aged Care (80 hours) • Professional Experience Placement #2 – Mental Health (80 hours) • Professional Experience Placement #3 – Sub Acute Care (120 hours) • Professional Experience Placement #4 – Acute Care & Intravenous Therapy (120 hours) <p>The following work placement providers are a small sample for provision of the work placement</p> <ul style="list-style-type: none"> • Healthscope • Cobram District Health • Seymour Health • Stawell Regional Health • Yarram and District Health services • Echuca Regional Health • Brunswick Pvt Hospital • Kooweerup Regional Health services • Latrobe regional hospital • Maryborough District Health Services • Fronditha Care • Royal Freemasaon Ltd <p>Note: Work placement provider information are subject to change.</p> <p>Please refer the following documents related to work placement for further information:</p> <ul style="list-style-type: none"> • MFA50 Work placement agreement • MITP78 Work placement agreement policy and procedure • MITP13 Assessment and reassessment policy and procedure • Work Placement Tasks booklets for each Professional Experience Placement • Work Placement Observation booklet for each Professional Experience Placement <p>Work placement agreement must sign prior to starting the placement by the student, workplace provider and RTO representative.</p>
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	<p>Placement Facilitator and Assessor / Supervisor will be allocated to rostered group of students during the placement. Placement Facilitator and Assessor / Supervisor would provide guided learning and practical demonstrations for students and observe and assess the students' performance and provides feedback continuously. The student required to complete the work placement hours and collect the signature of the Facilitator and Assessor / Supervisor to confirm the hours completed.</p> <p>Students required to complete the work placement task booklet during the placement and submit to the Placement Facilitator and Assessor / Supervisor.</p> <p>The Placement Clinical Facilitator / Assessor will provide the final assessment outcome for the students and provide feedback accordingly and the Placement Clinical Facilitator/Assessor will meet the ASQA and ANMAC requirements of being an Assessor (RN Division 1 with Cert IV in TAE) completed Placement Tasks Booklets by students and Observation Booklets by assessor will be submitted to the Work Placement Coordinator.</p> <p>The Head of School Nursing will review the submissions and finalise the sign off on completion of the placement for each student. If there are any re-assessments required, then the MITP13 Assessment and Re-assessment Policy and Procedure to be followed. Furthermore, during the Placement, necessary interventions and adjustments for students would have to be identified prior to the final outcome. As outlined in the MITP78 Work Placement agreement policy and procedure and this will be done in collaboration with the Placement Facilitator and Assessor / Supervisor, Work Placement Coordinator and Head of School Nursing.</p> <p>The ultimate accountability and responsibility for the assessment of students during the work placement professional experience is Menzies Institute of Technology.</p> <p>The Work Place Task Booklets and Work Placement Observation Booklets are reviewed to the same Validation process as like all assessment tools (please refer to Section 27 – Validation)</p> <p>The Professional Experience Placement #4 – Acute Care & Intravenous Therapy (120 hours) is the final workplace experience placement undertaken by students towards the end of the program and it must be conducted in Australia. The purpose of this final workplace placement is to consolidate the knowledge and skills performance acquired throughout all previous placements and studies undertaken to allow for transition to real life working practice as an Enrolled Nurse.</p> <p>The Work Placement assessment tasks for this unit of competency: HLTENN040 Administer and monitor medicines and intravenous therapy will be conducted over 2 Placement allocations (PEP #3 Sub-Acute Placement, PEP #4 Acute Placement). This is so that the unit requirements can be assessed over an extended period of time to ensure student performance is valid and can be performed across different settings.</p> <p>During the Professional Experience Placement #4, a final summative assessment is made against the NMBA Enrolled Nurse standards for practice in a clinical setting and will be conducted by an AHPRA current Registered Nurse and also meeting the ASQA assessor requirements.</p> <p>Further and detailed information can be found in these documents:</p>
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	<ul style="list-style-type: none"> ▪ Student Handbook ▪ Clinical Facilitator Handbook ▪ PEP Record Books ▪ PEP Facilitator Guide ▪ MITP102 Professional Experience Placement Policy – Diploma of Nursing
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15. Facilities and Resources

Training Resources	<p>Learning & Assessment Resources provided by the Institute to Students</p> <ul style="list-style-type: none"> • <u>Textbooks through Elsevier Clinical Key online library</u> Each student will receive login to Elsevier Clinical Key online library where they can access the below recommended textbooks and further additional resources as outlined in each unit of competency references sections. • Taberner's Nursing Care and Theory, latest Edition, Koutoukidis • Essential Clinical Skills, Enrolled Nurses, 5th Edition, Tollefson/Watson/Jelly/Tambree • Nursing Drug Calculations, 9th Edition, Gatford/Phillips • Ross and Wilson Anatomy and Physiology in Health and Illness, latest Edition, Grant • <u>Workbooks/formative assessments and Powerpoint presentations</u> For each unit of competency, there are Power point presentations and additional resources relevant to the units are available. Each unit has range of formative assessment to make sure MIT provide underpinning knowledge and skills to all the students prior to summative assessments. Formative assessment may include: <ul style="list-style-type: none"> • Quizzes • Short answer questions • Practical demonstration checklists • <u>Other handouts</u> For each unit of competency, there are additional handouts and supplementary resources available. Refer to the Student Unit Guide and Session Plan of each unit of competency for information. • <u>Access to Office365 Student Email Accounts and Office Software</u> Each student will be provided with Office365 student account to access Microsoft software (Word, Powerpoint, Excel etc) and also provided with dedicated Menzies Student email account. • <u>Learning Management System - CANVAS</u> Each student will have access to CANVAS Learning Management System. This is where the students can communicate and interact with trainers and assessors, interact with learning resources and materials and download resources for each unit of competency. • <u>Nursing Student Kit</u> Each student will be provided with a "Nursing Students Kit" which contains vital equipment for person centred care such as <ul style="list-style-type: none"> • Classic Tunable Stethoscope • Erka Switch One-Hand Aneroid Sphygmomanometer • Economy Penlight Torch • Silicone FOB Watch • Retractable ID Tag Holder
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	<ul style="list-style-type: none"> • Flexible Tip Clinical Digital Thermometer • Basic Artery Forceps • Basic 'Sharp/Blunt' Surgical Scissors • Nursing pouch <ul style="list-style-type: none"> • <u>Nursing Uniform</u> <p>Each student will be provided with 2 pieces of nursing uniform shirts that the students must wear during simulation practical sessions and also during Work Placement.</p> <p><u>Physical Resources & Equipment for each unit of competency</u></p> <p>The following physical resources will be provided:</p> <ul style="list-style-type: none"> • Theory classrooms • AV Equipment • Whiteboard • Internet access • Nursing Simulation Laboratories at 355 Spencer Street campus • Printer at 355 Spencer Street Campus • Student common areas (lunch, study, recreation) <p><u>Consumable Resources and Equipment required for each unit of competency</u></p> <p>The consumable resources and equipment required for each Unit of Competency is outlined in the Session Plan for the unit of competency.</p>
Resources student must provide	<p>The following is a list of learning and physical resources for students to have access to undertake the training and assessment of this training product.</p> <ul style="list-style-type: none"> • General stationery for study (e.g. pens, notebooks) • Computer or tablets with stable internet connection • Appropriate clothing requirements for practical sessions: <ul style="list-style-type: none"> ○ Uniform must be worn in clinical area which must be ironed and look tidy. Tie up hair if the length is beyond your shoulder ○ Wear closed toe shoes (no runners, ugg boots or sandals) and nursing appropriate clothes (no jeans or denim). ○ Hair is neatly presented and is off your face and above your collar. ○ Remove all rings and wrist jewellery including watches during practical sessions. The only jewellery permitted is ear studs/nose studs. ○ Fingernails must be short and filed. ○ No fingernail extensions ('acrylics') are allowed and no nail polish allowed.

16. Access and Equity

Access and Equity	<ul style="list-style-type: none"> Principles, practices and legislative requirements relating to equity, access, anti-discrimination and social justice will be addressed in all aspects of the implementation of the training and assessment strategy. Where practical, student special needs will be identified prior to students' commencing programs. Customized delivery and assessment strategies, including reasonable adjustments, will be designed to meet client needs. The RTO has a range of student support services that students are able to access. Support services include student administration services, academic support services to assist students who may require further assistance.
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17. Reasonable Adjustments and Learner Support

Reasonable Adjustments and Learner Support	<ul style="list-style-type: none"> The RTO identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLN test prior to commencement of training. During the course of a learner's study, any additional needs of learners are identified and addressed, where possible. In responding to the learner's needs, the RTO provides reasonable adjustment and support to learners in a number of ways as follows, but not limited to: <ul style="list-style-type: none"> Taking into account language, literacy and numeracy requirements. Making adjustments to the physical environment or venue. Considering age, gender; cultural beliefs and background, traditional practices, religious observances. Considering learners with disability(ies). Deferment of study. Help with a Special Consideration application. Assistance with study skills through practical advice. Monitoring course progress <p>In addition, support on assessment arrangements are provided as follows, but not limited to:</p> <ul style="list-style-type: none"> Scheduling flexible assessment sessions. Providing assessment materials in a variety of formats (large fonts, electronic, symbols). Providing LLN support. Arranging for or allowing a member of their community to be present at the assessment, if required. Revising planned assessment methods and tools including assessment process or context that meet the individual needs of the person with a disability, but do not change or compromise competency outcomes. Provision of additional support, coaching or tutoring and the opportunity to re-submit the work where a learner's work is assessed to be 'not satisfactory' on a given assessment task or may have been deemed 'Not Yet Competent' on a unit of competency. Learners are given adequate time to work on assessments and projects.
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	<ul style="list-style-type: none"> ○ When conducting assessments with individuals with disabilities, assessors are encouraged to apply good with sensitivity and flexibility. ○ Additional training and tutorials, if required. ○ Referral to further learner support service or external counsellors. <ul style="list-style-type: none"> • Trainer/Assessors are mindful of any ongoing requirements to make reasonable adjustments based on individual learner circumstances as they arise. • Reasonable Adjustment requirements will be recorded on the assessments and/or learner's file. • The reasonable adjustments provided must not compromise the quality of training and the requirements of the unit of competency or the qualification. • Staff available to learners to provide support services are trainers/assessors, RTO administration staff and management. • Assistance is available to learners via telephone, email and/or face-to-face. • The RTO reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the RTO.
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18. Recognition of Prior Learning (RPL) and Credit Transfers

Demonstration of Competence through Recognition of Prior Learning (RPL)	<p>Applicant's existing skills, knowledge and experience can help to attain a recognised qualification, through an assessment process called Recognition of Prior Learning (RPL).</p> <p>The process could suit the applicant if they have:</p> <ul style="list-style-type: none"> • paid or unpaid work experience • prior formal training • skills and knowledge gained on the job • community work experience • short course and work-based learning • trade skills • other life experience. <p>Evidence you might need to supply</p> <p>The RPL assessor will discuss with the applicant the most appropriate evidence the applicant can provide to support the application, this may include:</p> <ul style="list-style-type: none"> • work appraisals • job descriptions • photos or actual work samples • relevant formal qualifications • resume and references • in-house training certificates • eye witness testimonies • observation at the applicant's workplace or a simulated workplace • informal RPL interviews. <p>Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.</p>
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Credit Transfers (CT)	<p>Credit Transfer is a process of recognising the applicant's previous formal studies that are equivalent to one or more units that form part of the qualification. The applicant will need to provide verified copies of Statements of Attainments or formal academic transcripts that list the units for which the applicant is seeking Credit Transfer. The Head of School Nursing will confirm the equivalence and then the applicant will not need to repeat those units in their current study.</p> <p>Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.</p>
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19. Certification Issuance and Statement of Attainments

Professional Recognition	<ul style="list-style-type: none"> • At the successful completion of the program, the learner will be awarded with the HLT54121 Diploma of Nursing qualification along with a transcript of units showing the assessment results. • The Diploma of Nursing qualification HLT54121 at Menzies Institute of Technology is to be approved by ANMAC (Australian Nursing and Midwifery Accreditation Council www.anmac.org.au) and subsequently approved by NMBA (Nursing and Midwifery Board of Australia www.nursingmidwiferyboard.gov.au) which allows graduates to apply for registration with NMBA as an Enrolled Nurse. Until the approval is granted by ANMAC, the RTO will not offer the course to students. • At any point before the completion of the program, a learner may request a Statement of Attainment for each unit of competency where he/she has been assessed as competent.
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Appendix 1 Delivery Schedule (Timetable Guide)

Please refer the delivery and assessment information document, session plan for detailed information of each session.

Block 1 – Introduction to Nursing – Safety and Infection Control

Week 1	•CHCCOM005 Communicate and work in the health or community services
Week 2 & 3	•HLTENN041 Apply legal and ethical parameters to nursing practice
Week 4 & 5	•HLTINF006 Apply basic principles and practices of infection prevention and control
Week 6	•HLTAID011 Provide First Aid

Block 2 – Personal Care and Aged Care

Week 7 & 8	•HLTWHS002 Follow safe work practices for direct client care
Week 9,10,11 & 12	•HLTAAP002 Confirm physical health status
Week 13,14,15 & 16	•HLTENN035 Practise nursing within the Australian health care system
Week 17,18,19 & 20	•HLTENN037 Perform clinical assessment and contribute to planning nursing care
Week 21 & 22	•CHCPRP003 Reflect on and improve own professional practice
Week 23,24,25 & 26	•HLTENN045 Implement and monitor care of the older person
Week 27 - Preparation for Professional Experience Placement with FOSA Assessments and any additional assessments - Aged Care (1 week)	
Week 28 & 29 - Aged Care Professional Experience Placement	
•80 Hours	

Block 3 – Sub Acute Care and Mental Health

Week 1 & 2	•HLTENN036 Apply communication skills in nursing practice
Week 3	•CHCDIV001 Work with diverse people
Week 4	•CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
Week 5,6 & 7	•HLTAAP003 Analyse and respond to client health information
Week 8 & 9	•HLTENN039 Apply principles of wound management in the clinical environment
Week 10 - 18	•HLTENN040 Administer and monitor medicines and intravenous therapy
Week 19,20 & 21	•HLTENN042 Implement and monitor care for a person with mental health conditions
Week 22, 23 & 24	•HLTENN047 Apply nursing practice in the primary health care setting
Week 25, 26, 27, 28	HLTENN038 Implement, monitor and evaluate nursing care plans
Week 29 - Preparation for Professional Experience Placement with FOSA Assessments and any additional assessments - Sub Acute, Mental Health Placement (1 week)	

Week 30 & 31 - Mental Health Professional Experience Placement

•80 Hours

Week 32, 33 & 34 - Sub Acute Care Professional Experience Placement

•120 Hours

Block 4 - Complex, Acute & IV

Week 1 & 2	•HLTENN044 Implement and monitor care for a person with chronic health problems
Week 3,4 & 5	•HLTENN068 Provide end of life care and a palliative approach in nursing practice
Week 6 - 10	•HLTENN043 Implement and monitor care for a person with acute health problems
Week 11,12 & 13	•CHCPOL003 Research and apply evidence to practice
Week 14, 15 & 16	•HLTENN057 Contribute to the nursing care of a person with diabetes
Week 17	•HLTWHS006 Manage personal stressors in the work environment
Week 18, 19 & 20 - Preparation for Professional Experience Placement with FOSA Assessments and any additional assessments - Acute (3 weeks)	

Week 21, 22 & 23 - Acute Care & Intravenous Therapy Professional Experience Placement

•120 Hours