

Student Handbook

HLT54121 - Diploma of Nursing



Welcome

Thank you for choosing

Menzies Institute of Technology - School of Nursing

As the Head of School Nursing, I would like to take this opportunity to welcome you to Menzies Institute of Technology - School of Nursing

This handbook is designed to assist you settle into Nursing study by providing you with important information about your studies and the support services available to help you to achieve your 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 with us.

Sherwin Ycaza

Head of School – Nursing

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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 Nursing Educator or Student Support Services staff.

Section 1 – General Information

Menzies Institute of Technology

Welcome to Menzies Institute of Technology (MIT) where you learn today for a better tomorrow. MIT is a Registered Training Organisation that was established in 2007 and has developed a reputation for its focus on quality education. 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.

MIT Mission Statement

MIT is committed to maintaining excellence in the educational preparation and work readiness of all its 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 are 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 and reliability, 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:

- National Vocational Education and Training Regulator Act
- Victorian Education and Training Reform Amendment (Skills) Act
- Education Services for Overseas Students Act 2000 (*ESOS Act*)
- Enrolled Nursing Accreditation Standards 2017

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 are available to all on an equitable basis. This includes Aboriginal and Torres Strait Islanders, 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 Policy**, please refer to the policies on: <https://menzies.vic.edu.au/students/policies-and-forms/>

Equal Opportunity Act and Racial and Religious Tolerance Act

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 and the Disability Regulations (the 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.

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.

Nursing Educators are encouraged to refer any special needs for assistance to the MIT Head of School for further investigation and input. MIT has Student Support Services staff that are available to provide initial guidance and referrals to professional counselling or guidance services. Please refer to **MITP28 Student Support Services and Welfare Policy and Procedure** on: <https://menzies.vic.edu.au/students/policies-and-forms/>

At all times, all MIT staff will do their utmost to provide considered 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 professional organization for assistance or counselling
- Undertaking a review of the students results;
- Attending additional classes;
- Additional sessions in the skills laboratory;
- Combination of above methods.

Outcomes, actions and agreements of the student support meeting signed by both the Head of School Nursing, Student Support Services staff and the student will be given to the student and a copy kept on the students' file.

Provision for Language, Literacy and Numeracy and Digital Literacy

Prior to the commencement of a course, students will be assessed on their language, literacy and numeracy and digital literacy needs. Assistance will be provided to support students in these areas where appropriate and as determined initially from your Pre-Training Review process. If you require any additional support, please reach out to your Nursing Educator or

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Student Support Services officer.

Inherent Requirements

Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit. The Disability Discrimination Act (DDA 1992) protects students who wish to study, by ensuring reasonable adjustment (see below) of learning requirements are met to provide fairness. To study at Diploma level, a student must meet the inherent requirements of this level of study which were all outlined during your Pre-Training Review and Orientation process. If you have any queries or your circumstances have changed, please reach out to your Nursing Educator or Student Support Services officer.

Reasonable Adjustment

The *Disability Discrimination Act (DDA 1992)* 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 your Nursing Educator or Student Support Services officer.

Flexible Learning

Where possible MIT can be flexible in the way training is delivered. Alternate study arrangements need to be discussed with the MIT Head of School Nursing

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.

All theoretical assessments are to be submitted through the CANVAS Learning Management System.

All practical demonstration and observation checklists are currently completed on paper and to be submitted directly to your Nurse Educator (subject to change if electronic or online submission methods would be implemented).

All Work Placement Tasks Booklets and Observation Booklets are currently completed on paper and to be submitted directly to the Work Placement Coordinator upon completion of Work

Placements (subject to change if electronic or online submission methods would be implemented)

Your original assessments will be filed on CANVAS and hard copy documents in storage for the period of 2 years after completion of your course to comply with the regulatory and compliance requirements set by regulatory bodies.

You can request for Access to Records for viewing but not for any photocopying or retention. You can also request for Statement of Attainment for official records of completed units of competencies. You can also view your results progress from your Menzies on your USI portal. For further information on this, please contact your Nurse Educator or Student Support Services staff.

Evidence for assessment may be collected through a range of strategies including the completion of assignments, group discussion, tests, observation, interviews with your assessor, practical on-the-job tasks, and observations made during your Work Placement by your Facilitator/Assessor.

If you do not successfully complete all unit assessment tasks, theoretical and clinical components, by the completion of the course, you may 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. These fees are outlined under **MITP13 Assessment, Reassessment and Re-enrolment Policy and Procedure** can be found at: <https://menzies.vic.edu.au/students/policies-and-forms/>

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, if you have a grievance, you will have access to a full and fair hearing of your concerns, and the right to a mutually agreeable solution. Details of any dispute will be kept strictly confidential.

You will not 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 may to seek the active support of

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another person not directly involved in the grievance for the purposes of clear representation.

For information, please refer to the MITP07 Complaints and Appeals Policy and Procedure which can be found at: <https://menzies.vic.edu.au/students/policies-and-forms/>

Credit Transfer and Recognition of Prior Learning

Credit Transfer (CT), recognition of prior learning (RPL), professional experience and accreditation from a professional body can reduce the duration of your study by acknowledging your earlier, relevant experience. Credit and exemptions will be assessed consistent with the principles of the Menzies Institute of Technology.

Please refer to **MITP15 RPL and Credit Transfer Policy and Procedure** for further details.

Demonstration of Competence through Recognition of Prior Learning (RPL)	<p>Your existing skills, knowledge and experience can help you get a recognised qualification, through an assessment process called Recognition of Prior Learning (RPL).</p> <p>The process could suit you if you 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>Your RPL assessor will discuss with you the most appropriate evidence you can provide to support your 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 your workplace or a simulated workplace • informal RPL interviews.
Credit Transfers (CT)	<p>Credit Transfer is a process of recognising your previous formal studies that are equivalent to one or more units that form part of the qualification you are enrolling in. You will need to provide verified copies of Statements of Attainments or formal academic transcripts that list the units for which you are seeking Credit Transfer. We will confirm the equivalence and you will not need to repeat those units in your current study.</p>

Unique Student Identifier (USI)

All students are required to have the USI registration number. If you have studied in other vocational studies before, then this number would be the same and our Admissions Staff would have already retrieved the details. Otherwise if you do not have a USI, you would need to either create your own USI (<https://www.usi.gov.au/>) or you can nominate for MIT to create on your behalf. Please note that Statement of Attainments and Certificates of Completion cannot be issued unless the USI registration number is verified.

Student Registration

Under National Law, we must ensure that all students enrolled in the Diploma of Nursing are registered with Australian Health Professionals Regulation Agency (AHPRA) for the duration of their study. We are required to notify AHPRA if a student undertaking clinical training has an impairment that may place the public at substantial risk of harm.

You do not need to apply for student registration as this is our responsibility. We are required to update your details with AHPRA in March and August each year. We will notify you that they you been successfully added to the Student Register once this has been confirmed by AHPRA.

You can find out more about Student Registration with AHPRA at the following link: <https://www.ahpra.gov.au/Registration/Student-Registrations/FAQ-for-Students.aspx>

When you need help

Your Teacher/Nurse Educator and Student Support Services Staff

If you need help, or simply need someone to talk to, first speak with your teacher/nurse educator or Student Support Services staff.

To make an appointment, please contact us:

- By phone on 1300 244 002 or
- By email to info@menzies.vic.edu.au or
- By visiting us in person at Menzies Main Office

If there are any emergencies after hours, please contact to our Work Placement Coordinator on 0483 860 619 (for emergencies only)

Sick /First Aid

If you ever feel ill during class or during placements, please notify your teacher/nurse educator or your clinical facilitator/supervisor immediately.

Emergency Procedures

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

- An alarm will ring;
- Follow your teacher or designated fire warden (wearing a yellow or red colour hat) to the allocated EXIT. You have to leave the building quickly, so please leave your books and bags behind and only take essential items.
- Walk calmly out of the building following your teacher and refrain from excessive talking.
- Your teacher or 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 – dial 000

Lost Property

If you lose something in the Institute, check with Menzies main 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. MIT is not responsible for the security of personal belongings. There are no personal lockers or lockable safes provided.

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.
- Do not carry large amounts of cash. Be careful with purses, wallets, cash and credit cards.

Personal / Social issues

There are many issues that may affect a student's social or personal life. Students have access to the Student Support Services Officer who can discuss your situation and help with working out any referral contacts as required for further assistance.

How do I provide feedback to MIT?

We want your learning experience to be meaningful and worthwhile. For that reason we are keen to hear your feedback (positive or negative) and suggestions. This is very important to us 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 directly or Student Support Services staff. You may also use our complaints and grievances procedures to raise issues.

Surveys and Interviews

We conduct regular surveys and interviews to gather your perception of the quality of our services. Please be as honest as possible when responding. Your responses will help us improve our services and overall quality. You may also be contacted by the Regulatory Authorities (ASQA or ANMAC) to participate in surveys or provide feedback.

Section 2 – Diploma of Nursing

The Diploma of Nursing (Enrolled Nurse) (HLT54121) is a national qualification that is designed to prepare students to provide nursing care, under the direct or indirect supervision of a registered nurse. The qualification involves the acquisition of individual units of competency that include skills, required knowledge and their application in a work environment.

Our course is a strategically designed combination of evidence-based theory, simulation and practical activities. We have developed it in consultation with industry partners.

Nursing Philosophy

Our nursing philosophy, in summary, is that:

- Every single person has:
 - innate worth and the right to autonomy
 - individual differences, perceptions, needs and preferences, relating to their experience, environment, circumstances, and cultural background
 - the right to high quality, safe, respectful health care, free of judgement or discrimination
- Nursing involves respecting individuality, individual worth, difference and autonomy
- Effective nursing care must be:
 - holistic, person-centred and culturally safe.
 - provided to the highest levels of safety, professionalism

In you, our nursing students, we seek to foster values of inclusion, respect, professionalism and commitment to ongoing learning and evidence-based practice.

Professional Standards

Through this course, you will become familiar with the [professional standards](#) expected of your role including the Nursing and Midwifery Board of Australia (AHPRA)

- Codes of conduct
- Standards for practice
- Codes of ethics.

These core are embedded all throughout your program and in every learning, assessment and clinical placement that you complete.

It is important that you have a very clear understanding of these standards, as they are not just used to assess your performance as a student, but are also used to measure your performance

once you are registered.

Your final assessment for the course will be conducted in the workplace, and will be conducted against the EN Standards for practice.

The Standards for Practice can be found at the following link:

<https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/nurse-practitioner-standards-of-practice.aspx>

Program Overview

This 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. The course is and is delivered by a combination of classroom, theory, laboratory and simulated practice and professional experience placements.

Facilities available to deliver this course include: a simulation center, classrooms, tutorial rooms, small group learning spaces and space for private study, computer laboratories and library. We also have agreements in place with a range of health care facilities and hospitals.

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.

Course outcomes

On successful completion of this course, you will be granted the qualification HLT54121 Diploma in Nursing.

It is important to know that this qualification alone does not give you the right to be employed within Australia as an Enrolled Nurse. All nurses and enrolled nurses must first be registered with the Nursing and Midwifery Board of Australia (AHPRA) before they can be employed.

Once you have the HLT54121 Diploma in Nursing you are eligible to apply to AHPRA. This is a totally separate process from your study with us.

AHPRA requires all applicants for initial registration to demonstrate English language skills to be suitable for registration. These requirements are outlined on the AHPRA website. You can download a word version of the nursing and midwifery English Language registration skills requirements here: <https://www.ahpra.gov.au/Registration/Registration-Standards/English-language-skills.aspx>

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Units of Competency

The Diploma of Nursing comprises achievement in all 25 of the following units of competency. These units, are listed below, in the order of delivery.

Semester 1	
CHCCOM005	Communicate and work in the health or community services
HLTENN041	Apply legal and ethical parameters to nursing practice
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTAID011	Provide First Aid
HLTWHS002	Follow safe work practices for direct client care
HLTAAP002	Confirm physical health status
HLTENN035	Practise nursing within the Australian health care system
HLTENN037	Perform clinical assessment and contribute to planning nursing care
CHCPRP003	Reflect on and improve own professional practice
HLTENN045	Implement and monitor care of the older person
Semester 2	
HLTENN036	Apply communication skills in nursing practice
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTAAP003	Analyse and respond to client health information
HLTENN039	Apply principles of wound management in the clinical environment
HLTENN040	Administer and monitor medicines and intravenous therapy – Part A
HLTENN042	Implement and monitor care for a person with mental health conditions
HLTENN047	Apply nursing practice in the primary health care setting
HLTENN038	Implement, monitor and evaluate nursing care plans
Semester 3	
HLTENN044	Implement and monitor care for a person with chronic health problems
HLTENN068	Provide end of life care and a palliative approach in nursing practice
HLTENN043	Implement and monitor care for a person with acute health problems
HLTENN040	Administer and monitor medicines and intravenous therapy – Part B
CHCPOL003	Research and apply evidence to practice
HLTENN057	Contribute to the nursing care of a person with diabetes
HLTWHS006	Manage personal stressors in the work environment

Delivery plan and Learning Hours

This course is structured to be completed over a period of 78 weeks. This is inclusive of

- 10 weeks of Professional Experience Placement (400 hours)
- Preparation for Professional Experience Placement (FOSA): 3 weeks
- 6 weeks of holiday breaks
- Face to face sessions of 20 hours per week for 59 weeks
- Additional Training Support hours as needed
- Guided self-paced learning and reflection (expectation is 4 hours per week)

Timetable overview

Please note that this is a guide. Please refer to your Individual Timetable for all allocations of classes, weeks, term breaks and placement weeks as it will depend on the starting date of your course enrolment.

The delivery and assessment schedule may change, so all students must refer to their Timetable on their Learner App and the Unit Learning Outline information for each Unit of Competency and Assessment Task details.

Week	Unit Code	Unit Title
Stage 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
Stage 2- Personal Care and Aged Care		
Week 7 & 8	HLTWHS002	Follow safe work practices for direct client care
Week 9-12	HLTAAP002	Confirm physical health status
Week 13-15	HLTENN035	Practise nursing within the Australian health care system
Week 16-19	HLTENN037	Perform clinical assessment and contribute to planning nursing care
Week 20	CHCPRP003	Reflect on and improve own professional practice
Week 21-23	HLTENN045	Implement and monitor care of the older person
Week 24	Preparation for Professional Experience Placement with FOSA Assessments	
Week 25-27	Aged Care Professional Experience Placement – 120 hours	
Week 28-29	Term Break	
Stage 3 – Sub Acute Care and Mental Health		
Week 30-31	HLTENN036	Apply communication skills in nursing practice
Week 32	CHCDIV001	Work with diverse people

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Week 33	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
Week 34-35	HLTAAP003	Analyse and respond to client health information
Week 36	HLTENN039	Apply principles of wound management in the clinical environment
Week 37-40	HLTENN040	Administer and monitor medicines and intravenous therapy (Part 1)
Week 41	Term Break	
Week 42-43	HLTENN042	Implement and monitor care for a person with mental health conditions
Week 44-45	HLTENN047	Apply nursing practice in the primary health care setting
Week 46-48	HLTENN038	Implement, monitor and evaluate nursing care plans
Week 49	Preparation for Professional Experience Placement with FOSA Assessments and any additional assessments	
Week 50	Mental Health professional Experience Placement – 40 hrs.	
Week 51-53	Sub-Acute Care Professional Experience Placement – 120 hrs.	
Week 54-55	Term Break	
Stage 4 – Complex, Acute & IV		
Week 56-57	HLTENN044	Implement and monitor care for a person with chronic health problems
Week 58-59	HLTENN068	Provide end of life care and a palliative approach in nursing practice
Week 60-63	HLTENN043	Implement and monitor care for a person with acute health problems
Week 64-67	HLTENN040	Administer and monitor medicines and intravenous therapy (Part 2)
Week 68-69	CHCPOL003	Research and apply evidence to practice
Week 70-71	HLTENN057	Contribute to the nursing care of a person with diabetes
Week 72	Preparation for Professional Experience Placement with FOSA Assessments and any additional assessments	
Week 73-75	Acute Care Intravenous Therapy Professional Experience Placement – 120 hrs.	
Week 76-77	Term Break	
Week 78	HLTWHS006	Manage personal stressors in the work environment

Student Learning Resources

Textbooks

The following are the prescribed textbooks:

- Taberner's Nursing Care: Theory and Practice - 9th Edition - Author(s) Gabrielle Koutoukidis; Kate Stainton; Jodie Hughson
- Essential Enrolled Nursing Skills Workbook for Person-Centred Care - Koutoukidis, Gabby & Stainton, Kate - 3rd edition
- Harvard's Nursing Guide to Drugs 12e - By Adriana Tiziani
- Ross & Wilson Anatomy and Physiology in Health and Illness - 14th Edition - Author(s) Anne Waugh; Allison Grant

Nursing Uniforms

Each student will be provided with 2 pieces of nursing uniform shirts that the students must wear during simulation practical sessions and also during placement.

Appropriate clothing requirements for practical sessions (simulation centre):

- Uniform must be worn in clinical area which must be ironed and look tidy.
- Wear closed toe shoes (no runners, Ugg boots or sandals) and laboratory appropriate clothes (no jeans or denim).
- Hair is neatly presented and is off your face and above your collar. It must be tied up if beyond your shoulder.
- Remove all rings and wrist jewellery including watches. The only jewellery permitted is ear studs/nose studs.
- Fingernails must be short and filed. No extensions ('acrylics') and no nail polish allowed.

Nursing Student Kit

Each student will be provided with a "Nursing Students Kit" containing

- Classic Tuneable Stethoscope
- Economy Penlight Torch
- Silicone FOB Watch
- Retractable ID Tag Holder
- Flexible Tip Clinical Digital Thermometer
- Basic Artery Forceps
- Basic 'Sharp/Blunt' Surgical Scissors
- Nursing pouch

Other 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

- A statement of results and clinical experience completed in specific professional experience placements will be given to students;
- Students cannot retain their Clinical booklet; a scanned copy of the relevant pages will be issued after completion.
- You will be able to register with The Australian Health Practitioner Regulation Agency Registration (AHPRA) once you have received your qualification. The process will be discussed with the students prior to the end of the Course.

Contacting your teacher

If you need to see your teacher to discuss class work, you may email your teacher. Email addresses can only be disseminated by your teacher. You may also make an appointment to see the Teacher with the Student Support Services staff. If the matter is urgent, the teacher and/or Student Support Services staff will arrange meetings or discussions with Head of School Nursing or other relevant staff members.

Contacting the Head of School Nursing

The Head of School Nursing is responsible for the overall coordination of the course. You may make an appointment to see the Head of School Nursing with the Student Support Services staff.

Contacting the Student Academics Manager for VET Programs

The Student Academics Manager of VET Programs is responsible for collating your results and attendance. You may make an appointment to see the Academics Manager with the Student Support Services staff.

First Aid / Rest Room

This room is available for emergencies. To contact First Aid Staff, please inform your Teacher or Student Support Services staff.

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 through the Menzies at the Menzies main reception by completing a form.

Timetable

You can view your Timetable from your Menzies Canvas. Please check in with your Timetable regularly and if you have queries on your Timetable, please consult with your Teacher or Student Support Services staff.

Section 3 – Professional Conduct

Student Code of Conduct:

All MIT students are expected to follow and abide by the **MITP04 Student Code of Conduct**. This policy can be accessed from: <https://menzies.vic.edu.au/students/policies-and-forms/>

Behaviour expectations

- 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 your teacher or facilitator for resource purposes.

Breach of the Student Conduct Code

Any member of the Institute may report a student to the Head of School Nursing for an alleged breach of the Student Code of Conduct.

Disciplinary actions are outlined in **MITP04 Student Code of Conduct**. This policy can be accessed from: <https://menzies.vic.edu.au/students/policies-and-forms/>. These actions range from imposing no penalty to suspension.

Appeals

A student may appeal the decision undertaken if an appeals process is available and this is outlined under **MITP07 Complaints and Appeals Policy and Procedure** which is available from <https://menzies.vic.edu.au/students/policies-and-forms/>

Professional Expectations at MIT

Students are expected to demonstrate professional behaviour and attitudes during all aspects of the course and abide by the Student Code of Conduct.

Delivery model and pre-class preparation

In line with best practice approaches in nursing education, MIT has a model of delivery that requires students to undertake theoretical knowledge study before they attend face to face. Face to face time in class is then used to further enhance learning and skills through collaboration, practice, discussion, role play and other methods of learning.

It is of the utmost importance you use the time allocated to you on this course to do the research, reading and learning expected of you BEFORE you come to class. We will quiz students at the beginning of lessons and will expect you to be prepared.

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 at least 80% of time tabled classes, 100% for nursing laboratory / simulation sessions and 100% of 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 Redo/Re-assessment fee for the relevant unit of competency as outlined here: <https://menzies.vic.edu.au/students/fees/>

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 and deemed Satisfactory to obtain a Competent Outcome for the unit of competency.

Punctuality

Punctuality is imperative and is expected. Punctuality is considered an essential attribute and is expected at

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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 with all necessary electronic and hard copy resources accessible.

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.
- It is your responsibility to ensure that this email address is active and works – our main method of communication is by email.

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

Failure to adhere to the guidelines for professional behaviour may have result in disciplinary actions being taken as outlined above.

Section 4 – Assessments

Assessments may include:

- Written Assessments
- Simulation Practical Tasks
- Role Play
- Online exam
- Professional Experience Placement Tasks
- Professional Experience Observations
- Case studies and assignments
- Projects
- Research

Written Assessments

Written Assessments form an integral part of learning and assessment. It is the student's responsibility to check their understanding of the written assessment, and to seek help if required prior to submission of the assessment.

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

Student's written assessments work copied directly from books or another student will not be accepted and various plagiarism, cheating and collusion scanning tools are incorporated in the CANVAS LMS system for your Teacher to identify this.

Assessments are preferably presented as:

- Typed;
- Double spaced typed;
- Font such as Times New Roman, Calibri or Arial;
- Font in point size 12.
- Referenced APA style (<https://apastyle.apa.org/style-grammar-guidelines/references/examples>)

Rules for submitting written assessments

- Assessments should be submitted by the due date;
- If there is a problem with submitting on the due date, the student must complete and submit the **MFS27 Assessment Extension or Exam Deferral Form** (available at MIT website on <https://menzies.vic.edu.au/students/policies-and-forms/> with supporting documents and then this will be reviewed by the Student Academics Manager in consultation with the Teacher and then the outcome of your request and extension provided will be communicated.

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- If a student is deemed Not Satisfactory in the first attempt of the written assessment, then the student is provide with another attempt to correct and resubmit the areas that are Not Satisfactory and student will be provided with a timeline of between one to two weeks as determined by the Teacher to resubmit.
- If the resubmission is still deemed as Not Satisfactory, the Teacher can make the discretion to provide another opportunity for resubmission or deem the outcome as Not Satisfactory.

Please refer to the procedure and flowchart on **MITP13 Assessment, Reassessment and Reenrolment Policy and Procedure** for further details.

Unit Outcome Results

Your Teacher will inform you of your unit outcome results upon completion and provide you with necessary feedback as required. Then you can also view your Unit Outcome Results from your Menzies MyLearnerApp.

If you need to register for any Re-assessments or Re-enrolments, please contact with the Student Support Services staff to follow the process accordingly. Please note that Fees for Re-Assessments of individual assessment tasks or re-enrolment for the complete unit of competency apply. The Fees can be viewed from: <https://menzies.vic.edu.au/students/fees/>

Appeals regarding assessment

When you hand in assessments for marking, the outcome provided by your Teacher is final.

If you think you have genuine grounds to ask for an assessment to be re-marked, you will need to follow the MITP07 Complaints and Appeals Policy and complete the necessary forms as accessible from <https://menzies.vic.edu.au/students/policies-and-forms/>

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 Teacher.

If a student is found to have plagiarised an assessment, this will be considered a Not Satisfactory outcome on the assessment task. The student will be asked to re-submit with fees applicable to be paid.

Resources for students on plagiarism and referencing are available for students on their CANVAS Learning Management System. Furthermore, the Institute will be using the TurnItIn platform for plagiarism checking of all student's submitted assessments.

Re-assessments and Re-enrolment Process and Fees

If you have been deemed as Not Satisfactory (NS) on certain assessment tasks or Not Yet Competent (NYC) on the entire Unit of Competency, then the process and fees applicable are as follows:

1. Consult with the Student Services Officer to sign up for the REDO/RE-ASSESSMENTS. You will be required to complete the REDO/RE-ASSESSMENT form with the relevant units and assessment tasks mentioned and pass this to the Student Services Officer.
2. The Student Services Officer will check and verify the units and inform you of the Fees applicable to be paid.
3. Then you would need to pay the Fees applicable accordingly.
4. Once the fees have been paid, then the Educator will provide you with the additional attempts for Re-Assessment or re-enrol you for the Unit of Competency in the next upcoming timetable.
5. Then you would need to complete the Re-Assessment and/or Re-enrolment as required.

NOTE: If you miss the Simulation Practical Assessment session due to non-attendance, then this results in immediate Not Satisfactory outcome result for the Assessment Task and there is no second chance assessment and student will require to do Re-Assessment process.

There are additional fees applicable for Re-assessments of assessment tasks and Re-enrolment of a Unit of Competency.

Re-Assessment: Refers to the situation where you have to re-attempt the Assessment Task(s) of a particular Unit of Competency. Please refer to your Letter of Offer and Acceptance agreement and also fees outlined in <https://menzies.vic.edu.au/students/fees/>

Re-Enrolment: Refer to the situation where you have to re-enrol for the entire Unit of Competency again to re-attend the class hours and complete all the Assessment Tasks again. These fees are dependent on the length of each unit and the Fees are outlined on the website: <https://menzies.vic.edu.au/students/fees/>

RULES OF PROGRESSION THROUGH THE COURSE

Stage 1 & 2- CLASS SESSIONS

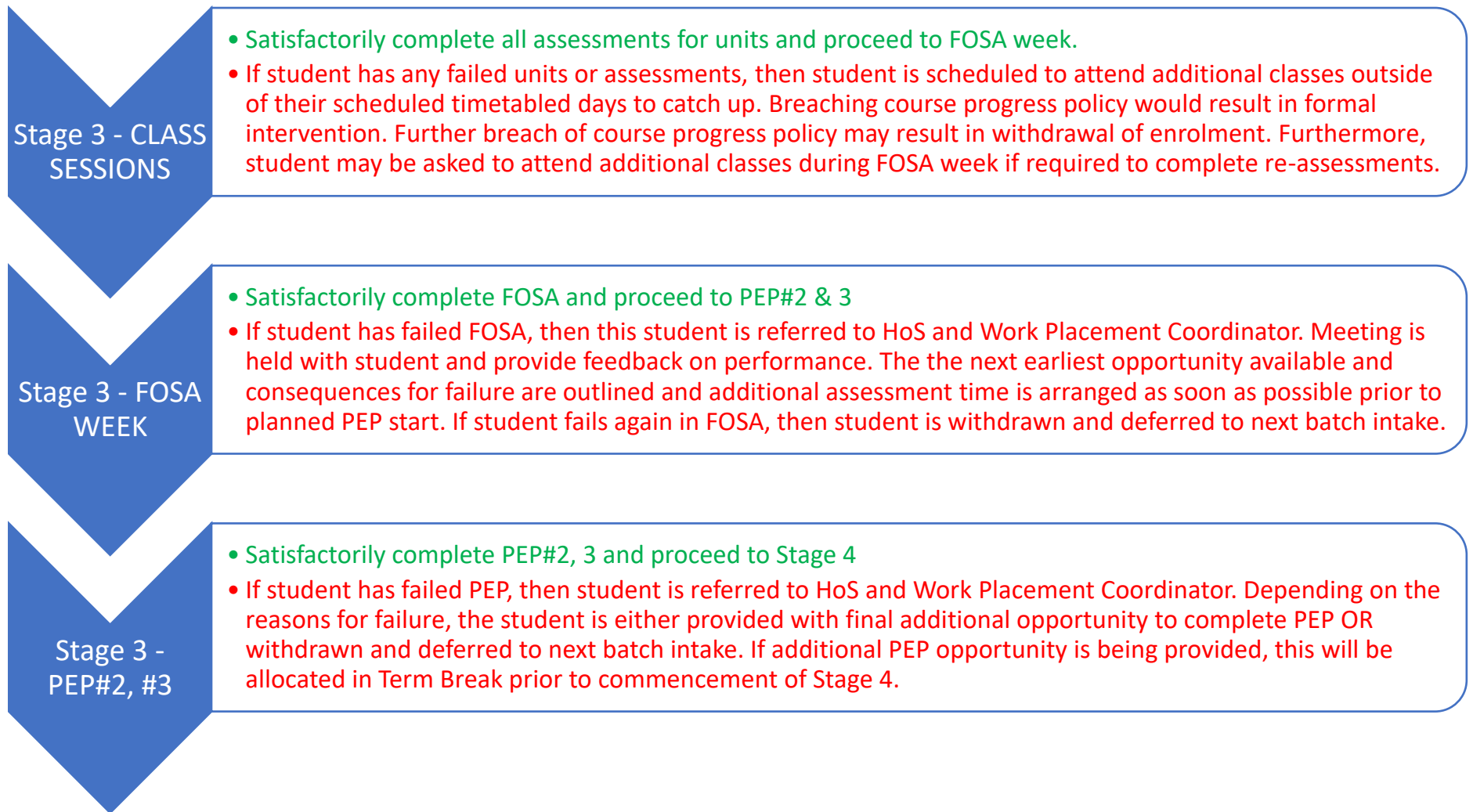
- Satisfactorily complete all assessments for units and proceed to FOSA week.
- If student has any failed units or assessments, then student is scheduled to attend additional classes outside of their scheduled timetabled days to catch up. Breaching course progress policy would result in formal intervention. Further breach of course progress policy may result in withdrawal of enrolment. Furthermore, student may be asked to attend additional classes during FOSA week if required to complete re-assessments.

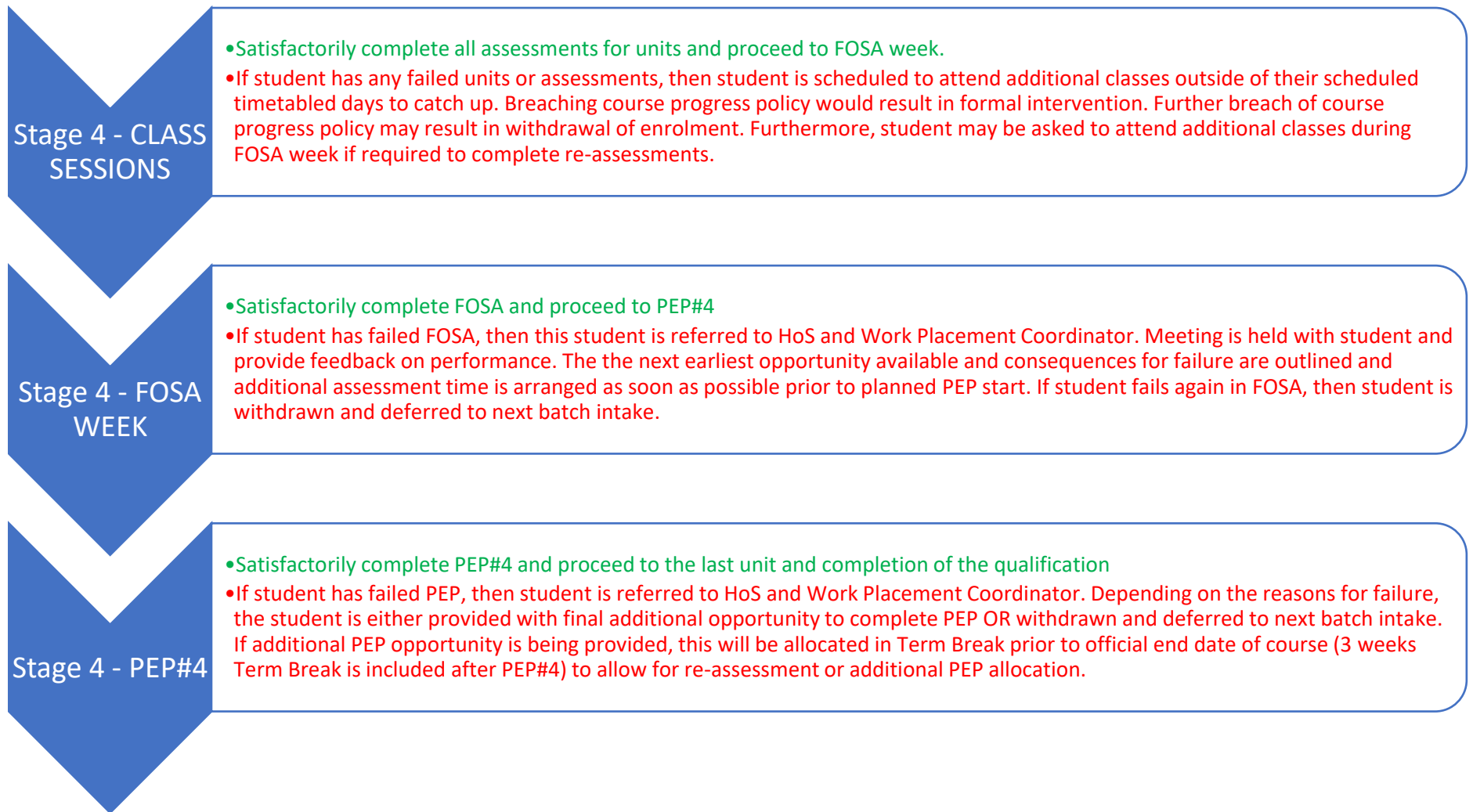
FOSA WEEK and PEP#1

- Satisfactorily complete FOSA and proceed to PEP#1
- If student has failed FOSA, then this student is referred to HoS and Work Placement Coordinator. Meeting is held with student and provide feedback on performance. The the next earliest opportunity available and consequences for failure are outlined and additional assessment time is arranged as soon as possible prior to planned PEP start. If student fails again in FOSA, then student is withdrawn and deferred to next batch intake.

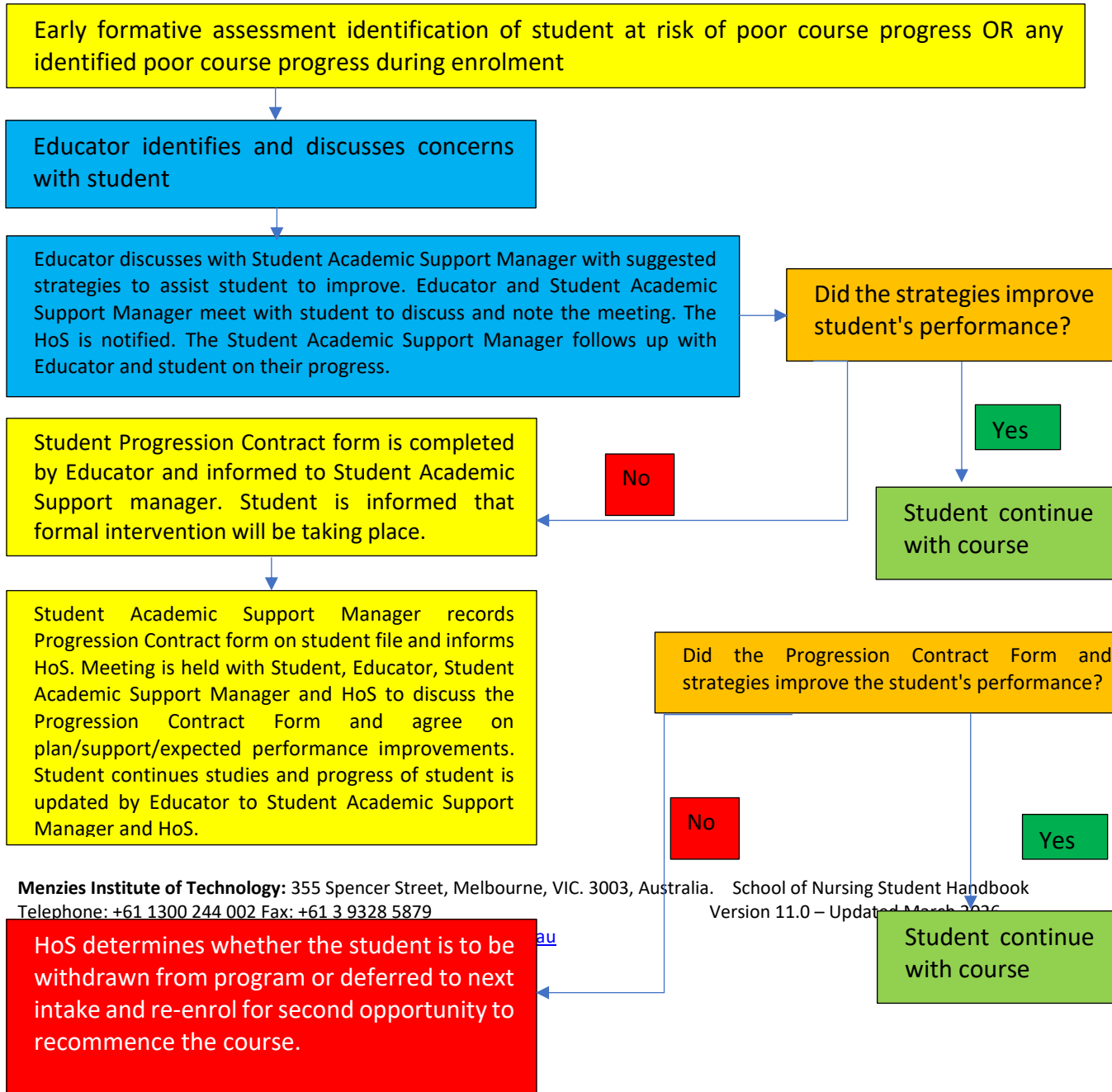
Stage 3 - PEP#1

- Satisfactorily complete PEP#1 and proceed to Stage 3
- If student has failed PEP#1, then student is referred to HoS and Work Placement Coordinator. Depending on the reasons for failure, the student is either provided with final additional opportunity to complete PEP#1 OR withdrawn and deferred to next batch intake. If additional PEP#1 opportunity is being provided, this will be allocated in Term Break prior to commencement of Stage 3.





PROCEDURE FOR STUDENTS IDENTIFIED AS AT RISK FOR POOR COURSE PROGRESS



Section 5 – Nursing Simulation Lab Guidelines

The purpose of the Nursing Simulation Lab is to provide our students an exceptional educational experience in a dynamic and diverse learning environment. We aim to provide high quality, evidence-based learning opportunities while promoting nursing student clinical competence

Experience in the Nursing Simulation Lab will prepare students to:

1. Adapt care to meet the needs of a variety of patients in a range of settings.
2. Utilize available resources and standard practices to provide safe patient care.
3. Communicate in a professional manner with patients, family members, and the healthcare team.
4. Collaborate with an inter and intraprofessional team.
5. Demonstrate clinical competence through repeated and deliberate practice.
6. Integrate theory and practice to prioritise and implement evidence based care.
7. Use reflection to self-analyze performance.

General Lab Information

Location

Level 4, 355 Spencer Street, West Melbourne

Hours

Lab staff are regularly scheduled 9:00 am to 6:00 pm Monday through Friday.

Nursing Simulation Lab Staff

Nursing Simulation Lab Technician

- Manages day to day operations including scheduling, staffing, and supply management
- Serves as a leader and resource during scheduled simulation days

Nursing Simulation Lab Overview

The Nursing Simulation Lab is a state-of-the-art learning centre where nursing students gain real-world experience in a controlled clinical setting. The Nursing Simulation Lab is equipped with an array of high and low fidelity patient simulators, virtual and simulated patient scenarios, anatomical models, and realistic medical equipment to support student learning.

Simulation Lab are fully equipped for safe, realistic, and repeated practice of nursing skills like IV insertion,

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medication administration, dressing changes, and physical assessment. It is also equipped to support students in learning and practicing advanced health assessment and diagnostic reasoning skills.

Simulation is integrated throughout the nursing curriculum to complement classroom and clinical experiences and aid in preparing students for competent practice. Each simulation scenario is designed to provide specific learning opportunities based on student learning needs. During simulation experiences, nursing students take charge of patient care and work through scenarios to practice critical thinking, communication, assessment, delegation, and teamwork.

Nursing Simulation Lab Quality Improvement

The staff and faculty are continually working to improve and streamline processes in the Nursing Simulation Lab. Students evaluate their simulation experience after every simulation day and after selected learning activities. This data is used to identify areas of opportunity to improve our lab and simulation program. Faculty feedback is solicited to ensure scenarios are realistic and align with current practice.

Simulation

Simulation in nursing education is a teaching strategy to mirror real life situations and complement clinical education. High fidelity manikins, standardised patients, realistic equipment, and realistic environments are used to recreate the clinical environment to provide nursing students a controlled, risk free environment to demonstrate psychomotor skills, teamwork, communication, and critical thinking. The use of simulation allows students to learn by doing and by reflecting on their experience.

Debriefing

Debriefing is arguably the most important component of a simulation experience. It is a process of examining both the actions and the meanings of actions during a simulation experience. It is learner centered and uses reflection to promote learning. The debriefing session is not for lecturing. The role of the debriefer is to guide students through the reflective process of debriefing in a structured manner. The aim is to reflect on and make sense of the experience, improve understanding and clinical reasoning, and relate the learning to future experiences

Simulation Lab Guidelines

Simulation Labs

The Simulation Labs have a variety of task trainers, IV pumps, and equipment so students may learn and practice nursing skills.

Additional Lab Usage

- All students must be supervised in the Simulation Labs by either the educator or simulation lab technician.
- Students can access extra time through the educator. The educator will inform the Nursing Simulation Lab Technician with student details and skills to be practiced by student. The Nursing Simulation Lab Technician checks when a free slot would be available and the student is informed to make a booking. Then either the Educator or Simulation Lab Technician will be on hand to provide support and supervision of student on skills to practice.

Simulation Days

Simulation activities are designed to correlate with theory content. Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes. A signed release form provides informed consent which protects both the student and Institute staff.

Simulation Day Nursing Educator Responsibilities

Nursing Educators are responsible for all information for their specific assigned scenarios, skills, or tabletop activities so they may facilitate and answer student questions.

- Nursing Educator tasks primarily consist of simulation scenarios
- Nursing Educators are encouraged to schedule an appointment with the Nursing Simulation Lab Technician prior to their scheduled day for additional support or practice in running simulation scenarios if needed.
- Nursing Educators should arrive at the lab approximately 15-30 minutes early to ensure labs are prepared to facilitate assigned simulation scenarios and equipment.
- All simulation lab sessions are also overseen by the Nursing Simulation Lab Technician to provide additional support during the session and for providing ongoing input and feedback to Nursing Educators for continuous quality improvement and quality assurance.

Simulation Lab Student Guidelines

Dress Code

Students are expected to comply with the dress code

- Simulation days: MIT nursing clinical uniform

Equipment Use

The equipment in the Nursing Simulation Lab has been selected to increase student learning so care of equipment is expected.

- Do not use betadine on the manikins or task trainers.
- Do not use ink pens or markers near the manikins or task trainers.

Use of Lab Equipment Outside of the Nursing Simulation Lab

Only Nursing Educators may request the use of nursing lab equipment for presentation or teaching activities outside of the Nursing Simulation Lab.

- To facilitate the check-out of any lab equipment, the Nursing Educator must contact Nursing Simulation Lab Technician at least one week in advance of the date requested.
- All equipment must be checked out by the Nursing Simulation Lab Technician and the Nursing Simulation Lab Equipment Sign Out Form must be completed.
- Return of all equipment must be checked by the Nursing Simulation Lab Technician and marked as “returned” on the Nursing Simulation Lab Equipment Sign Out Form.
- Replacement of equipment found to be missing that has not been signed back in will be the responsibility of the last person to whom the equipment is checked out to.

Universal Precautions

All students should follow Universal Precautions against infectious disease while participating in clinical activities in the lab.

- All sharps must be disposed of in an appropriately labeled sharps container.
- Under no circumstances may sharps be removed from the Nursing Simulation Lab.
- All injuries, including “clean” needle sticks, should be reported to the Nursing Educator and Nursing Simulation Lab Technician.

Simulation Days

Attendance

- Students will be notified at the beginning of the semester of their scheduled simulation day.
- Students are to report to the Nursing Simulation Lab 15 minutes prior to the scheduled start time.
- Makeup for simulation day absence will be arranged by the Nursing Educator and Nursing Simulation Lab Technician. Students must provide valid compassionate/compelling reason and evidence for missing simulation days (e.g. medical certificate). This is reviewed by Nursing Simulation Technician. If it is deemed to be not compassionate/compelling reason or no evidence provided for missing simulation day, then fee for rescheduled simulation day will be charged to student (\$100 per hour of simulation session rescheduled). The Institute complaints and appeals policy and procedure would apply for any appeals from student on this fee.

Conduct

- Professional conduct and communication are always expected in the Nursing Simulation Lab. Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.
- The Nursing Simulation should be always treated as a real clinical setting. We recognise the manikins are not real. However, all manikins should be treated as if they are actual patients.
- Mobile phones are not to be used during your simulation day and should be off or silenced.
- Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes. A signed release form provides informed consent which protects both the student and Institute staff.

Confidentiality

- All simulation day information is considered confidential and is not to be discussed outside of the Nursing Simulation Lab.
- All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the Nursing Simulation Lab.

Student Evaluations

- Students will be sent a link to an online, anonymous survey at completion of each unit of competency which includes feedback on simulation sessions.
- Student feedback is used to identify areas of opportunity and potential improvement in our simulation program.

Section 6 – Professional Experience Placements (PEP)

Professional Experience Placements (also referred to as Clinical Placement) provides an important opportunity for Diploma of Nursing students to apply skills and theory in real life situations, in a variety of clinical settings. Experiencing nursing in different types of health care environments is important for professional development. It helps inform career choice and enables students to apply and gain competence in the many different skills required across various health care settings.

This section will provide you with important information regarding requirements related to undertaking professional experience placements within the Diploma of Nursing course. This section will be used in conjunction with your PEP Record Books and Institute’s Professional Experience Placement Policy (*MITP102 Professional Experience Placement - Dip of Nursing*)

MIT has allocated for Clinical Placement settings in:

- Aged Care (PEP #1)
- Mental Health (PEP #2)
- Sub-Acute (PEP #3)
- Acute (PEP #4)

RTO Contact List During Working Hours and After-Hours During PEP

The Work Placement Coordinator will be the emergency contact person when a student on placement, needs to contact RTO. It can be appropriate if the Clinical Facilitator is not available and the matter is urgent, or if it is outside the scope of the Clinical Facilitator, e.g., missed clinical days.

If you are unable to reach your Work Placement Coordinator in an emergency, please contact the Head of School.

Emergency contact person	Name	Phone	Email
Work Placement Coordinator	Jake Franklin	0483 860 619	placement@menzies.vic.edu.au
Head of School	Sherwin Ycaza	0480 303 238	sherwin@menzies.vic.edu.au

It is expected that the student will contact the Clinical Facilitator in the first instance for assistance. In case of an emergency, the student will be expected to follow the facility’s emergency policy and procedures. If an issue arises while travelling to or from the clinical placement, students will be directed to call the appropriate emergency services.

Police	000	Ambulance	000	Fire	000
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Critical Incidents Involving Students on PEP

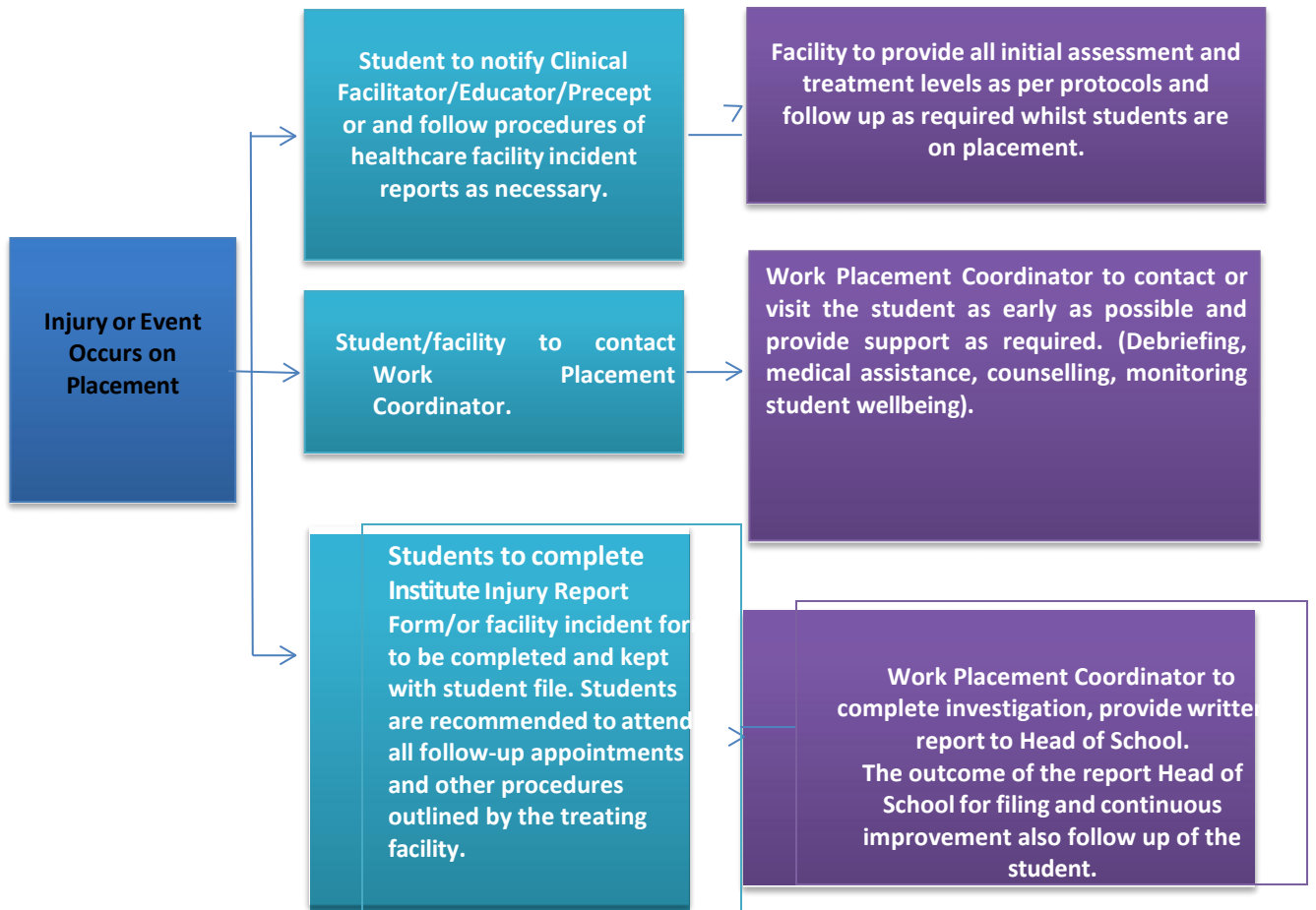
A critical incident means a event, or the threat of a event, that causes extreme stress, fear, or injury to one or more students. Critical incidents include, but are not limited to:

- a) Needle stick injury
- b) Medication Error
- c) Missing students
- d) Severe verbal or physical aggression
- e) Critical mental health episodes
- f) Drug or alcohol abuse
- g) Domestic violence
- h) Physical, sexual, or other abuse or assault
- i) Death, serious injury or any threat of these
- j) Accidents
- k) Fire or natural disaster.

Management Of Critical Incidents

- a) All critical incidents should be reported within the first hour to the Clinical Facilitator/Educator/Preceptor, and within the first 24 hours to the Work Placement Coordinator.
- b) Emergency services should be called where appropriate using the 000 service.
- c) Medical assistance, if required, is organised for the student following the health care facility policy and procedures.
- d) Next of kin to be notified by Head of School in the event of death of a student
- e) Work Placement Coordinator to contact or visit the student as early as possible and provide support as required (debriefing, medical assistance, counselling, monitoring student wellbeing).
- f) Complete all incident documentation reports and store the information in accordance with the privacy policy and procedure. See the Critical incident flow chart below.
- g) Students are recommended to attend all follow-up appointments and other procedures outlined by the treating health care facility.

Critical Incident Management Flow Chart



Summary Overview of Placement Settings

Aged Care (PEP #1) - Residential aged care setting

Aged care is the first placement. It is held in a high-care setting, which means the people you will be caring for require a high degree of assistance to manage daily personal activities. The focus in this environment is to apply and consolidate foundations of nursing care, including assisting with hygiene, nutrition, elimination and mobility, using practices that reflect an understanding of OH&S, infection control, communication and holistic assessment skills. This is a good opportunity to observe how altered cognitive impairment, such as with dementia, depression and other diagnosed mental health conditions, affect the elderly, and to work with the processes used in the aged care setting to manage them.

Mental Health (PEP #2) – Mental health care setting

The placements for mental health could be in an acute inpatient unit, drug and alcohol unit, dementia resident's unit, adolescent inpatient unit, geriatric psychiatric facility, acquired brain injury unit or a community setting. You can be caring for people with mental health issues in any setting. Therefore, it is important to have the ability to recognize various forms of mental health conditions and refer those patients to the key support people and services for help if necessary.

Sub Acute (PEP #3) – Sub-Acute setting

You may have the opportunity to remove clips, care for surgical wounds and monitor patients for complications post incident or procedure. Most sub-acute care facilities specialize areas of rehabilitation, such as post cardiac, post orthopedic, post trauma, post head injury and post spinal injury. Additionally, sub-acute care settings provide support to clients who have exacerbations of a chronic condition. They may have finished the acute phase of the condition and be receiving treatment in the form of education or therapy to prepare them for discharge.

Acute (PEP #4) – Acute care setting

The focus of acute care settings is to diagnose and manage acute episodes of medical conditions and surgical interventions, either as part of a plan of care or in response to emergency situations. In larger hospitals, each ward usually has its own specialty. For example, an orthopedic ward specialises in all types of orthopedic surgery from arthroscopies to total hip replacements. Smaller country and private hospitals may provide a broader experience, because one ward often manages several different conditions. Being less specialised allows a student to see a greater variety of conditions or surgery in one place.

It is most common for students to be sent to clinical placement in groups and to be supported by a clinical facilitator (supplied by the host facility or MIT), who supervises and assists in meeting the clinical learning and assessment needs.

The high demand for clinical placements across a range of health disciplines means that clinical placements are centrally coordinated by each educational institution, in partnership with health services. As such, it is not appropriate for students to seek their own placements outside of the formal systems and processes.

Professional Experience Placements schedule and allocation

Phase	Learning Sequence	Unit Code	Unit Title	Required placement
Introduction to Nursing – safety and infection control	1	CHCCOM005	Communicate and work in the health or community services	X
	2	HLTENN041	Apply legal and ethical parameters to nursing practice	X
	3	HLTINF006	Apply basic principles and practices of infection prevention and control	X
	4	HLTAID011	Provide First Aid	
Personal Care and Aged Care	5	HLTWHS002	Follow safe work practices for direct client care	X
	6	HLTAAP002	Confirm physical health status	X
	7	HLTENN035	Practise nursing within the Australian health care system	X
	8	HLTENN037	Perform clinical assessment and contribute to planning nursing care	X
	9	CHCPRP003	Reflect on and improve own professional practice	X
	10	HLTENN045	Implement and monitor care of the older person	X
PLACEMENT		PEP #1	Aged Care Professional Experience Placement	120 HOURS
Sub Acute Care and Mental Health	11	HLTENN036	Apply communication skills in nursing practice	X
	12	CHCDIV001	Work with diverse people	X

	13	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	X
	14	HLTAAP003	Analyse and respond to client health information	X
	15	HLTENN039	Apply principles of wound management in the clinical environment	X
	16	HLTENN040	Administer and monitor medicines and intravenous therapy – Part 1	X
	17	HLTENN042	Implement and monitor care for a person with mental health conditions	X
	18	HLTENN047	Apply nursing practice in the primary health care setting	X
	19	HLTENN038	Implement, monitor and evaluate nursing care plans	X
PLACEMENT		PEP #2	Mental Health Professional Experience Placement	40 HOURS
PLACEMENT		PEP #3	Sub Acute Care Professional Experience Placement	120 HOURS
Complex, Acute & IV	20	HLTENN044	Implement and monitor care for a person with chronic health problems	X
	21	HLTENN068	Provide end of life care and a palliative approach in nursing practice	X
	22	HLTENN043	Implement and monitor care for a person with acute health problems	X
	23	HLTENN040	Administer and monitor medicines and intravenous therapy – Part 2	X
	24	CHCPOL003	Research and apply evidence to practice	
	25	HLTENN057	Contribute to the nursing care of a person with diabetes	X
PLACEMENT		PEP #4	Acute Care & Intravenous Therapy Professional Experience Placement	120 HOURS
	26	HLTWHS006	Manage personal stressors in the work environment	
TOTAL				400 HOURS

Professional Experience Placement attendance

There is a minimum requirement of 400 hours (10 weeks) of clinical placement for the Diploma of Nursing qualification and each student must complete these hours. The placements are allocated based on a full week (40 hours per week = 8 hours per day x 5 days per week)

The hours are allocated in the overall delivery sequence of the Diploma of Nursing program as mentioned above.

- Aged Care (PEP #1) – 120 hours (3 weeks)
- Mental Health (PEP #2) – 40 hours (1 weeks)
- Sub-Acute (PEP #3) – 120 hours (3 weeks)
- Acute (PEP #4) – 120 hours (3 weeks)

We organize placements through a contract process at various health care facilities. You will be informed of these arrangements.

- A full 8 hour working day is required;
- You may be required to work shifts (eg. 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

Clinical training placements are an integral component of the Diploma of Nursing program. They are designed to allow students to link theory to practice in a meaningful way. It is important that all students take responsibility to actively engage with the processes involved in preparing for and undertaking their clinical placement experience.

To be eligible for Professional Experience placement students must have:

- Students must complete theory, Simulation- Based Training (SBT) and Final Observation Simulation Assessment (FOSA) before proceeding to PEP for each semester. The FOSA will be an assessment to ensure students are safe to practice during the PEP.

FOSA is used to assess students' clinical competence in the simulated environment and provide insight into the student's acquisition of knowledge and skills. Students are to undertake planned skill reviews at the simulation laboratory. Students are required to complete all 400 hours of PEP and all the correct hours for each PEP as outlined above must be completed. There are no exceptions to the number of hours required to be completed unless explicitly directed by ANMAC. Also students can't replace hours from one placement to another (e.g. complete 70 hours in PEP#1 and then complete 90 hours in PEP#2)

Further eligibility criteria required:

- A valid police check;
- A valid Working with Children Check;
- First Aid, Hand hygiene and manual handling certificates
- Statutory Declaration (if required)
- Exhibit professional behaviours;
- Verification of immunisation status and other additional vaccination requirements as outlined by the Facility;
- Fitness for Practice form completed (if required).

Documents Provided for Clinical Placement

These are the documents that will be provided to you prior to work placement commencement.

- Practical Placement Student Agreement Form - Will be provided once your placement is confirmed.
- Work Placement Logbooks – Will be provided closer to the placement dates.
- Additional documents as requested by respective Work Placement Providers
- It is advisable for students to take the hard copy of the placement documents (mentioned above as the pre-placement documents) to the placement provider facility.

For Work Placement requirements and information, this will be provided in the individual Work Placement Student Task Booklets.

Students with Disabilities

If any student has an existing illness or disability that impairs their ability to undertake a clinical training placement, they must advise the Work Placement Coordinator prior to commencing placement. Depending on the nature of the illness or disability, where possible, reasonable accommodations, an access plan or a modified placement can be arranged.

In the first instance, students may wish to discuss the issue with the MIT Work Placement Coordinator (Phone: 1300 244 002, (03) 9329 2488, Email: info@menzies.vic.edu.au) who may be able to develop an access plan.

By law, we are required to report to AHPRA any students whose health is impaired to such a degree that there may be substantial risk of harm to the public.

Documents and Uniforms requirement from Students for Clinical Placements

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1) Police Security Checks (National NameCheck)

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.

Link: <https://www.crimcheck.org.au/check/Menzies>

2) 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:

Visit:

<http://www.workingwithchildren.vic.gov.au/home/applications/lodging+your+application/>

For information about the WWC see the Victorian Department of Justice website:

<http://www.workingwithchildren.vic.gov.au/>

3) Professionalism

To be eligible to be sent on placement you must

- Be punctual and attend a minimum of 80% of classes
- strive to develop your nursing skills and knowledge by engaging and contributing positively during class time
- demonstrate professional behaviour at all times .

4) Professional Experience Placement Uniform

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MIT provides:

- MIT shirts x 2;
- Student Identification for student to print out and display on their badge (physical ID card not provided by MIT)

Student is required to provide their own:

- Navy or Black trousers;
- Navy or Black non-slip, covered shoes (OH&S requirement);
- Blue and Red Pens / notepad.

Other requirements are:

- The only jewelry permitted is ear studs, nose studs and a wedding ring No other jewellery to be worn. Fingernails must be short and filed. No fingernail polish. No fingernail extensions ('acrylics') are allowed. Hair pulled back.
- Full MIT uniform must be worn.
- HYGIENE- Most important. Ensure you use perfume, deodorant and shower each night.
- Student ID should be visible for everyone to see on your uniform

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

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. 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 TB screen & / or immunization.
- b) Be up-to-date in their vaccinations against:
 - Diphtheria;
 - Measles;
 - Mumps;
 - Poliomyelitis;
 - Rubella;
 - Tetanus.
- c) Are vaccinated against Hepatitis B.
- d) Have an influenza immunization each year
- e) COVID-19 vaccinations

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

For further information on recommended Immunisation for Category A Health Care Workers please refer to the Department of Human Services website at: <http://www.health.vic.gov.au/immunisation>

COVID-19 Vaccination - All practitioners, including students on placement, must comply with local employer, health service or health department policies, procedures and guidelines on COVID-19 vaccinations.

Queries about COVID-19 vaccination programs should be directed to the Commonwealth, state and territory governments which are responsible for these programs.

Risk Management

As students participate in the Professional Experience Placements (**PEP**) program it is essential that you are

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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 has 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.

Also, the student using car during commuting to and from placement have their respective own car insurance in place. Institute and Work Placement Provider should not be liable for any cover or any liability arising from damage to property or personal injury arising out of the Student's use of that vehicle.

Accommodation during Placements in Regional Areas

The Professional Experience Placement can be allocated at any health facility in all of Victoria. Therefore, the students are reminded that suitable travel and accommodation arrangements must be made to be able to complete the Professional Experience Placement. Please note that the travel and accommodation arrangements and all costs involved are the responsibility of student. The Institute can assist students to source and refer for suitable accommodation if required.

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 Work Placement Coordinator.

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 Clinical Nurse Educator (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 your Clinical Nurse Educator/Facilitator) or after hours, please contact to Work Placement Coordinator on 0483 860 619.

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,

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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 Clinical Facilitator. 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 Clinical Facilitator. If you feel uncomfortable with addressing the situation with the person involved students **MUST** contact the Clinical Facilitator 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. If you sustain an injury before or during your PEP, you **MUST** contact the Clinical Facilitator and report this.

Mandatory Reporting

Under the National Law, health practitioners, employers, and education providers have mandatory reporting responsibilities. The Australian Health Practitioner Regulation Agency (AHPRA) define notifiable conduct as any of the following:

- a) Practicing while intoxicated by alcohol or drugs.
- b) Sexual misconduct in the practice of the profession.
- c) Placing the public at risk of substantial harm because of an impairment (health issue).
- d) Placing the public at risk because of a significant departure from accepted professional standards.

- e) An impairment (health issue) in the context of mandatory reporting is defined as “a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence), that detrimentally affects or is likely to affect the performance detrimentally.
- f) Registered health practitioner’s capacity to safely practice the profession.
- g) Student’s capacity to undertake clinical training.

Students are automatically registered with AHPRA when enrolled in an entry to practice program and, as such, are subject to the same regulations regarding professional conduct and mandatory reporting obligations. It is expected that students are aware of Inherent requirements and mandatory reporting guidelines prior to commencing PEP. (Revised guidelines for mandatory notifications, 2020). The Institute will notify AHPRA if any notifiable conduct occurs from students.

Fitness to Practice

Students are responsible and accountable for ensuring they are safe and have the capability for practice:

- a) A student must be fit to practice, attend, and participate in the professional workplace experience.
- b) Students must disclose to the Work Placement Coordinator for any physical or mental health issues that can impact their ability to complete the professional workplace experience.
- c) ‘Fitness to Practice’ requirements should be read in conjunction with NMBA ‘Guidelines for Mandatory Notifications’ and standards, codes and guidelines <https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines/Guidelines-for-mandatory-notifications.aspx>.
- d) Any student concerned about meeting fitness to practice requirements must discuss this with the Work Placement Coordinator for potential support services.

Other Conditions of Placement

- a) Students must comply with all specified Institute's and Site-Specific Pre-Placement Compliance Requirements in the nominated time frame. No extensions will be given.
- b) It is a student's responsibility to maintain the currency of their pre-clinical documentation.
- c) Students must plan to ensure they are available for scheduled placements as indicated in their timetable.
- d) Students on placement are supernumerary to the placement site's staffing and will not be paid by the Institute or the placement site.
- e) Placements may be in rural areas.
- f) Unless otherwise advised, students are responsible for the cost of placement travel and accommodation.
- g) The Institute is not responsible for any injury, loss, or damage suffered or incurred because of participating in travel and accommodation arrangements made by the Institute or the student.
- h) Students must attend placement at the notified time and place and follow allocated placement rosters, where applicable. Where it is not possible for an urgent and unexpected reason beyond the student's control, the student must notify Work Placement Coordinator.
- i) Students must comply with the rules, regulations and policies of the placement site and uphold the Institute's Code of Conduct for Students. As part of this, students must communicate respectfully about placement matters, including with staff of the placement site, academic and administrative staff of the Institute.
- j) Non-compliance with other Pre-Placement Mandatory Conditions in the specified time frame (e.g., medication calculation test in nursing, immunisation, WWCC, AFP) may result in cancellation of the scheduled placement and student would incur additional costs for re-arrangement of PEP.
- k) Students are likely to be asked for evidence of having met the Pre-Placement Conditions when they attend a placement site and may not be permitted to continue the placement if that evidence cannot be provided on request. If so and this results in cancellation of placement, then student would incur additional costs for re-arrangement of PEP.

Withdrawing from PEP

- a) Students wishing to withdraw from a placement should consider the implications of doing so, for example, on the duration of their study to complete the program.

- b) Students deciding to withdraw must formally do so as per RTO's policy and procedure, so that their placement allocation can be made available to another student. They must do so as early as possible before the placement is due to begin - preferably within five (5) working days following placement site allocation but no later than four (4) weeks before placement commences.
- c) Irrespective of the right to withdraw from the course, students who withdraw more than once from the same placement, other than for demonstrated (documented) special consideration circumstances, will be allocated after all other student placement allocations.

Leave during the PEP

- a) Unforeseen leave, such as bereavement or serious illness of a family member or personal trauma, will be considered case-by-case and can be discussed in confidence with the Work Placement Coordinator.
- b) Students who are not able to attend the PEP because they are ill or have personal extenuating circumstances must notify the healthcare facility and the Work Placement Coordinator prior to the commencement of the shift:
 - a. The Work Placement Coordinator will notify the Clinical Facilitator/Educator when a student is absent.
 - b. The Work Placement Coordinator will communicate the student's return to the Clinical Facilitator/Educator and Placement Provider.
 - c. All absences from the PEP are recorded, and students will be required to 'make up' outstanding hours.
 - d. Make up time is limited and cannot always be guaranteed, which may delay a student's progression in the program.
- c) Students who are absent for two or more consecutive days must provide a medical certificate to the Work Placement Coordinator. The certificate will be uploaded into the Student Placement file as maintained by Work Placement Coordinator.
- d) Students who fail to meet the above requirements appropriately will be placed on a learning contract for failing to fulfil their requirements for professional conduct whilst undertaking PEP.
- e) If a student does not complete the required 'make up' hours they will:
 - a. Be deemed Not Satisfactory in the PEP
 - b. Must repeat the PEP and pay additional fees.
 - c. Be ineligible to progress to the following semester.

Professional Experience Placement Venue Selection and Allocation Process

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The Institute will arrange the PEP once the student completes the theory, SBT (simulation based training) and FOSA (Final Observation Simulation Assessment) part of the course. Typically, the Work Placement Coordinator will consider where the students live and their mode of transport to try and send them to the most appropriate and convenient location.

Professional experience placements within local areas may be restricted due to availability, and as such, extended travel to/from professional experience placement outside your local area may be required. However, there is no guarantee that you will be sent to your closest or preferred facility. While every effort is made to place students with their preferred employer and location, some students may be required to attend placement outside their local area. Professional experience placement requirements are subject to change.

The Institute will endeavour to notify students within a reasonable timeframe of changes or additions to professional experience requirements with which students must comply. Following publication of allocations, you will have two (2) working weeks (10 days) to swap your allocation with another student should you wish to, provided that:

- a) Both students agree to the change.
- b) The Work Placement Coordinator confirms the change. A request to change their allocation is not guaranteed to be granted. If they have difficulties arranging a change of allocation, please contact the Work Placement Coordinator as early as possible to discuss options.

Professional Experience Placements Allocation Consideration

If you have circumstances that may affect your ability to participate in and or attend PEP, you will need to complete and apply for Special Consideration stating your specific circumstances and attach supporting documentary evidence to your application to the Work Placement Coordinator.

Extraordinary circumstances include:

- a) Essential surgery (a medical certificate will be required)
- b) Medical conditions (a medical certificate will be required)
- c) Requirements of legal proceedings - supported with documentation
- d) Bereavement - supported by documentation.

What Are the Costs of Placements?

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The students are responsible for organising their accommodation (if required) during PEP. As part of the program, the student may need to travel for PEP. The student shall bear all costs associated with travelling, uniform, placement material costs (e.g., for pocket articles) and accommodation.

Will I Be Paid?

It is important to remember that you are a student and not a paid employee, so you will not receive a working wage. Students cannot simultaneously be working for an employer and be on professional placement.

Rosters

Not all health care facilities provide rosters prior to PEP commencing. Many facilities negotiate rosters on your first day of placement. Available rosters will be emailed to your email account registered with the Institute. As changes to rosters often occur in the clinical environment, amended rosters will also be emailed to you. It is your responsibility to check your email regularly. You are expected to attend all rostered shifts, including morning, afternoon. A clinical week is from Monday to Friday for all year levels. It is your responsibility to fulfil the allocated PEP requirements and familiarise yourself with health agency policies.

First-day details and any requirements such as additional forms or separate orientation days (face to face or online) are advertised by mail. Check your emails regularly for any information prior to PEP.

Whilst on placement, you may be able to negotiate shift changes. However, this is not encouraged as most facilities do not allow change once the roster has been published. Note that changes in the roster need to occur in a timely manner, and the health agency must approve the swap and be notified if any other changes occur.

Attendance

100% attendance is compulsory during PEP. You are expected to complete a full shift for all required PEP days. If you miss one or more days, you are required to make up missed clinical days. Your health care facility assessor and Work Placement Coordinator will determine this. Failure to complete the number of clinical days will result in not meeting the requirements of PEP.

Suppose a student is unable to undertake PEP at the allocated time due to unforeseen

circumstances (for example, illness or injury, the student may be required to attend PEP later. If a student is sick for one (1) day during the PEP, the student will require providing a statutory declaration. If a student is sick for two (2) or more days during the PEP, the student will require providing a medical certificate.

Shifts

It is the student's responsibility to fulfil the allocated PEP requirements and familiarise with health care facility policies. It is student's responsibility to check the start and finish times. Students are to take the same shift breaks as ordinarily provided to the Clinical Facilitator/Educator / Preceptor. Lunch or dinner breaks are not included in the calculation of attendance hours. PEP 'hours' only includes clinical experience and clinical debriefing sessions. While valuable, library time and doing written work during PEP 'hours' cannot be counted as clinical time.

Example: 7:00hrs – 15:30hrs = 8.5 hours with 30 minutes allocated to break; therefore, 8 hours of placement is recorded on the attendance record.

Days of PEP

Days of PEP are Monday, Tuesday, Wednesday, Thursday, Friday. Please note that Public Holiday days can be allocated for PEP if it agrees with the Placement Provider. If not, then you would be allocated an additional day to cover the public holiday.

Time of the placement: Students can do only the morning shift or afternoon shift. Students must not do night shift during PEP.

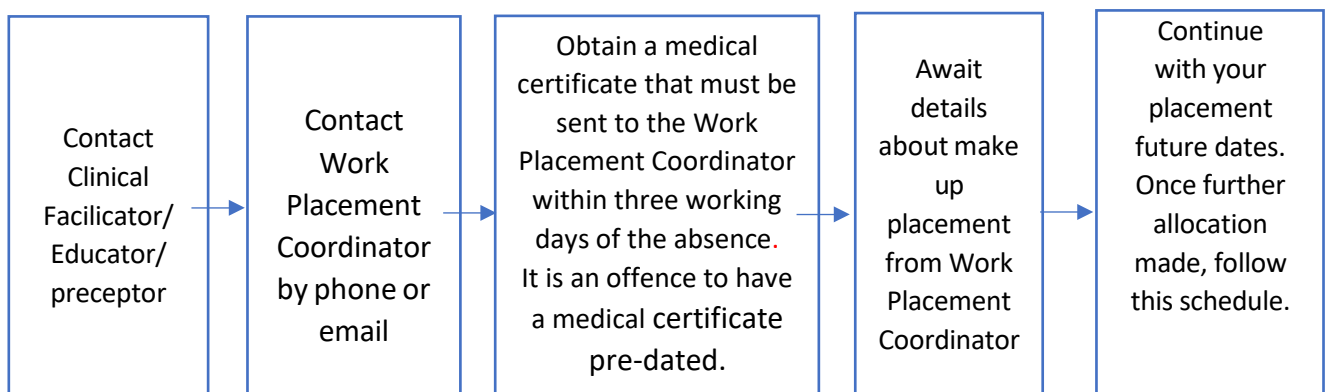
Hours of the placement: Students are allowed to do a maximum of 8.5 hours/day, including breaks and mealtimes.

Absence from Workplace

The student should notify short term or long-term absenteeism from the clinical setting to the Clinical Facilitator/Educator and Work Placement Coordinator. Additional fees will be applicable for re-assessment, rescheduling or organising additional Professional Experience Placements. This will only be applicable where the reasons do not fall under compassionate and compelling circumstances and the students willfully are negligent in not meeting the PEP Schedule. Students are responsible for payment of Professional Experience Placement in case they cannot go on allocated time or replace hours.

Lack of progress (in terms of assessments and attendance) and inappropriate behaviours at the workplace will initiate a learning contract. Please refer to section on *Unsatisfactory Performance during PEP*.

As with any workplace arrangement, if you are to be absent, you are required to (in the following order):



Punctuality

Health Care facilities expect you to be punctual. You will be required to:

- a) Start your placement on time each day.
- b) Take only the allocated time for lunch and tea breaks.

Lateness for Shifts

- a) If the student is running late for the shift, he/she will require to notify the Clinical Facilitator/educator and Work Placement Coordinator as soon as possible.
- b) Students who present late for PEP may be marked absent. It is the responsibility of the Clinical Facilitator/Educator to assess the situation and make a professional decision regarding action to be taken. If in doubt, consult the Work Placement Coordinator.
- c) Repeated lateness will result in students being sent home. Student progress in the course will then be reviewed.

Making Up for Missed Clinical Days

Hours should be compensated by undertaking additional days to meet the PEP hour requirement. If supplementary days are offered, students should note that this may not be at their convenience. It will depend upon the availability of workplace assessors and the health care facility placements. Students who have had unexplained absences will not be eligible for supplementary consideration.

Safety And Risk Assessment

Your personal safety in the workplace is of utmost importance. The Institute conducts a pre-clinical risk assessment of the workplace to reduce the risk factors encountered by students while on placement. You must comply with any work health and safety requirements of the PEP venue, including:

- a) Wearing protective clothing and safety equipment.
- b) Working in a safe manner.
- c) Reporting any hazards or unsafe practices that you observe.
- d) Reporting any accidents to your Clinical Facilitator/Educator immediately.
- e) Contacting the Work Placement Coordinator.
- f) Completing the incident report as soon as possible following the incident.

The students are advised not to compromise their personal safety at any cost. They should call for Emergency Assistance (000) in an emergency. See the Critical Incident Management Flow Chart provided earlier.

What if I am Injured?

If you are injured during placement, you must inform your Clinical Facilitator/Educator as soon as possible. Students who suffer injury or sudden illness may be treated as a patient of the Healthcare Facility (or as possible). Students who are nationals of countries that do not have health care reciprocal agreements with Australia will be subject to charges by the health care facility. The students and placement facility should comply with the associated reporting requirements (e.g., Complete the incident report as soon as possible following the incident). See the Critical Incident Management Flow Chart provided earlier.

Disability and Medical Conditions

It is your responsibility to inform the Institute if you have a disability or medical condition that may impact your placement.

What if there is a problem?

You must feel safe and well supported during the placement and are provided with opportunities to undertake the required tasks.

If you feel unsafe, unsupported, harassed, or that you are not provided with opportunities to learn, contact your Clinical Facilitator/Educator immediately. Or if it is a matter involving your Clinical Facilitator/Educator, then contact directly to the Work Placement Coordinator. Any problems with your placement should be resolved as early as possible.

What if I need to change the placement arrangements?

If you are unable to complete the placement in the required time or need to stop the placement, contact your Clinical Facilitator/Educator and Work Placement Coordinator immediately. The Clinical Facilitator/Educator can organise new arrangements, but they must be made in writing. Note that arranging a new placement venue will take additional time.

Return to Work

If a student is injured during placement and is later able to return to placement, the host employer must provide placement in the same or an equivalent position for the remaining portion of the original agreement.

Before a student returns to work, the Institute should satisfy itself that the health care facility is safe, and the student will not be at further risk. If the Institute is not satisfied with the safety of the host employer, then an alternative placement should be organized.

Occupational Rehabilitation

The Work Cover Authority advises that the purpose of rehabilitation programs should be to return the injured student to a position of employability generally (either in the field of training or otherwise) rather than to the host employer. Work Cover does not cover any employee, including Professional Experience Placement students, travelling to or from work.

After Hour Placement Support

During after hours, students undertaking Professional Experience Placement are encouraged to liaise with the Work Placement Coordinator for any support. Students could email the issue or contact the Work Placement Coordinator directly to address the situation as soon as practicable.

Expectations whilst on placement

You must:

- Attend all allocated work shifts
- Be punctual at all times
- Always behave in a respectful, ethical and professional manner, demonstrating attitudes and behaviours consistent with the Standards of Practice for Enrolled Nurses
- Attend all safety briefings and follow all safety procedures including use of PPE
- Wear all required identification and uniforms on shift.

To complete this qualification, you are expected to attend 100% of your placement hours. It is critical that you are punctual and available according to your allocated shift hours.

In the rare event that you are unable to attend placement due to exceptional circumstances, you must immediately:

- Advise the workplace
- Advise the workplace coordinator via our office and explain
- Provide us with documented evidence of the reasons (e.g. medical certificate, police report).

Note that due to facility work scheduling, make-up hours may require you to work an additional block rather than one day.

Alcohol / Drugs

It is expected that you will not present for placement under the influence of alcohol and/or drugs. These substances have the potential to affect performance which may jeopardise your ability to perform safe patient care and hinder your course progression and completion time frames. You will be removed from placement if it is believed that you are practising under the influence of alcohol resulting in an automatic failure of the placement aspect of the course. The Work Placement Coordinator needs to be informed if there are any issues.

Confidentiality

You will have access to identifying information about the people for whom you provide care. Therefore, you need to be familiar with and understand the relevant requirements of maintaining confidentiality and privacy of information. You are expected to maintain the privacy of information relating to the patients for whom you care.

Discussions and/or photographs relating to patients, clients, staff, or agencies via electronic social networking sites (social media), including Facebook or in public spaces, must not occur. This

behaviour compromises not only the individual's right to right to privacy and confidentiality but also litigation may result.

Breaches of confidentiality is an issue that is taken very seriously by RTO, and failure to observe appropriate professional conduct may result in instant termination of your placement and a subsequent disciplinary hearing.

Read the NMBA Guideline on social media: How to meet your obligations under the National Law.
<https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines/Social-media-guidance.aspx>

Telephone calls while on Placement

Mobile phones must be turned off/silent/vibrate during each shift and must be placed in your bag. You are not permitted to carry a phone while in the clinical setting or working with patients. Please note that you may be required to leave your mobile phone deposited in a secure area in some clinical settings.

Responsibility as a Member of the Healthcare Team

Whilst on placement, you are regarded as a member of a health care team. You are to follow the directions of your Clinical Facilitator/Educator/Preceptor and health care facility staff. If you are uncertain or unclear of a given direction, please seek clarification before commencing the activity. You may choose not to participate in a clinical activity if you do not feel adequately prepared or competent; however, you should discuss this with your Clinical Facilitator/Educator.

Students should never attempt a clinical skill that is beyond their scope of practice. Placement will be ceased immediately if the student performs tasks that are out of scope for the qualification.

Standard Infection Control Precautions

You are required to be familiar with and abide by the health care facility's written policies regarding the handling of bodily fluids, standard precautions, and isolation. Standard infection control precautions are work practices required for the basic level of infection control. These are available from the health care facility.

Standard infection control precautions include good hygiene practices, particularly hand hygiene

products, washing and drying hands before and after patient contact. They also include using protective barriers (which may include gloves, gowns, plastic aprons, masks, eye shields or goggles), appropriate handling and disposal of sharps and other contaminated or infectious waste and use of aseptic techniques.

Manual Handling

Before you commence your placement in a health care facility, ensure that you have completed safe manual handling and workplace safety training (in the nursing skills labs) appropriate to your course and year of study. It is your responsibility to ensure that you are competent at using safe manual handling techniques and manual handling equipment to protect yourself and your colleagues from injury. You will be working under the supervision of a Registered Nurse.

You must always assess patients prior to moving them to identify the correct, safe manual handling technique. This is required to move each client safely and prevent injuries to your colleagues and yourself.

Clinical Care Document

At all times, you must comply with health care facility policies and standards for documentation of clinical care. All students are expected to complete documentation and handover of their clients with their clinical educator or preceptor's supervision. All written notes are to be checked and counter-signed by the Clinical Facilitator/Educator or Preceptor.

Medication Administration

You can only perform these skills in accordance with the health care facility policies and procedures and under the supervision of a Registered Nurse. The protocol of the health care venue must always be followed with respect to checking, administering, and documenting medications.

Under no circumstances should you administer medication without the direct supervision of a Registered Nurse. If a Registered Nurse cannot supervise you, you must not administer any medications.

Assessment on placement

Your skills and knowledge will be assessed in a series of observations by an RN in the simulation laboratory and in the workplace while on Practical Experience Placement. You are expected to apply your theoretical knowledge, demonstrating your ability to perform holistic nursing interventions that are appropriate to your stage of learning and prioritised to individual patient circumstances.

You must be deemed satisfactory in EVERY practical assessment for each unit before being permitted to undertake the PEP which corresponds to those units.

During assessment observations, you will be demonstrating how you understand and apply:

- Working within your scope of practice
- Safe and effective nursing care
- Appropriate medical terminology
- Communication skills
- Work health and safety principles
- Underpinning knowledge
- Appropriate technology and equipment
- Ethical practice, confidentiality, privacy, respectful behaviour
- Critical thinking and reflective practice.

Who will supervise and assess the student?

Student supervision

The Clinical Facilitator/Educator either from the Institute or from the Placement Provider will be appointed to monitor, guide, and assess the competencies of students according to the requirements of the course and regulations of the accrediting authorities as applicable. They will be responsible for overseeing the students in the clinical setting and collecting feedback from the preceptors (if required) regarding their performance while assessing the students.

The Clinical Facilitators/Educators will report the assessment results to the Institution. The Clinical Facilitator/Educators must observe the student's performance in the PEP using the PEP tools on different occasions.

Clinical Supervision Models

There are generally two models of clinical supervision: Clinical Facilitators/Educators (Registered Nurses employed by the health care facility or the Institute) or Clinical Preceptor. The Clinical Facilitator/Educator is responsible for assessing your progress and signing off the PEP tool at the

end of the placement. **Ultimately the final assessment of the placement is the responsibility of the Institute and Head of School.**

Preceptor: A Preceptor is a qualified, experienced Registered Nurse formally assigned to provide individual support to students. The 1:1 model is the most used clinical supervision where a student is assigned to a Registered Nurse known as the 'Preceptor. In most instances, the students will have more than one Preceptor during the placement. The preceptor will directly supervise students when administering medication. The student works alongside the Preceptor daily for direct and indirect supervision.

Clinical Facilitators/Educators

A 1:8 model is where a Registered Nurse and qualified trainer/assessor, directly and indirectly, supervises a group of students. Clinical Facilitators/Educators are employed by the Institute, or hospital employed staff and undertake summative and formative assessments. The Clinical Facilitator/Educator will liaise with the clinical staff in relation to the progress of student's performance during the placement. They are also responsible for assessing the progress and signing off the PEP tool at the end of the placement.

The Clinical Facilitator/Educator will:

- a) Provide an orientation to students prior to commencement of the Professional experience placement that includes such information, instruction, and training as necessary to enable the students to perform the student placement activities and achieve the unit's learning outcomes.
- b) Explain the expectations of the healthcare facility regarding the performance of tasks, standards of work, hours of work, Workplace Health and Safety requirements and any other relevant details prior to commencement.
- c) Ensure that students are adequately briefed on the policy and procedures of the healthcare/community care facility.
- d) Inform the healthcare facility staff to treat the students as supernumerary and not as paid members of staff.
- e) Inform clients and staff at a healthcare facility of the role of the students while undertaking placement.
- f) Organise a space at the healthcare facility to conduct debriefing, workplace discussions and assessments with the students.
- g) Provide students access to relevant information about the patient/patients in accordance with the learning objectives of students who will be advised to abide by

the laws relating to confidentiality, privacy and relevant rules, regulations, protocols, by-laws, and policies of the healthcare facility.

- h) Complete the required students' documents as per the instructions.
- i) Notify the Institute if it is felt that a student is not complying with the general rules of the placement venue or not making satisfactory progress.
- j) Treat students' information (especially medical information) in confidence.
- k) Ensure students complete online orientation learning packages as determined by the healthcare facility.
- l) Support the student's work on a day-to-day basis.
- m) Take responsibility for the general supervision and educational development of the students while in the workplace so that placement objectives are achieved.
- n) The Clinical Facilitator/Educator/ Preceptor is responsible for assessing and documenting the student's progression in the clinical areas.
- o) Assist the students in managing complaints, leave, and work-related stress and injuries.
- p) The Clinical Facilitator/Educator/ Preceptor will directly supervise students when administering medication.

Roles of Work Placement Coordinator

- a) Provide the healthcare facility with:
 - a. Contact details of Work Placement Coordinator.
 - b. Arrangements for communication such as structured site visits
 - c. Assurance that all students have met the compulsory pre-placement compliance requirements specific to each health care facility.
 - d. A process for discussing the student's PEP evaluation.
- b) Provide Clinical Facilitators/Educators / Preceptor with:
 - a. Copies of the Institute's student PEP Books and marking guide
 - b. Clinical Facilitator Handbook and PEP Facilitator Guide.
 - c. Course and unit outlines, which clearly state PEP learning and assessment procedures.
 - d. A list of names of students attending PEP.
 - e. Confirm placement numbers and arrangements with the health care facility prior to students
 - f. Beginning placement.

The Work Placement Coordinator or their delegates will maintain contact with the placement venue as agreed with the venue supervisor. The Work Placement Coordinator will maintain contact with the Clinical Facilitator/Educator/Preceptor regularly.

The Work Placement Coordinator also formalises PEP agreements with health care facilities to ensure that placement arrangements include all components listed in Institute's Professional Experience Placement policy and procedure.

Healthcare Facility Responsibility

- a) Implement the arrangements of the Institute's Student Placement Agreement.
- b) Provide students with an orientation to the health care facility (including any special conditions).
- c) Provide students with an orientation to the WHS requirement and complete the checklist in the PEP tool.
- d) Aim to provide learning opportunities related to the learning objectives and assessment procedures identified in the students' unit outlines.
- e) Provide the required level of supervision and guidance for students on placement.
- f) Where applicable, provide a mechanism for Institute's academic staff (including Head of School) to liaise with the facility's Registered Nurses for the PEP assessment.

Communication with Clinical Education Staff

In some health care facilities, your clinical education staff may have various means of communicating with you, including pagers or mobile phones. You need to ask for relevant contact details.

Professional Experience Placement Tool (ANSAT Tool)

This tool is used to determine and record a student's performance on placement and completed by the clinical educator. The student will be assessed against the NMBA Standards for Practice for Enrolled Nurses 2016 as a novice student in the clinical environment by a Clinical Facilitator/Educator who is a Registered Nurse. This book details specific Nursing procedures which the student and assessor will demonstrate to assess student competence. During the placement, students will have formative and summative assessments.

Both formative and summative assessments will be recorded in different sections of the same tool. Students should keep the PEP Record Book with them during the PEP, and it is the responsibility of the student to get a signature from the Clinical Facilitator/Educator wherever required. The PEP ANSAT Tool is your evidence that you have attained the skills, with the required underpinning knowledge, to be able to fulfil your role as an Enrolled Nurse safely and appropriately.

Failure of students to progress through their Professional Experience Placement Tool and meet all the competency-based assessments will be managed by the Institute's Student Progression Policy and Procedure - Diploma of Nursing

Further, students marked 'not satisfactory' on the second attempt will be subject to the Institute's intervention strategy. Students at risk of not progressing or meeting competency standards will be counselled, and appropriate objectives (learning contract) developed to assist the participant.

Sources of evidence for completing Professional Experience Placement Record Book

May include:

- a) Observation of performance/ feedback from the Preceptor
- b) Screening of documentation
- c) Interviewing and discussions with student
- d) Reviewing nursing care plans
- e) Discussions with peers and patients
- f) Written papers and other knowledge challenges
- g) Self-assessment by the student.

The students should ensure the Professional Experience Placement Record Book is available for update and review daily. The students should safely maintain the PEP Record Book.

Additional Assessments

Additional assessments which may occur in a PEP setting may include any of the following:

- a) Clinical Skills Assessment
- b) Observation of daily work activities, by the Clinical Facilitator/Educator/ Preceptor.
- c) Questions and scenarios to assess a learner's knowledge and understanding
- d) Third party validation, where someone familiar with the learner's work role and work output can validate their knowledge and skills
- e) Documents such as job roles, performance reviews, training and assessment records or

workplace documents show what the learner can do.

Unsatisfactory Performance during PEP

Competency not demonstrated

If you do not demonstrate competency in all units/ competencies connected to the placement you will need to repeat the placement.

Please refer to sections for further information:

- **PROCEDURE FOR STUDENTS IDENTIFIED FOR UNSATISFACTORY PROGRESS DURING PEP**
- **PROCEDURE FOR STUDENTS AT RISK DURING PEP**

You must achieve a Satisfactory (S) grade in the repeat placement to demonstrate Competency (C) in the relevant units attached to the placement.

Clinical at risk

Your Clinical Facilitator will contact us if you are deemed to be at risk of not succeeding, or unsatisfactory practice in the placement. The Clinical Facilitator will also develop learning objectives for you to achieve. These are to be written in your clinical appraisal tool.

Where the Clinical facilitator remains concerned, a *Clinical at Risk Report* is prepared.

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.

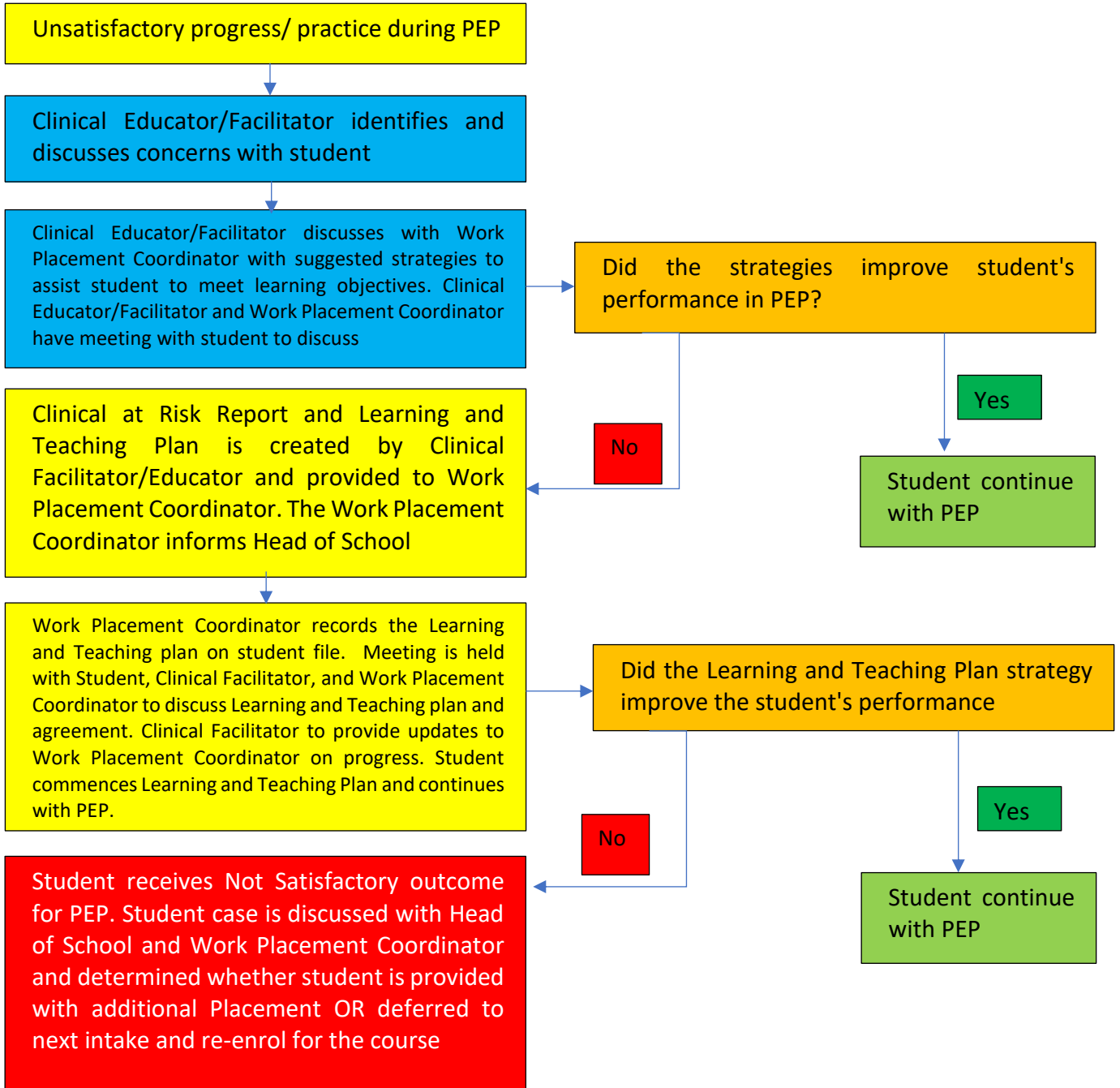
Unsatisfactory Clinical Performance

When it is agreed by both the Institute and placement provider that a student's performance in the workplace is seriously inappropriate and/or jeopardises the welfare or safety of clients, staff or student: -

- The student's placement will be immediately discontinued.
- A Not Satisfactory (NS) will be assigned for the placement component.
- After consideration of the circumstances and obtaining documentation from both the organisation and the student, the Institute will determine whether the student may be permitted with, extra supervision and support, to undertake work placement again.

Below is a flowchart of how students identified as making unsatisfactory progress during PEP are managed.

PROCEDURE FOR STUDENTS IDENTIFIED FOR UNSATISFACTORY PROGRESS DURING PEP



Student Role in The Learning and Teaching Plan Process

The student is required to sign and date the learning and teaching plan prior to commencement and to demonstrate their understanding and agreement to the implementation of the contract with the Clinical Facilitator/Educator. The student and educator are to keep a copy of the contract, and a copy is also provided to the Work Placement Coordinator. The student will then be allocated an appropriate patient load (dependent upon the acuity of the patients and year level of student) to achieve the objectives and learning deficits of the clinical challenge within a specified time frame.

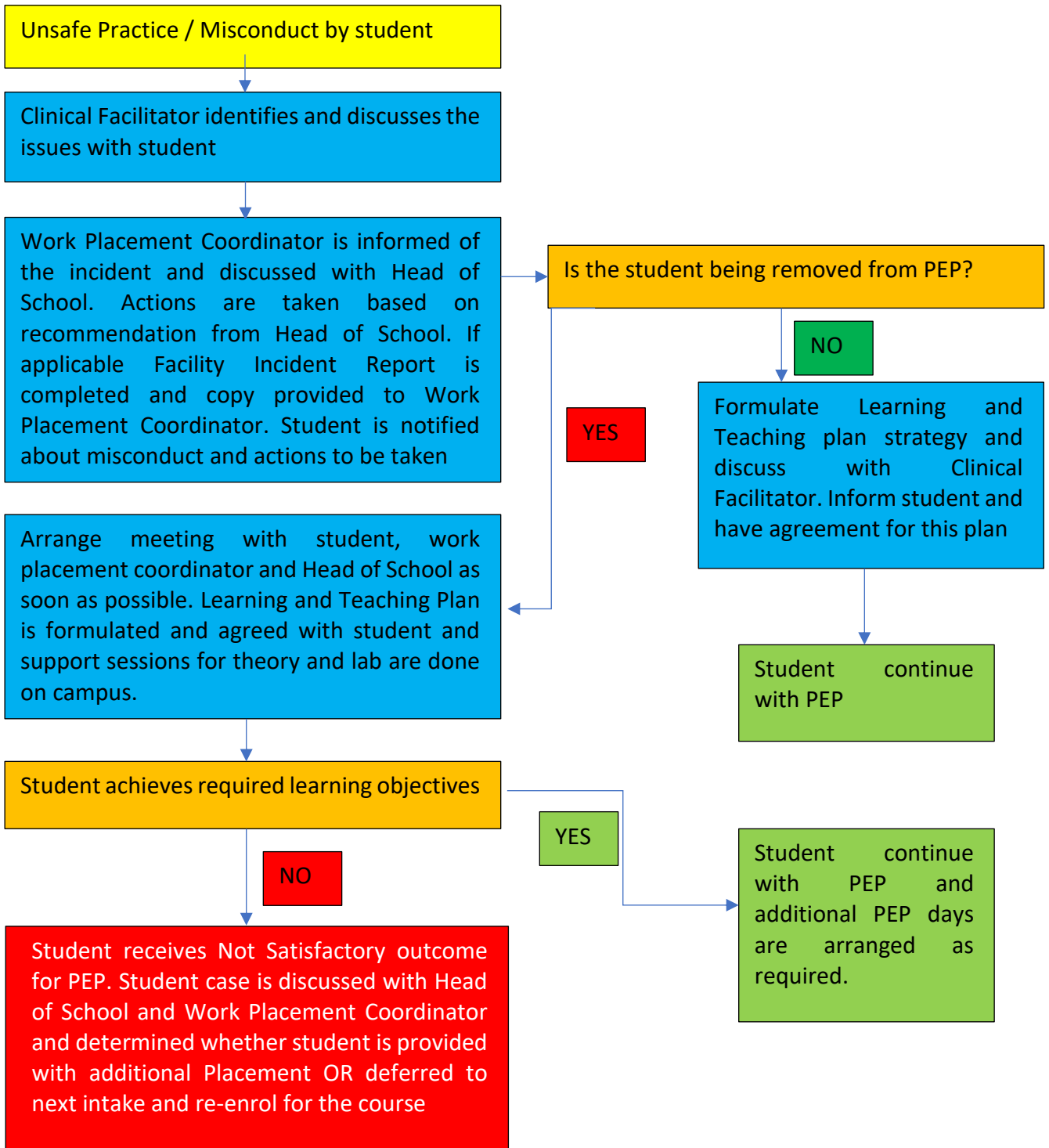
During the learning and teaching plan, the student is expected to demonstrate knowledge of their patients, including relevant nursing interventions, clinical diagnosis, diagnostic procedures, and pharmacology management. The student is expected to interpret the significance of relevant pathology, vital signs and other tests and investigations relevant to their scope of practice and, in doing so, relate theory to practice. The student is expected to demonstrate prioritisation of care and display management of their time throughout the challenge. At all times, the student is to be engaged and monitored during this process and every opportunity provided to the student to engage with any aspect of the agreed clinical challenge.

If the student continues to demonstrate an inability to meet the specified learning objectives in the Learning and Teaching Plan, the Clinical Facilitator/Educator must notify the Work Placement Coordinator for further discussion and action.

Suspension of PEP

A student demonstrating unsafe clinical practice will immediately be removed from the clinical venue. The Clinical Facilitator/Educator will notify the Work Placement Coordinator immediately. The following diagram flow chart provides the process on how the suspension of PEP is handled

PROCEDURE FOR STUDENTS AT RISK DURING PEP (MISCONDUCT / UNSAFE PRACTICE)



Immediate termination from placement

In certain circumstances students may be withdrawn immediately from a placement.

The reasons for this may include:

- Consistently unable to perform in a professional situation despite constant instruction and guidance.
- Unable to care for clients with any degree of autonomy.
- Inability to safely perform procedures which have already been taught, demonstrated, and practiced in a simulated environment.
- Going beyond scope of practice for the placement
- Performing in a manner which takes away from the learning opportunities of the other students.
- Breaching legal, ethical, or professional codes of practice.
- Demonstrates gross negligence in performing an assigned duty.
- Students who have not declared a pre-existing illness or impairment that may place the public at substantial risk of harm or impacts on their ability to complete requirements of their placement will be withdrawn from placement.

- a) A student may, on the recommendation of the healthcare facility delegate or the Institute's delegate, be removed from the Professional Experience Placement:
 - a. The Work Placement Coordinator will investigate the circumstances for the removal and report the removal details to the Head of School.
 - b. The Work Placement Coordinator or delegate will meet with the student to further explore the context for removal.
 - c. If the removal of the student from the Professional Experience Placement is unjustified, the student will be returned to placement.

- b) Suppose removal from the Professional Experience Placement is a critical clinical incident due to a patient safety concern. In that case, the student performs tasks that are outside the scope for the qualification, or there is a misconduct/unprofessional conduct concern, the Head of School or delegate will:
 - a. Inform the student of the reasons for their removal in writing; and
 - b. Advise the student that they have the right to appeal the decision for their removal.

- c) A student who has been removed from the Professional Experience Placement may appeal against the decision to the Head of School as per the Complaints and Appeals Policy. The appeal must be received within 48 hours from the time of removal from the Professional Experience Placement. The appeal must be in writing and address the grounds for their removal.

- d) The Head of School will consider the appeal and may take necessary actions.
- e) If a student's Professional Experience Placement is terminated due to matters relating to the healthcare facility (unrelated to the student's performance), the Work Placement Coordinator will attempt to provide an alternative Professional Experience Placement for the student.

What should I do after my PEP completion?

PEP Record Book once all details completed and signed off is to be submitted in person to Work Placement Coordinator. If you wish to keep your own copy of PEP record book, you can arrange your own photocopying/scanning. The Work Placement Coordinator and student will go through the Professional Experience Placement Record Book to review and make sure that all the evidence and documentation is complete.

The Institute will retain the original copy and store in student file accordingly. Only those students deemed competent on completion of the program are recommended to the AHPRA for registration by the Head of School.

Evaluation and Feedback

The evaluation and feedback is designed as one important method to provide feedback for further review and improvements at the Institute and Placement Provider. The students are required to complete the PEP survey at the end of the placement.

Fees for additional PEP days

The following table outlines the fees chargeable to the student for arrangement of make-up days/hours or additional days/hours for satisfactory completion of Clinical Placement.

Missed day(s) of prebooked clinical placement due to any reason (illness, compassionate reasons, unsatisfactory performance, professional conduct, unable to commence placement as sufficient documents not provided, not accepting the placement location or facility) will be considered case-by-case by the management and the student will be liable for the following charges as applicable.

Scenario for individual student	Fee
Placement booked at the facility without the Clinical facilitator by MIT for student to re-complete his/her placement.	\$70 per day
Placement booked at the facility with the Clinical Facilitator provided by MIT for the student to re-complete his/her placement.	\$250 per day



Section 7 – Further Information

If you have any further questions or enquiries, please do not hesitate with your Work Placement Coordinator or Student Services Officers 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: Level 4, 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 the relevant peoples outlined in this Handbook.

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: