Delivery and Assessment Guidelines for Students

Course Title: HLT54115 Diploma of Nursing
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Instruction to the students

This guide introduces the students to the delivery and assessment process for the qualification HLT54115 Diploma of Nursing. Read the information carefully and contact the Course Coordinator or Assessor in case of any concerns. It is vital that the students read and understand the assessment process before signing the ‘Student Agreement for Assessment and Practical Placement’ and ‘Training Plan and Comprehensive Assessment Record’.

Course aims

The aim of the course is to produce highly skilled, competent, confident, critically thinking Enrolled Nurses. The Diploma of Nursing is nationally accredited and, after successful completion of the course, students can apply to the Australian Health Practitioner Regulation Agency (AHPRA) to gain registration. AHPRA registration enables graduates to practice in a variety of areas including acute, medical, surgical, general, rehabilitation, palliative care, operating theatres, paediatric, community, mental health or aged care settings in Australia under the supervision and direction of the Registered Nurse. This course may also provide a pathway into the Bachelor of Nursing and other higher education courses in health care.

Course learning outcomes

On completion of the course, the graduates will be able to:

1. Demonstrate a knowledge and understanding of the nursing profession and the development of the delivery of health care by nurses as health professionals.
2. Discuss the importance and application of legislation, regulations and legal precedent to enrolled nurse practice.
3. Practice in a safe and culturally competent manner by adhering to the Enrolled Nurse Standards for Practice.
4. Recognise the accountability and responsibility of self and other health team members in the provision of nursing care in the area of practice.
5. Demonstrate critical thinking in the delivery of specific services.
6. Formulate and implement nursing care plans for individual clients and evaluate the care provided in a range of health environments.
7. Provide holistic nursing care to support the health care needs of clients in all age groups and health conditions as applicable.
8. Acknowledge cultural competence and team contribution as a basis for effective workplace and professional relationships.
9. Understand the importance of nursing research and critically analyse and apply evidence based practice guidelines to nursing practice.
10. Participate in ongoing education programs to ensure quality improvement practices in own scope of care.
11. Demonstrate effective communication skills in a variety of health care settings.
12. Comply with nursing documentation requirements within own scope of practice.
13. Provide nursing care for clients with complex care needs including safe medication administration within the scope of enrolled nurse practice.

Pathways

There is no applicable pathway into this qualification.

Graduates may progress to higher level qualifications within and/or across the community sector. Potential pathways within the nursing sector are identified below:

- Advanced Diploma of Nursing
- Bachelor Degree in Nursing or other Degree Program.

Recognition

- Students may be eligible to have units of competency from prior learning (including formal, informal and non-formal learning) counted towards completion for this course. Talk to the assessor or contact the Course Coordinator if you think you may be eligible for recognition of units.

Qualification structure

Successful completion of 25 units of competency is required for the award of this qualification including:

- 20 core units
- 5 elective units

Training Plan and Comprehensive Assessment Record enlists the assessment tasks involved with each unit of competency. The assessment submission due dates are given in the time table.

Delivery period and delivery schedule

This course will be delivered and assessed over 24 months (structured for four semesters). The nominal total duration is 1695 hours. The modes of delivery intended for this course are:

- On-campus: Educator led class room delivery, nursing simulation and Professional Experience Placement (PEP).
- Blended mode: Theory online, nursing simulation on campus and PEP. (Not for international students).
On-campus mode of delivery

The course is provided through classroom mode delivery and PEP with written assessments and a verbal assessment or third party report. This course will be delivered and assessed over 24 months (structured for four semesters) of classroom theory (20 hours per week on campus) and simulation laboratory sessions with candidates completing 480 hours of PEP in different care facilities.

Students enrolling in on-campus mode of delivery are provided with one week of orientation in the first semester, which covers campus, course, academic, online library orientation and academic writing.

Blended mode of delivery

The students should be self-motivated in their approach to study, undertaking approximately 25 hours per week of study at home, with the aid of study guides and online materials through the IHNA E-learning platform and attending simulation laboratory sessions on campus with candidates completing 480 hours of clinical placement in different health care facilities and PEP with written assessments and a verbal assessment or third party report.

Every semester, there is a mandatory 2-4 week simulation work shop at an IHNA campus. The simulation work shop is for review of the learning activities in the classroom, practising clinical nursing skills in the simulated nursing laboratory environment and undertaking medication calculation test and other assessments, e.g. group presentation/individual presentation.

Students are provided with one week of orientation in the first semester, which covers campus, course, academic, online library orientation and academic writing. Students have the option to attend the orientation online or on-campus.

Students will be sent for professional experience placement in different health care facilities after each semester. The clinical placement (practical placement) will be at an aged care facility, mental health facility, sub-acute care facility, palliative care setting, primary health care setting and acute care.

Candidates would be required to return to IHNA for a day after the completion of each professional experience placement to finalize all course requirements. IHNA trainers and assessors will regularly visit and communicate with students in their placement venue to confirm their progress is satisfactory.

The students enrolled in the face-to-face mode of delivery will receive a timetable outlining the class-room sessions, trainer allocation for each unit, assessment submission and simulation workshop dates.

A structured timetable for the blended delivery students will outline the unit availability in the academic hub, including assessment due dates, online activities to be completed (what to read and some guide questions to discuss with classmates) and laboratory blocks at IHNA.
**Attendance**

Any course hours missed will need to be managed appropriately prior to gaining successful completion of the course. 80% of attendance for each unit of competency or cluster is required for the successful completion of the course. A record of attendance of theory and clinical placement will be maintained as part of the course.

**Assessment week**

As informed, the student should come back to IHNA after the completion of practical placement. During this week the trainer/assessor and student will go through the practical placement book to review and make sure that all the evidences and documentation is complete.

**Self-directed learning**

Students need to allocate certain hours of self-study time (out of class study/e-learning platform) per unit of competence to complete workbook activities and the associated review questions to enhance their understanding. This time is in addition to the structured supervised hours of training. The trainer will inform the students about activities to be completed and the approximate time students will need to complete the activities.
Units of competency and clusters

### Cluster 01 Australian Nursing Practice

<table>
<thead>
<tr>
<th>Duration</th>
<th>50</th>
</tr>
</thead>
</table>

**Copy of learning outcomes available from**

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>HLTENN001 Practise nursing within the Australian health care system</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This unit describes the skills and knowledge required to practise as a nursing professional within the Australian health care system, providing health care across the lifespan of people in a range of health and community care services or environments. This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>HLTENN008 Apply legal and ethical parameters to nursing practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This unit describes the skills and knowledge required to work within legal and ethical parameters in professional nursing practice, including supporting rights and meeting duty of care requirements. This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements. This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.</td>
</tr>
</tbody>
</table>

**Delivery Mode**

This unit is delivered through both on-campus and blended mode.

### Resources & Required Reading

**Physical Resources**
- Classroom, whiteboard and markers
- Computer, headset, speakers and internet access
- Copies of nursing NMBA registration standards, codes, fact sheets and guidelines
- PEP setting
- Projector
- SBA Facility

**IHNA Student Hub**
- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
### Required Reading


### Assessment Strategy

- Theory Assessment
- SBA Assessment
- PEP Assessment
## HLTAID003 Provide First Aid

### Duration

| Duration | 20 |


### Descriptor

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

### Delivery Mode

This unit is delivered through both on-campus and blended mode.

### Resources & Required Reading

**Physical Resources**

- Classroom, whiteboard and markers
- Adrenaline auto-injector training device
- Adult and infant resuscitation manikins
- AED training device
- Computer, headset, speakers and internet access
- Placebo bronchodilator and spacer device
- Projector
- Roller bandages
- SBA Facility
- Triangular bandages
- Workplace First Aid kit
- Workplace injury, trauma and/or illness record and workplace incident report forms
- Wound dressing products

**IHNA Student Hub**

- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

### Required Reading


### Assessment Strategy

Theory Assessment, SBA Assessment, Unit Examination
### HLTAAP002 Confirm physical health status

<table>
<thead>
<tr>
<th>Duration:</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Descriptor:</strong></td>
<td>This unit describes the skills and knowledge required to obtain and interpret information about client health status and to check a client’s physical health. It requires a detailed knowledge of anatomy and physiology. This unit applies to individuals working directly with clients and who assist in the provision of healthcare services. Some disciplines may be subject to state/territory regulatory determination regarding delegation and supervision.</td>
</tr>
<tr>
<td><strong>Delivery Mode:</strong></td>
<td>This unit is delivered through both on-campus and blended mode.</td>
</tr>
</tbody>
</table>

#### Physical Resources
- Classroom, whiteboard and markers
- Anatomical charts and cards
- Anatomical models
- Computer, headset, speakers and internet access
- PEP setting
- Physical health examination form
- Physical health examination kit
- Projector
- SBA Facility.

#### IHNA Student Hub
- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

#### Required Reading

#### Assessment Strategy:
- Theory Assessment
- SBA Assessment
- PEP Assessment
- Unit Examination
Cluster 02 Communication and Cultural Safety

<table>
<thead>
<tr>
<th>Duration:</th>
<th>115</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Descriptors:</strong></td>
<td></td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
</tr>
<tr>
<td>HLTENN002</td>
<td>Apply communication skills in nursing practice</td>
</tr>
<tr>
<td>HCDIV002</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
</tr>
</tbody>
</table>

- This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

- This unit describes the skills and knowledge required to apply effective communication skills with a person, family or carer and with other healthcare professionals in a variety of health care settings. Communication skills in nursing practice require using information technology as well as interpersonal skills applied therapeutically in nursing care and small group discussions.

- This unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety. This unit applies to people working in a broad range of roles including those involved in direct client service, program planning, development and evaluation contexts.

**Delivery Mode:**

This unit is delivered through both on-campus and blended mode.

**Physical Resources**
- Classroom, whiteboard and markers
- Clinical handover sheet
- Communication and Behaviour Support for Nurses Practice Package
- Computer, headset, speakers and internet access
- Copy of Australian Open Disclosure Framework
- PEP setting
- Projector
- SBA Facility

**IHNA Student Hub**
- Interactive Learning
### Delivery and Assessment Guidelines for Students

**Course:** HLT54115 Diploma of Nursing

#### IHNA DAG HLT54115– Version: 1.0

Institute of Health and Nursing Australia

Dated: August 2016

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#### Learners Guides
- Unit Study Guide
- Handouts
- Presentations (Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

#### Required Reading

#### Assessment Strategy:
- Theory Assessment
- SBA Assessment
- PEP Assessment
- Project

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Cluster 03 Workplace Health & Safety

<table>
<thead>
<tr>
<th>Duration:</th>
<th>50</th>
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<table>
<thead>
<tr>
<th>Unit Descriptors:</th>
<th>HLTINF001 Comply with infection prevention and control policies and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This unit describes the skills and knowledge required to follow organisational infection prevention and control procedures, including implementing standard and transmission-based precautions and responding to infection risks. This unit applies to individuals working in health and direct client care contexts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Descriptors:</th>
<th>HLTWHS002 Follow safe work practices for direct client care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members. This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, in both centre-based and home-based service provision.</td>
</tr>
</tbody>
</table>

| Delivery Mode: | This unit is delivered through both on-campus and blended mode. |

| Pre-Requisites | Nil |

| Licensing Requirements | Nil |

<table>
<thead>
<tr>
<th>Resources &amp; Required Reading</th>
<th>Physical Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom, whiteboard and markers</td>
</tr>
<tr>
<td></td>
<td>Areas to practice cleaning</td>
</tr>
<tr>
<td></td>
<td>Clinical and other waste and waste disposal equipment</td>
</tr>
<tr>
<td></td>
<td>Computer, headset, speakers and internet access</td>
</tr>
<tr>
<td></td>
<td>Current workplace policies and procedures for WHS</td>
</tr>
<tr>
<td></td>
<td>Equipment for cleaning, including sterilised sharps</td>
</tr>
<tr>
<td></td>
<td>Fire alarm</td>
</tr>
<tr>
<td></td>
<td>Fire extinguisher</td>
</tr>
<tr>
<td></td>
<td>Hand hygiene facilities and equipment</td>
</tr>
<tr>
<td></td>
<td>Hazard identification checklist</td>
</tr>
</tbody>
</table>
### Incident report form
### Medical or client care equipment relevant to the workplace
### Mobility aids, e.g. hoists, slide sheets and standing machine
### Organisational infection prevention and control guidelines
### PEP setting
### PPE relevant to the workplace and job role of the worker
### Projector
### SBA Facility
### WHS risk assessment report template

#### IHNA Student Hub
- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

#### Required Reading

Dealing with workplace bullying – a worker’s guide (found in handouts)

<table>
<thead>
<tr>
<th>Assessment Strategy</th>
<th>Theory Assessment</th>
<th>SBA Assessment</th>
<th>PEP Assessment</th>
</tr>
</thead>
</table>
### HLTENN013 Implement and monitor care of the older person

<table>
<thead>
<tr>
<th>Duration</th>
<th>95</th>
</tr>
</thead>
</table>

**Unit Descriptor:**

This unit describes the skills and knowledge required to perform nursing interventions to support the social and emotional wellbeing and nursing care needs of the older person in both acute care settings and residential care environments.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

**Delivery Mode:**

This unit is delivered through both on-campus and blended mode.

### Resources & Required Reading

**Physical Resources**

- Classroom, whiteboard and markers
- Clinical forms for health assessment and data collection
- Computer, headset, speakers and internet access
- Continence care resources, e.g. commode chair, pads, urinals and bed pan
- Dentures and dental prosthetics
- Heat packs
- Mobility aids, e.g. hoists, slide sheets and standing machine
- Organisation policy and procedures on which the candidate bases the planning
- PEP setting
- Personal care equipment, e.g. toiletries, soap, towels and clothes
- Physical health examination kit
- Projector
- SBA Facility

**IHNA Student Hub**

- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

**Required Reading**

## Assessment Strategy
Theory Assessment, SBA Assessment, PEP Assessment

### BSBWOR404 Develop work priorities

<table>
<thead>
<tr>
<th>Duration</th>
<th>40</th>
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</table>

### Unit Descriptor:
This unit describes the skills and knowledge required to monitor and obtain feedback on own work performance and access learning opportunities for professional development. This unit applies to individuals who are required to design their own work schedules and work plans and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

### Delivery Mode:
This unit is delivered through both on-campus and blended mode.

### Pre-Requisites
Nil

### Licensing Requirements
Nil

### Resources & Required Reading

#### Physical Resources
- Classroom, whiteboard and markers
- Projector
- Computer, headset, speakers and internet access
- Time plan or work plan template
- Professional development logbook template
- Performance appraisal template
- Workplace setting
- SBA Facility

#### IHNA Student Hub
- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum
| Assessment Strategy: | Theory Assessment Worksheets (Case study/scenario analysis)  
SBA Assessment – procedure demonstration, discussion and reporting  
PEP Assessment – (Semester 2) |

| Cluster04 Nursing Assessment | Duration: 240  
Copy of learning outcomes available from:  
https://training.gov.au/Training/Details/HLTAAP003  
https://training.gov.au/Training/Details/HLTENN003  

| Unit Descriptor: | HLTAAP003  
Analyse and respond to client health information  
This unit of competency describes the skills and knowledge required to analyse client health information and then to plan appropriate health services within the scope of your own role. It requires an in-depth knowledge of anatomy and physiology.  
This unit applies to individuals who plan and provide services with some level of autonomy. Some disciplines will require a state/territory regulatory determination regarding delegation and supervision.  

| | HLTENN003  
Perform clinical assessment and contribute to planning nursing care  
This unit of competency describes the skills and knowledge required, within the scope of practice, to perform preliminary and ongoing physical health assessments of all body systems, gathering data that contributes to a person’s individualised health care plan.  
This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.  

| | HLTENN004  
Implement, monitor and evaluate nursing care plans  
This unit describes the skills and knowledge required to implement nursing care as outlined in a person’s plan of care, evaluate outcomes of care provided, record and report progress, and respond to an emergency situation.  
This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.  

<p>| Delivery Mode: | This unit is delivered through both on-campus and blended mode. |</p>
<table>
<thead>
<tr>
<th>Pre-Requisites</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensing Requirements</td>
<td>Nil</td>
</tr>
</tbody>
</table>
| Physical Resources | - Classroom, whiteboard and markers  
- Computer, headset, speakers and internet access  
- PEP setting  
- Physical health examination form  
- Projector  
- Physical health examination kit  
  - Blood glucose meter and test strips  
  - Measuring tape  
  - Neurological assessment tools, pen torch  
  - Pulse-oximeter  
  - Sphygmomanometer  
  - Thermometer  
  - Urinalysis test strips  
  - Weighing machine |
| Resources & Required Reading | - Copies of laboratory tests  
- Equipment for active and passive exercises  
- Equipment for deep breathing and coughing exercises  
- GCS scale  
- Lifting machines  
- Resuscitation equipment and defibrillator  
- Resuscitation manikins - adult, child and infant  
- Risk prevention documentation, organisation policy and procedures  
- SBA Facility  
- Scenario based nursing care plans, charts and progress notes used for simulation |
| IHNA Student Hub | - Interactive Learning  
- Learners Guides – Unit Study Guide  
- Handouts  
- Presentations(Ppt)  
- References - LibGuide  
- Discussion Forum - Online Discussion Forum |

Required Reading
<table>
<thead>
<tr>
<th>Assessment Strategy:</th>
<th>Theory Assessment</th>
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<tbody>
<tr>
<td></td>
<td>SBA Assessment</td>
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<td></td>
<td>PEP Assessment</td>
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</tbody>
</table>

**HLTENN009 Implement and monitor care for a person with mental health conditions**

<table>
<thead>
<tr>
<th>Duration:</th>
<th>90</th>
</tr>
</thead>
</table>

**Unit Descriptor:**
This unit describes the skills and knowledge required to contribute to the nursing care and management of a person with a mental health condition. This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

**Delivery Mode:**
This unit is delivered through both on-campus and blended mode

**Pre-Requisites:**
Nil

**Licensing Requirements:**
Nil

<table>
<thead>
<tr>
<th>Resources &amp; Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical resources:</strong></td>
</tr>
<tr>
<td>• Classroom, whiteboard and markers</td>
</tr>
<tr>
<td>• Computer, headset, speakers and internet access</td>
</tr>
<tr>
<td>• Copy of mental health assessment form or mini mental health examination form</td>
</tr>
<tr>
<td>• Organisation policy and procedures on which the candidate bases the planning</td>
</tr>
<tr>
<td>• PEP setting</td>
</tr>
<tr>
<td>• Projector</td>
</tr>
<tr>
<td>• Risk assessment tools appropriate to professional nursing practice</td>
</tr>
<tr>
<td>• SBA Facility</td>
</tr>
<tr>
<td><strong>IHNA Student Hub</strong></td>
</tr>
<tr>
<td>• Interactive Learning</td>
</tr>
<tr>
<td>• Learners Guides – Unit Study Guide</td>
</tr>
<tr>
<td>• Handouts</td>
</tr>
</tbody>
</table>
### HLTENN010 Apply a palliative approach in nursing practice

**Duration:** 50


**Unit Descriptor:**
This unit describes the skills and knowledge required to provide nursing care using a palliative approach in care environments such as hospitals, home and community care, hospices and long-term care facilities.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

**Delivery Mode:**
This unit is delivered through both on-campus and blended mode

**Pre-Requisites**
Nil

**Licensing Requirements**
Nil

### Physical Resources
- Classroom, whiteboard and markers
- Advance care directives
- Clinical pathways
- Computer, headset, speakers and internet access
- Organisation policies and procedures
- PEP setting
- Projector
- SBA Facility
- Syringe driver or intima sub-cut lines

### Resources & Required Reading

<table>
<thead>
<tr>
<th>Assessment Strategy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Assessment</td>
</tr>
<tr>
<td>SBA Assessment</td>
</tr>
<tr>
<td>PEP Assessment</td>
</tr>
</tbody>
</table>

**Required Reading**

<table>
<thead>
<tr>
<th>Presentations(Ppt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>References - LibGuide</td>
</tr>
<tr>
<td>Discussion Forum - Online Discussion Forum</td>
</tr>
</tbody>
</table>
IHNA Student Hub

- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

Required Reading

Assessment Strategy:

- Theory Assessment
- SBA Assessment
- PEP Assessment
## HLTENN006 Apply principles of wound management in the clinical environment

<table>
<thead>
<tr>
<th>Duration</th>
<th>50</th>
</tr>
</thead>
</table>

### Unit Descriptor:

This unit describes the skills and knowledge required to apply contemporary wound management principles to the care of various types of wounds. It involves working with the interdisciplinary health care team to contribute to assessment, treatment and ongoing management of a person’s wounds.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

### Delivery Mode:

This unit is delivered through both on-campus and blended mode.

### Pre-Requisites

Nil

### Licensing Requirements

Nil

### Physical Resources

- Classroom, whiteboard and markers
- Computer, headset, speakers and internet access
- Copy of National Safety and Quality Health Service (NSQHS) Standards
- Dressing packs
- Information and documentation such as wound care plans
- PEP setting
- Projector
- SBA Facility
- Standard precautions and PPE guidelines
- Wound care manikins
- Wound care products

### IHNA Student Hub

- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum
## Assessment Strategy:

<table>
<thead>
<tr>
<th>Assessment Strategy</th>
<th>Theory Assessment</th>
<th>SBA Assessment</th>
<th>PEP Assessment</th>
<th>Unit examination</th>
</tr>
</thead>
</table>

## Unit Descriptor:

**HLTENN007 Administer and monitor medicines and intravenous therapy**

**Duration:** 180


### Unit Descriptor:

This unit describes the skills and knowledge required to administer and monitor medications and intravenous (IV) therapy including calculating dosage requirements, interpreting written instructions from an authorised prescriber, assessing the person for medication effectiveness and side effects, and responding to an allergic pharmacological reaction.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

### Delivery Mode:

This unit is delivered through both on-campus and blended mode.

### Pre-Requisites

Nil

### Licensing Requirements

Nil

### Resources & Required Reading

**Physical Resources**

- Classroom, whiteboard and markers
- Projector
- Computer, headset, speakers and internet access
- PEP setting
- SBA Facility
- Simulation manikins appropriate for the administration of medications via various routes including IV

**Required Reading**

- Equipment for medication administration via various routes:
  - Nebuliser
  - Pill cutter and pill crusher
  - Syringe pump
  - Variety of IV line sets for gravity infusion, blood and blood products, IV injections and electronic pump infusions
- Samples of medications, including:
  - Capsules
  - Drops
  - Enemata
  - Inhalants
  - Liquids (ampoules, bottles, capsules)
  - Lotion and cream
  - Ointments
  - Patches
  - Powders
  - Pre-loaded sub-cutaneous injections
  - Suppositories
  - Tablets
  - Wafers
- MIMS and Pharmacology resources for medication interactions
- Medication charts
- Organisation policy and procedures

**IHNA Student Hub**
- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

**Required Reading**
Gatford: Nursing Calculations. 8th Ed 2011
McKenna: Pharmacology Made Incredibly Easy ANZ Edition 2013

<table>
<thead>
<tr>
<th>Assessment Strategy</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>PEP Assessment</td>
</tr>
<tr>
<td></td>
<td>Unit Examination</td>
</tr>
</tbody>
</table>
## Cluster 05 Complex and Chronic Health

<table>
<thead>
<tr>
<th>Duration:</th>
<th>180</th>
</tr>
</thead>
</table>

### Copy of learning outcomes available from

<table>
<thead>
<tr>
<th>Unit Descriptors:</th>
<th>HLTENN012 Implement and monitor care for a person with chronic health problems</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>This unit describes the skills and knowledge required to contribute to the care of a person with chronic health problems by performing nursing interventions that support the person’s needs and assist them in maintaining an optimal lifestyle.</td>
</tr>
<tr>
<td></td>
<td>This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Descriptors:</th>
<th>HLTENN005 Contribute to nursing care of a person with complex needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This unit of competency describes the skills and knowledge required to provide clinical nursing skills for a person with complex needs and to contribute to complex nursing interventions using critical thinking and problem-solving.</td>
</tr>
<tr>
<td></td>
<td>This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirement.</td>
</tr>
</tbody>
</table>

### Delivery Mode:
- This unit is delivered through both on-campus and blended mode

### Pre-Requisites
- Nil

### Licensing Requirements
- Nil

### Resources & Required Reading
- **Physical Resources**
  - Classroom, whiteboard and markers
  - Anti-embolic stockings
  - Clinical forms for health assessment and data collection
  - Computer, headset, speakers and internet access
  - Drainage tube systems
  - ECG – 12 Lead
  - Indwelling catheters (IDC)
  - Nasogastric tubes (NG)
Delivery and Assessment Guidelines for Students  
Course: HLT54115 Diploma of Nursing

- Neurological assessment equipment  
- Organisation policy and procedures  
- Ostomy bag  
- PEP setting  
- Percutaneous feeding tube  
- Physical health examination kit  
- Projector  
- SBA Facility  
- Suprapubic catheter  
- Urinary drainage bag  
- Wheelchairs, scooters and walking aids  

**IHNA Student Hub**

- Interactive Learning  
- Learners Guides – Unit Study Guide  
- Handouts  
- Presentations(Ppt)  
- References - LibGuide  
- Discussion Forum - Online Discussion Forum  

**Required Reading**


<table>
<thead>
<tr>
<th>Assessment Strategy:</th>
<th>Theory Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SBA Assessment</td>
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<tr>
<td></td>
<td>PEP Assessment</td>
</tr>
<tr>
<td></td>
<td>Unit Examination</td>
</tr>
</tbody>
</table>
# CHCPOL003 Research and apply evidence to practice

|-----------|----|--------------------------------------------------|

**Unit Descriptor:**
This unit describes the skills and knowledge required to establish the information need, gather information and critically analyse the information for relevance to own work.
This unit applies to health and community service workers who need to research existing information to support and improve their work practice. It does not cover primary research.

<table>
<thead>
<tr>
<th>Delivery Mode:</th>
<th>This unit is delivered through both on-campus and blended mode</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pre-Requisites</th>
<th>Nil</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Licensing Requirements</th>
<th>Nil</th>
</tr>
</thead>
</table>

## Resources & Required Reading

**Physical Resources**
- Classroom, whiteboard and markers
- Computer, headset, speakers and internet access
- PEP setting
- Personal development plan template
- Projector
- SBA Facility

**IHNA Student Hub**
- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

**Required Reading**

### Assessment Strategy:
- Theory Assessment
- Project, PEP Assessment

### CHCPPR003 Reflect on and improve own professional practice

<table>
<thead>
<tr>
<th>Duration:</th>
<th>80</th>
</tr>
</thead>
</table>

**Unit Descriptor:**
This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development. This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.

**Delivery Mode:**
This unit is delivered through both on-campus and blended mode

**Pre-Requisites:**
Nil

**Licensing Requirements:**
Nil

#### Resources & Required Reading

**Physical Resources**
- Classroom, whiteboard and markers
- Computer, headset, speakers and internet access
- PEP setting
- Personal development plan template
- Projector
- SBA Facility

**IHNA Student Hub**
- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

**Required Reading**
### Assessment Strategy:

<table>
<thead>
<tr>
<th>Theory Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBA Assessment</td>
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<tr>
<td>PEP Assessment</td>
</tr>
</tbody>
</table>

### HLTENN015 Apply nursing practice in the primary health care setting

<table>
<thead>
<tr>
<th>Duration:</th>
<th>40</th>
</tr>
</thead>
</table>


### Unit Descriptor:

This unit describes the nursing skills and knowledge required to work in a primary health care environment including community-based, educational, occupational and informal settings, and in general practice.

Primary health care involves a person-centred and holistic approach to health care. It is made accessible to people by being located as close as possible to where they live, and supporting their full participation in a spirit of self-reliance and self-determination.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

### Delivery Mode:

This unit is delivered through both on-campus and blended mode

### Pre-Requisites

Nil

### Licensing Requirements

Nil

### Resources & Required Reading

<table>
<thead>
<tr>
<th>Physical Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom, whiteboard and markers</td>
</tr>
<tr>
<td>Clinic room for the purpose of assessment</td>
</tr>
<tr>
<td>Computer, headset, speakers and internet access</td>
</tr>
<tr>
<td>Organisation policy and procedures</td>
</tr>
<tr>
<td>PEP setting</td>
</tr>
<tr>
<td>Progress notes of a person's medical history, de-identified</td>
</tr>
<tr>
<td>Projector</td>
</tr>
<tr>
<td>SBA Facility Physical Resources</td>
</tr>
</tbody>
</table>

**IHNA Student Hub**

- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
## Delivery and Assessment Guidelines for Students

### Course: HLT54115 Diploma of Nursing

**IHNA DAG HLT54115 – Version: 1.0**

**Institute of Health and Nursing Australia**

**Dated: August 2016**

**ABN: 59 106 800 94 | RTO ID: 21985 | CRICOS Code: 03386G**

**www.ihna.edu.au**

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### Presentations (Ppt)

- Presentations (Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

### Required Reading


### Assessment Strategy:

<table>
<thead>
<tr>
<th>Theory Assessment</th>
<th>SBA Assessment</th>
<th>PEP Assessment</th>
</tr>
</thead>
</table>

### Cluster06 Assessment and Acute Nursing

<table>
<thead>
<tr>
<th>Duration:</th>
<th>200</th>
</tr>
</thead>
</table>

**Unit Descriptors:**

**HLTENN020 Conduct clinical assessments**

This unit describes the skills and knowledge required to recognise the need for assessment, perform physical examinations and make clinical judgments using critical analysis and specialised knowledge of pathophysiology and clinical assessment processes.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia, seeking specialisation in enrolled nurse work that is carried out in consultation and collaboration with registered nurses and under direct or indirect supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

**HLTENN011 Implement and monitor care for a person with acute health problems**

This unit describes the skills and knowledge required to contribute to the care of the person with an acute health problem by performing clinical nursing skills and interventions that support the person’s health care needs and assist them to regain optimal function and lifestyle.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses, and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

**Delivery Mode:**

Thus unit is delivered through both on-campus and blended mode

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Copy of learning outcomes available from:

<table>
<thead>
<tr>
<th>Resources &amp; Required Reading</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Resources</td>
<td>Nil</td>
</tr>
<tr>
<td>Classroom, whiteboard and markers</td>
<td></td>
</tr>
<tr>
<td>Central venous catheter (CVC)</td>
<td></td>
</tr>
<tr>
<td>Clinical forms for health assessment and data collection</td>
<td></td>
</tr>
<tr>
<td>Computer, headset, speakers and internet access</td>
<td></td>
</tr>
<tr>
<td>CPAP BPAP equipment</td>
<td></td>
</tr>
<tr>
<td>Dressing packs</td>
<td></td>
</tr>
<tr>
<td>Intravenous (IV) lines</td>
<td></td>
</tr>
<tr>
<td>Monitoring device for oxygen therapy measurements</td>
<td></td>
</tr>
<tr>
<td>Nasogastric (NG) tube</td>
<td></td>
</tr>
<tr>
<td>Organisation policy and procedures</td>
<td></td>
</tr>
<tr>
<td>PEP setting</td>
<td></td>
</tr>
<tr>
<td>Peripherally inserted central catheter (PICC)</td>
<td></td>
</tr>
<tr>
<td>PPE</td>
<td></td>
</tr>
<tr>
<td>Physical health examination kit</td>
<td></td>
</tr>
<tr>
<td>Projector</td>
<td></td>
</tr>
<tr>
<td>SBA Facility</td>
<td></td>
</tr>
<tr>
<td>Total parenteral nutrition (TPN) equipment</td>
<td></td>
</tr>
<tr>
<td>Wound drains suction equipment</td>
<td></td>
</tr>
</tbody>
</table>

**IHNA Student Hub**
- Interactive Learning
- Learners Guides – Unit Study Guide
- Handouts
- Presentations(Ppt)
- References - LibGuide
- Discussion Forum - Online Discussion Forum

**Required Reading**

**Assessment Strategy:**
- Theory Assessment
- SBA Assessment
- PEP Assessment and Unit examination
Assessment strategies

Assessment strategies are implemented for collecting evidence and making judgments about whether competency has been achieved by the learner. The assessments confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency. Students will be assessed in both formative and summative ways. Assessment is used to provide students with feedback on their progress and to evaluate their skills and knowledge against the training qualification requirements and industry requirements. These assessment methods and strategies are consistent with the Training Package Assessment Guidelines and vary with unit of competency requirements.

The assessment tools are mapped to the current version of the unit of competency elements, performance criteria and essential knowledge and skills. *Critical aspects for the assessment, range statements and evidence required to demonstrate each unit of competency* are also addressed in the assessment strategies.

Assessment strategies used are:

1. Theory assessments
2. Simulation based assessments
3. Projects
4. Examination
5. Clinical Practice Assessments (Professional experience placement/clinical placement)

**Assessment tasks to be completed before clinical placement: Formative Assessments**

1. Theory assessments
2. Simulation based assessments
3. Projects
4. Examination

Students will not be allowed to proceed to clinical placement if the semester requirements on these are not met.

**Assessment tasks to be completed during clinical placement: Summative Assessments**

Student’s/participant’s progress in the clinical component of the course will be monitored and documented each day of supervised clinical practice. It is expected that the student/participant should be progressing through their *Clinical Assessment Tool* (CAT) and be displaying appropriate clinical competence. Tasks to be completed as part of the relevant units of competency or clusters are outlined in the CAT.
The tasks enlisted in the CAT are designed to be completed in the workplace. The record should be made available to the assessor on request. There are designated sections in the CAT to be completed by the student, assessor from IHNA and workplace supervisor. It is the student’s responsibility to ensure all columns of the CAT are filled in and signed appropriately at the clinical placement venue prior to submitting the tool for assessment.

**Duration:** The clinical placement is an essential component of the course. The student has to undertake 480 hours of clinical placement.

**Students should complete 480 hours of clinical placement and any lack of hours (due to sick leave, leave on any other circumstances, including public holidays) should be compensated by the student. IHNA will not be responsible for the lack of clinical placement hours caused by the student. Students will not be allowed to proceed to the next semester if the previous semester requirements on clinical placement are not met.**

**Where:** Differs with each semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Professional Experience Component</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester one</td>
<td>Aged Care</td>
<td>80</td>
</tr>
<tr>
<td>Semester two</td>
<td>Palliative Care</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Mental Health</td>
<td>40</td>
</tr>
<tr>
<td>Semester three</td>
<td>Sub-Acute Care</td>
<td>120</td>
</tr>
<tr>
<td>Semester four</td>
<td>Primary Health Care</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Acute Care</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>480</td>
</tr>
</tbody>
</table>

**Who will arrange the placement?**

The work placement will be arranged by IHNA once the student successfully completes the theory part of the course.

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 the health services. Every education provider will have its own procedures for allocating students to clinical placements. Typically, the clinical coordinator will take into account where the students live and their mode of transport, to try and send them to the most appropriate and convenient location. **However, there is no guarantee that you will be sent to your closest or preferred facility. The clinical placement could be anywhere in Australia.**
What are the costs of placements?

Students are responsible for organizing their own accommodation (if required) during clinical placement. As part of the program, the student may need to travel for clinical placement and all costs associated with travelling, uniform, placement material costs (e.g. for pocket articles) and accommodation shall be borne by the student.

Reassessment fee will be applicable if:

- The placement duration is extended to accommodate the learning contract.
- The student is removed from a work placement venue and a new placement venue needs to be organised to complete the course requirements.

Clinical placement requirements

National police clearance

To comply with the requirements of placement providers, all IHNA students enrolled in the Diploma of Nursing who attend direct care/patient areas for clinical placements are required to have a National police clearance conducted. Details of this requirement are included in their respective Department of Health website. The Department of Health, Commonwealth of Australia - State and Territories, have directed that an offer of placement in direct care/patient areas cannot occur until the completed police record has been assessed and clearance given. Please follow the link below to apply for or obtain more information on the National police clearance.


Vaccinations/immunizations

IHNA strongly endorses the recommendations included in the Immunisation Guidelines for Health Care Workers as stated by the various Department of Health, Commonwealth of Australia - State and Territories. IHNA requires that you are vaccinated against preventable diseases such as diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, chicken-pox, hepatitis B, hepatitis A and tuberculosis.

IHNA requires all nursing students to ensure immunizations are up to date. Students attending clinical placement are required to provide an up to date immunization record to staff at their allocated placement venue before they can begin their placement.

Important: Any non-compliance with regard to requirements such as National police clearance and vaccinations could lead to exclusion from the Professional Experience Placement venue. IHNA will not hold responsibility for this.
**Who will assess the student?**

The student will be allowed to work with and be supervised by a qualified Registered Nurse at the work place. An assessor from IHNA will supervise and assess the student at the work place. The assessor is required to observe the student’s performance in the workplace environment using the work place assessment tools on different occasions. During the observation, the assessor will make a judgment as to whether the learner has met the required skill level for the qualification, or if further evidence is required.

*(Please refer to IHNA’s Assessment Policy)*

**Assessment submission and evaluation**

Please read the detailed instructions on each assessment task. These instructions are applicable for the mentioned assessment tasks throughout the course duration. The students can refer to the textbook given from the Institute and other resources (PowerPoints, handouts, reference books) including the websites to complete the assessment task. It is mandatory for the students to complete the assessment outcome coversheet and agree to the printed declaration statement prior to the student uploading the assessments. Assessors will not be completing this section on a student’s behalf. An incomplete assessment outcome coversheet would result in the assessments not being marked. The submission needs to be done in required formats. It is the student’s responsibility to ensure IT requirements are met appropriately to support student hub functionalities, e.g. downloading recommended versions of Adobe.

**Digital copy submission**

All assessments are available to students via the IHNA Student Hub. Student login credentials are required to access the assessment documents. Assessments should be completed digitally and uploaded back in the Student Hub for grading. Further information on how to download and upload assessment documents is available in the resources section in the IHNA Student Hub.

In case additional evidences are requested/required by the unit of competency, the assessments should be typed in Calibri (Body), double spaced, and written in 12-point font size. These documents should be uploaded into the relevant sections of the Student Hub under additional documents as advised by the assessor.

**Hard copy submission**

Hard copy submission is allowed only in exceptional cases and where the student is digitally challenged. Hand-written assessments should be written legibly. Written assessment tasks should be typed or written clearly. Answers should be typed in Calibri (Body), double spaced, and written in 12-point font size.
Once completed, scan and upload the assessment into the Student Hub. Students may seek assistance from the administration staff to upload the assessment into the Student Hub for grading.

You may also post the assessment to the Institute if previously agreed with the assessor. Do not e-mail or hand in the assignments to any trainer/assessor directly. Please keep a copy of the completed task for your reference. Please do not put papers into folders or plastic sleeves.

Referencing

All major contentions are to be supported by references and all sources consistently cited throughout the written task. Ensure name, dates and page numbers (where appropriate) are referenced correctly. All references in the text must appear on the reference page, and vice versa. The reference style adheres to the Harvard style. There should be evidence of a wide research of scholarly journals and current literature (at least 7 different references presenting substantive information cited excluding the references derived from the internet). Direct quotes and citations are not counted in the word limit, nor are appendices or the reference list. Work outside the prescribed word range may not be marked or may lose marks.

Plagiarism:

Students are required to submit their own work for assessment. The presentation of someone else’s work, words or ideas as one’s own is plagiarism and therefore unacceptable. Plagiarism can be deliberate or accidental. Whenever students use the words or ideas of another person in their work, they must acknowledge where it is originally taken from.

Various forms of plagiarism are as follows:

- Downloading or copying any materials/ideas or part of it from an online source and submitting it as your own work without acknowledging the original author.
- Buying, stealing or borrowing any materials/ideas and submitting it as your own work.

Collusion:

Collusion is an understanding or agreement between two or more people to intentionally cooperate to gain an unfair advantage in assessment and may include:

- Unauthorised and unacknowledged joint authorship in an assessment task.
- Unauthorised and unacknowledged copying or use of material prepared by another person for use in an assessment.
Cheating:

Cheating is to act dishonestly or unfairly to gain advantage. It can also be defined as completing an assessment without a student’s own effort and getting someone else to do the work. This is not an acceptable practice and will affect the progression of the course.

Procedures for dealing with situations involving plagiarism and cheating will be according to IHNA Plagiarism and Cheating Policy and Procedure.

All the students, irrespective of the mode of delivery of the course, are required to complete an assessment cover sheet with a self-declaration. IHNA utilizes a plagiarism checker which checks the submitted assignments, compares student assignments and compares with a small database from the internet for plagiarism.

Assessment Evaluation and Outcome:

IHNA has selected specific assessment tasks to ensure there is ample time and opportunity to demonstrate the required competence. At the end of each task, the student’s progress will be marked by the assessor as ‘Satisfactory’ or ‘Not yet satisfactory’. The assessments will be evaluated based on the marking guides provided to the assessors for each assessment item. The feedback on assessments will be given back to the students in two weeks’ time after submission of the assessment.

To achieve satisfactory outcome for an assessment, the student should attempt and sufficiently answer all questions in the assessment task. Outcome of the assessment will be entered in the Student Hub. The outcome will be marked as ‘Satisfactory’ or ‘Not yet satisfactory’ in the Student Hub and in the Training Plan and Comprehensive Assessment Record. Students will be able to download the graded assessment if required.

If the student is not progressing well through the enrolled unit of competency assessments, the trainer may also ask for further evidence in order to make a decision about the student’s progress. If this does happen, he/she will discuss what is needed and why. The assessors will guide the student in what needs to be done in case of unsatisfactory progress.

The student must achieve competency in each unit at the completion of practical placement provided the student completes all applicable assessments satisfactorily. Students will not be competent in the qualification and the certificates will not be issued, if the course requirements on theory assessments and practical placement are not met.

If the students receive an outcome of ‘Not yet satisfactory’, they will be given the chance to re-submit or re-do the task to achieve competence. The assessor will identify the gaps and guide the student in how to address them to achieve competence when the student repeats the task.
If a student feels they were incorrectly issued an outcome of ‘Not yet satisfactory’, they have the right to raise an appeal and have the work re-assessed. Refer to the Student Handbook/prospectus for the procedure you need to follow to raise an appeal. (Please refer to IHNA’s Student Attendance, Academic Progress and Completion Monitoring of Courses for Overseas Students Policy and Procedure).

Grading matrix:

A grade for the unit of competency will only be provided after the student competency outcome for each unit of competency or cluster.

<table>
<thead>
<tr>
<th>Total percentage of the awarded marks</th>
<th>Result</th>
<th>Result abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%-100%</td>
<td>High Distinction</td>
<td>HD</td>
</tr>
<tr>
<td>70%-79%</td>
<td>Distinction</td>
<td>D</td>
</tr>
<tr>
<td>60%-69%</td>
<td>Credit</td>
<td>C</td>
</tr>
<tr>
<td>50%-59%</td>
<td>Pass</td>
<td>P</td>
</tr>
<tr>
<td>49% and less</td>
<td>Fail</td>
<td>F</td>
</tr>
</tbody>
</table>

Extensions:

Assignment Extension Application Form (IHNA-Form-AEAF) needs to be completed by the student requesting an extension to submit an assessment. An extension will only be granted by the Course Coordinator for one week on receipt of an application with supporting documents of extenuating circumstances. The Assignment Extension Application Form needs to be submitted a minimum of three working days prior to the assessment submission due date. Failure to submit an assignment by the agreed deadline will result in a ‘Not yet satisfactory’ outcome for the assessment considering it as the first chance to submit the assessment. The late submission will be regarded as a second chance to submit the assessments.

Re-assessment information:

If the students receive an outcome of ‘Not yet satisfactory’, they will be allowed to repeat the assessment task after specific reading activities. Students who are marked ‘not satisfactory’ on a second attempt will be subject to IHNA’s intervention strategy.

For more details please see IHNA’s Assessment Policy.
Providing reasonable adjustments:

Reasonable adjustments are made to ensure that the applicant/student is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment in line with requirements of the Training Package.

Reasonable adjustments will be provided for applicants/students with special learning needs (such as disability or a learning difficulty) according to the nature of the learning need and application according to the requirements of the relevant Training Package.

Evidence of assessment collection can be adjusted to suit individual applicant/student needs if required and will be endorsed by the Course Co-coordinator and the student, in the first instance before enrolment and after training begins.

The learning needs that form the basis of any adjustment to the training program will be identified and appropriate strategies will be agreed with the applicant/student. Any adjustment will be recorded in the student file and will not compromise the competency standard.

Course specific reading resources:

Recommended reading resources for each unit of competency are given in the unit descriptors.

In addition to these resources, the students need to have access to the following books throughout the semester.

- Tollefson: Clinical Skills for Enrolled Division II Nurses 2nd Ed 2011
- McKenna: Pharmacology Made Incredibly Easy ANZ Edition 2013
- Chabner: Medical Terminology: A Short Course 6th Ed 2011

We recommend the students purchase or organize these resources for their studies by themselves. IHNA has an on-campus and an online library but not all the listed resources will be available in the libraries. Additional resources (handouts and PowerPoints) will be provided to the students during the delivery of each unit of competency by the trainers/assessors.
Registration with AHPRA

Students apply to AHPRA to gain registration following successfully completing the program. AHPRA registration enables graduates to practice anywhere in Australia. Please follow the links for more details on registration with AHPRA as applicable:


Applicable policies and procedures for the student’s reference:

Student Attendance, Academic Progress and Completion Monitoring of Courses for Overseas Students Policy and Procedure

• Student Complaints and Appeal Policy and Procedure
• Assessment Policy
• Academic Participation and Progress Policy
• Professional Experience Placement Policy and Procedure
• Access and Equity Policy
• Deferral, Leave of Absence, Withdrawal and Suspension Policy and Procedure
• Disability Policy
• Plagiarism and Cheating Policy and Procedure
• Privacy Policy
• Recognition of Prior Learning Procedure
• Student Code of Behaviour
• Conduct of Examinations Policy and Procedure

Note to students:

Please read this Delivery and Assessment Guideline Document in conjunction with the Student Handbook/prospectus, Course Brochure and Training Plan and Comprehensive Assessment Record.