



Institute of Health & Nursing
Australia

Delivery and Assessment Guidelines for Students

Course Title: HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing)

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Student Name:

Student Number:

Batch:

Semester:

Instruction to the students

This guide introduces the students to the assessment process for the qualification HLT51612 Diploma of Nursing (Enrolled-Division 2 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 Work Experience*' and '*Training Plan and Comprehensive Assessment Record*'.

Recognition

If the students have completed other relevant training, they may be eligible to have units of competency from previous training 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 previously completed.

Qualification Structure

Successful completion of 26 units of competency is required for the award of this qualification including:

21 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. No units are co-assessed.

Unit Descriptors

Unit of Competence : HLTAP501C Analyze health information	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the application of in-depth level of knowledge of anatomy and physiology required to analyse available health information in relation to specific services to be provided
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for whom written or verbal assessments are not appropriate.
Pre-Requisites	This unit must be assessed after successful achievement of pre-requisite: HLTAP401B Confirm physical health status
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <input checked="" type="checkbox"/> Anatomical Models, charts and/or diagrams <input checked="" type="checkbox"/> Marieb, E. (2012) Essentials of Human Anatomy and physiology. 10th ed. Boston: Boston. <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Porth, C. (2005) Pathophysiology concepts of altered health status. 7th ed. Philadelphia: Lippincott Williams & Wilkins. <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Simulation based assessment - Role play/procedure demonstration, discussion and reporting <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN502B Apply effective communication skills in nursing practice	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This competency unit describes the skills and knowledge required for effective communication in complex communication situations and its application to nursing practice; the function and purpose of small groups; meeting procedures; and the dynamics of group work and evaluation as a tool for continuous improvement
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Funnel, R. et al. (2007) Taberner's Nursing care. 4th ed. NSW: Elsevier Australia. <input checked="" type="checkbox"/> Luckman, J. and Munoz, C. (2005) Transcultural Communication in Nursing. New York, USA: Thomson Delmar Learning. <input checked="" type="checkbox"/> Higgs, J. et al. (2008) Communicating in the Health Sciences. 2nd ed. South Melbourne: Oxford, University Press. <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Simulation based assessment - Role play/procedure demonstration, discussion and reporting <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTAP401B Confirm Physical health status	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes a detailed level of knowledge of anatomy and physiology required to confirm physical health status.
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Marieb, E. (2012) Essentials of Human Anatomy and physiology. 10th ed. Boston: Boston. <input checked="" type="checkbox"/> Waugh, A. and Grant, A. (2006) Ross and Wilson Anatomy and Physiology in Health and illness. Edinburgh, Churchill, Livingstone: Elsevier. <input checked="" type="checkbox"/> Brown, D. and Edwards, H. (2005) Lewis's Medical Surgical Nursing; Assessment and Management of Clinical Problems. St Louis: Elsevier Mosby. <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Anatomical models, charts and/or diagrams <input checked="" type="checkbox"/> Access to appropriate documentation and resources normally used in the workplace <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Simulation based assessment - discussion and reporting <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN509B Apply legal and ethical parameters to nursing practice	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required for an Enrolled/Division 2 nurse to perform within the legal and ethical parameters of professional practice, supporting client rights and meeting duty of care requirements
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Australian Nursing and Midwifery Council (ANMC) (2008) Code of Ethics for Nurses in Australia. [online] Available at: www.anmc.org.au [Accessed: 20/12/2011]. ☒ Australian Nursing and Midwifery Council (ANMC) (2008) Code of professional conduct for Nurses in Australia. [online] Available at: http://www.anmc.org.au. [Accessed: 20/12/2011]. ☒ Brown, D. and Edwards, H. (2005) Lewis's Medical Surgical Nursing; Assessment and Management of Clinical Problems. St Louis: Elsevier Mosby. ☒ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☒ Forrester, J. and Griffiths, D. (2005) Essentials of law for health professionals. 2nd ed. NSW: Elsevier Australia. ☒ Staunton, P. and Chiarella, M. (2006) Nursing and the law. 5th ed. NSW: Elsevier Australia. ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Simulation based assessment - discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTHIR403C Work effectively with culturally diverse clients and coworkers	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☒ Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. ☒ Culture in Health (2005) A neglected necessity in the Australian Health Care System: Health Issue. [online] Available at: http://www.healthissuescentre.org.au/publications/. ☒ D'Avanzo, C. and Geissler, E. (2003) Cultural health assessment. 3rd ed. St. Louis: Mosby. ☒ Eckermann, A. et al. (2006) Bringing cultures in aboriginal health. 2nd ed. Churchill Livingstone: Elsevier Australia. ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Group presentations ☒ Simulation based assessment - discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTWHS300A Contribute to WHS processes	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit specifies the workplace performance required by a worker to contribute to work health and safety (WHS) processes where there is responsibility for own work outputs and possibly limited responsibility for the work output of others.
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Funnel, R. et al. (2007) Taberner's Nursing care. 4th ed. NSW: Elsevier Australia. <input checked="" type="checkbox"/> Lemone, P. and Burke, K. (2011) Medical-Surgical Nursing, Australia: Pearson. <input checked="" type="checkbox"/> Tollefson, J. (2007) Clinical psychomotor skills. Assessment tools for nursing students. Tuggerah, NSW: Social Science Press. <input checked="" type="checkbox"/> Access to appropriate documentation and resources normally used in the workplace <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Simulation based assessment - Role play/procedure demonstration, discussion and reporting <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence : HLTEN401B Work in the nursing profession	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required to practise as a nursing professional with clients across the lifespan in a range of health care environments, such as acute care, community care, mental health, aged care, medical / surgical
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for whom written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Brown, D. and Edwards, H. (2005) Lewis's Medical Surgical Nursing; Assessment and Management of Clinical Problems. St Louis : Elsevier Mosby. <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Andre, K. and Heartfield, M. (2007) Professional Portfolios: evidence of competency for nurses and midwives. Marrickville, NSW: Elsevier. <input checked="" type="checkbox"/> Daly, J. et al. (2006) Contexts of nursing. 2nd ed. Marrickville, NSW: Elsevier. <input checked="" type="checkbox"/> Funnel, R. et al. (2007) Tabbner's Nursing care . 4th ed. NSW: Elsevier Australia. <input checked="" type="checkbox"/> Levett-Jones, T. and Bourgeois, T. (2007) The clinical placement: an essential guide for nursing students. Marrickville, NSW: Elsevier. <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Group presentations <input checked="" type="checkbox"/> Simulation based assessment - discussion and reporting <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTA311A Apply first aid	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Haines, J. (2011) Emergency First Aid. 11th ed. Upwey, Victoria: Medic Media International. ☒ Mckie, P. (2006) Active First Aid. 7th ed. Fyshwick, ACT: Active Publications. ☒ Tyrrell, J. and Tyrrell, T. (2007) First Aid Emergency Handbook. 3rd ed. Gladesville, NSW: Tyrrell's Administration Trust. ☒ Asthma Australia http://www.asthmaaustralia.org.au ☒ Australian Bureau of Statistics, 2007, http://www.abs.gov.au ☒ Australian Resuscitation Council, 2007, http://www.resus.org.au ☒ Diabetes Australia < http://www.diabetesaustralia.com.au> ☒ Department of Health Victoria www.health.vic.gov.au/ ☒ Epilepsy Association < http://www.epilepsy.com.au> ☒ Parasol EMT http://www.parasolemt.com.au/first_aid_online.as ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Simulation based assessment - Role play/procedure demonstration ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence : HLTIN301C Comply with infection control policies and procedures in health work	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	<p>This unit of competency describes the skills and knowledge required for workers to comply with infection control policies and procedures. All procedures must be carried out in accordance with current infection control guidelines, Australian and New Zealand Standards for maintaining infection control and the policies and procedures of the organization</p> <p>This unit acknowledges the importance of complying with an effective infection control strategy that ensures the safety of the client (or end-user of health-related products/services), maintains personal protection and prevents the transmission of infections from person to person</p> <p>All tasks must be carried out in accordance with State or Territory legislative requirements that affect work practices of the organisation and/or worker</p>
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☒ Farrell, M. (2005) Smeltzer&Bare's Textbook of Medical Surgical Nursing. Sydney: Lippincott Williams & Wilkins. ☒ Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. ☒ Australian Government, Department of Health and Ageing (2007) Infection Control Guidelines, ☒ [Online] Available at: www.health.gov.au [Accessed: 06-01-2012]. ☒ National Health and Medical Research Council (2010) Australian Guidelines for the Prevention and Control of Infection in Healthcare (2010, [online] Available at: http://www.nhmrc.gov.au/guidelines/publications/cd33 [Accessed: 06-01-2012]. ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Simulation based assessment - Role play/procedure demonstration, discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTIN403C Implement and monitor infection control policy and procedure	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organisation
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	This unit must be assessed after successful achievement of pre-requisite: HLTIN301C Comply with infection control policies and procedures
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☒ Farrell, M. (2005) Smeltzer&Bare's Textbook of Medical Surgical Nursing. Lippincottt Williams & Wilkins. ☒ Funnel, R. et al. (2007) Tabbner's Nursing care . 4th ed. NSW: Elsevier Australia. ☒ Australian Government, Department of Health and Ageing (2007) Infection Control Guidelines, ☒ [Online] Available at: www.health.gov.au [Accessed: 06-01-2012]. ☒ National Health and Medical Research Council (2010) Australian Guidelines for the Prevention and Control of Infection in Healthcare (2010, [online] Available at: http://www.nhmrc.gov.au/guidelines/publications/cd33 [Accessed: 06-01-2012]. ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Simulation based assessment - Role play/procedure demonstration, discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN516B Apply understanding of the Australian healthcare system	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes skills and knowledge required to function independently in developing strategies to practice within the current and future health care environment taking into account the Australian health care system
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <input checked="" type="checkbox"/> Duckett, S. (2007) The Australian health care system, 3rd ed. Melbourne: Oxford University Press. <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Individual presentation <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN504C Implement and evaluate a plan of nursing care	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This competency unit describes the knowledge and skills required to implement nursing care plans for individual clients and evaluate the care provided in a range of health environments
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	This unit must be assessed after successful achievement of pre-requisite: HLTAP401B Confirm physical health status
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Brown, D. and Edwards, H. (2005) Lewis's Medical Surgical Nursing; Assessment and Management of Clinical Problems. St Louis : Elsevier Mosby. ☒ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☒ Ackley, B. et al. (2007) Evidence-Based Nursing Care Guidelines Medical-Surgical Interventions. St Louis: Mosby Elsevier. ☒ Alfaro-Lefevre, R. (2006) Applying nursing process: A tool for critical thinking. 6th ed. Philadelphia: Lippincott Williams & Wilkins. ☒ Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. ☒ Gulanik, M. and Myers, J. (2007) Nursing care plans, Nursing Diagnosis and Intervention. 6th ed. St Louis: Mosby Elsevier. ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Simulation based assessment - Role play/procedure demonstration, discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN507C Administer and monitor medications in the work environment	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required of Enrolled/Division 2 nurses to administer and monitor medications and evaluate their effectiveness for clients within a health environment
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	This unit must be assessed after successful achievement of pre-requisites: HLTAP501C Analyse health information HLTEN509B Apply legal and ethical parameters to nursing practice HLTEN502B Apply effective communication skills in nursing practice
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Bullock, S. and Manias, E. (2011) Fundamentals of pharmacology. 6th ed. Australia: Pearson. ☒ Byrant, B. and Knights, K. (2011) Pharmacology for health professionals. 3rd ed. Australia: Elsevier. ☒ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☒ Tiziani, A. (2010) Havard™s nursing guide to drugs. 8th ed. Marrickville, NSW: Mosby Elsevier. ☒ Downe, G. and Mackenzie, J. (2008) Pharmacology and medications management for nurses. Churchill Livingstone, Australia: Elsevier. ☒ Glaister, K. (2006) Medication mathematics: a practical approach for nurses. Australia: Macmillan Publishers. ☒ Medicare (2011) Quality Use of Medicines (QUM), [online] Available at: http://www.medicareaustralia.gov.au/provider/pbs/fifth-agreement/quality-use-of-medicines.jsp [Accessed: 07-12-2012]. ☒ Australian Commission on Safety and Quality in Health Care (2010) Clinical Guidelines, Pathways and Protocols, [online] Available at: http://www.safetyandquality.gov.au/internet/safety/publishing.nsf/content/clinical-guidelines-pathways-protocols [Accessed: 22nd December 2011]. ☒ Australian Government Department of Health and Ageing (2011) Pharmacy, [online] Available at: http://www.health.gov.au/internet/main/publishing.nsf/Content/consumer-pharmacy [Accessed: 22nd December 2011]. ☒ Australian Nursing and Midwifery Council, 2008, Code of Professional Conduct for Nurses in Australia, http://www.anmc.org.au/ ☒ Australian Nursing and Midwifery Council, 2008, Code of Ethics for Nurses in Australia, http://www.anmc.org.au/ ☒ Australian Nursing and Midwifery Council, 2002, National Competency Standards for Enrolled Nurses, http://www.anmc.org.au/ ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis)

	<input checked="" type="checkbox"/> Simulation based assessment - Role play/procedure demonstration, discussion and reporting <input checked="" type="checkbox"/> Unit Exam <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)
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Unit of Competence: HLTEN519C Administer and monitor intravenous medications	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required of Enrolled/Division 2 nurses to administer and monitor intravenous medications and their effectiveness for clients within the nursing context
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	This unit must be assessed after successful achievement of pre-requisites: HLTWHS300A Contribute to WHS processes HLTIN301C Comply with infection control policies and procedures HLTAP501C Analyse health information HLTEN505C Contribute to the complex nursing care of clients HLTEN507C Administer and monitor medication in the work environment
Licensing Requirements	NIL

<p>Unit Resources:</p>	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Bullock, S. and Manias, E. (2011) Fundamentals of pharmacology. 6th ed. Australia: Pearson. ☒ Downe, G. and Mackenzie, J. (2008) Pharmacology and medications management for nurses. Churchill Livingstone, Australia: Elsevier. ☒ Glaister, K. (2006) Medication mathematics: a practical approach for nurses. Australia: Macmillan Publishers. ☒ Tiziani, A. (2010) Havard's nursing guide to drugs. 8th ed. Marrickville, NSW: Mosby Elsevier. ☒ Phillips, L. (2010) Manual of I.V. Therapeutics. 5th ed. Philadelphia: FA Davis Company. ☒ Anderson DJ and Webster CS (2001) A systems approach to the reduction of medication error on the hospital ward. Journal of Advanced Nursing. 35(1): 34-41. ☒ Australian Nursing Federation Position statement: Division 2 Registered Nurse Intravenous Medication Administration – Extended Scope of Practice www.anfvc.asn.au/.../Div_2_medication_admin_pos_statement.pdf retrieved 10/3/2010 ☒ Bullock, S. and Manias, E. (2011) Fundamentals of pharmacology, 6th ed. Australia: Pearson. ☒ Byrant, B., & Knights, K. (2007). Pharmacology for health professionals, 2nd edn. Australia, Elsevier. ☒ Downe, G., Mackenzie, J. & Williams A. (2008). Pharmacology and medications management for nurses. Australia, Churchill Livingstone/Elsevier. ☒ Glaister, K. 2006, Medication mathematics: a practical approach for nurses, Australia, Macmillan Publishers. ☒ Other – Internet
<p>Assessment Strategy:</p>	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Simulation based assessment - Role play/procedure demonstration, discussion and reporting ☒ Unit Exam ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence : HLTEN506B Apply principles of wound management in the clinical environment	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	Enrolled/Division 2 nurses apply contemporary wound management principles to the care of clients with varying types of wounds
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. <input checked="" type="checkbox"/> Harkreader, H. et al. (2007) Fundamentals of nursing: caring and clinical judgment. 3rd ed. St Louis, Saunders: Elsevier. <input checked="" type="checkbox"/> Marieb, E. (2012) Essentials of Human Anatomy and physiology. 10th ed. Boston: Boston. <input checked="" type="checkbox"/> Recommended Journals: <ul style="list-style-type: none"> Australian Family Physician Australian Journal of Advanced Nursing Australian Journal of Wound Management Australian Nurses Journal Contemporary Nurse Journal of Advanced Nursing Journal of Wound Care Journal of Wound Management Medical Journal of Australia Internet resources: <ul style="list-style-type: none"> Australian Journal of Wound management http://www.awma.com.au/journal/ <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Individual presentation <input checked="" type="checkbox"/> Simulation based assessment - Role play/procedure demonstration, discussion and reporting <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN503B Contribute to client assessment and developing nursing care plans	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required of an Enrolled/Division 2 Nurse in contributing to the development of individualised health care plans by collection of data captured during a client's preliminary and ongoing health assessments. Assessment is based on a lifespan approach
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Alfaro-Lefevre, R. (2006) Applying nursing process: A tool for critical thinking. 6th ed. Philadelphia: Lippincott Williams & Wilkins. <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. <input checked="" type="checkbox"/> Recommended reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Tollefson, J. (2007) Clinical psychomotor skills. Assessment tools for nursing students. Tuggerah, NSW: Social Science Press. <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Simulation based assessment - Role play/procedure demonstration, discussion and reporting <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN508B Apply reflective practice, critical thinking & analysis in health	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required of the Enrolled/Division 2 Nurse to demonstrate nursing practice in a contemporary health environment using critical thinking and analysis and reflective practice
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☒ Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. ☒ Thede, L. (2003) Informatics and Nursing: opportunities & challenges. 2nd ed. Philadelphia: Lippincott Williams & Wilkins. ☒ Trinder, J. and Reynolds, S. (2006) Evidence Based Practice, A critical Appraisal. Australia: Blackwell publishers. ☒ Internet resources: <ul style="list-style-type: none"> Defining Critical Thinking. 2007. Critical Thinking Organization, www.criticalthinking.org National Council for Excellence in Critical Thinking, 2004 www.criticalthinking.org/aboutct/define_critical_thinking.cfm retrieved March 2010 Evidence Based Practice http://www.joannabriggs.edu.au/about/home.php retrieved March 2010 ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Individual presentation ☒ Simulation based assessment - discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of HLTE510B Implement and monitor nursing care for consumers with mental health Competence: conditions	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This competency unit describes the skills and knowledge required to contribute to the nursing care and management of consumers with mental illness
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Edward, K. (2011) Mental health nursing: dimensions of praxis, South Melbourne: Oxford University Press. ☒ Newell, R. and Goumay, K. (2009) Mental health nursing: An evidence based approach, ☒ Churchill livingstone: Elsevier ☒ Happell, B. (2009) Turning the Coin" Emphasizing the Opportunities in Mental Health Nursing, Issues in Mental Health Nursing, ,30(2), p.611-614. ☒ Meadows, G. (2007) Mental health in Australia collaboration community practice, 2nd ed. Australia: Oxford. Bottom of Form ☒ Mental Health Branch of Department of Health & Aged Care www.health.gov.au ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Simulation based assessment - Role play/procedure demonstration, discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN515B Implement and monitor nursing care for older clients	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This competency unit describes the skills and knowledge required for the Enrolled/Division 2 Nurse to perform nursing interventions to support the health care needs of the older person in both acute care settings and residential aged care environments
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <input checked="" type="checkbox"/> Brown, D. and Edwards, H. (2005) Lewis's Medical Surgical Nursing; Assessment and Management of Clinical Problems. St Louis: Elsevier Mosby. <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. <input checked="" type="checkbox"/> Arnott, G. (2005) Working in aged care and disability services. Sydney, Australia: Tertiary Press. <input checked="" type="checkbox"/> Carmody, S. and Forster, S. (2003) Aged Care Nursing: A Guide to Practice. Melbourne, Australia: Ausmed publications. <input checked="" type="checkbox"/> Crofton, C. and Witney, G. (2004) Nursing documentation in a Aged care, A guide to practice. Melbourne: Ausmed publications. <input checked="" type="checkbox"/> Ebersole, P. et al. (2004) Toward healthy aging. 6th ed. St. Louis: Mosby. <input checked="" type="checkbox"/> Department of Health and Ageing Australian Government, What is ACFI? h http://www.health.gov.au/internet/main/publishing.nsf/Content/ageing-acfi-aboutacfi.htm <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Simulation based assessment - Role play/procedure demonstration, discussion and reporting <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN608B Practice in the domiciliary care environment	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This competency unit describes the skills and knowledge required by Enrolled/Division 2 nurses to perform nursing interventions to assist clients in a domiciliary environment
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. <input checked="" type="checkbox"/> Kralik, D. and LoonVan, A. (2011) Community nursing in Australia. Australia: Blackwell publishing <input checked="" type="checkbox"/> Recommended Readings:- <ul style="list-style-type: none"> Harkreader, H. et al. (2007) Fundamentals of nursing: caring and clinical judgement. 3rd ed. St Louis, Saunders: Elsevier. Hitchcock, J. et al. (2003) Community Health Nursing: Caring in action. USA: Delmar Learning. <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Individual presentation <input checked="" type="checkbox"/> Simulation based assessment - discussion and reporting <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN512B Implement and monitor nursing care for clients with acute health problems	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required of Enrolled/Division 2 nurses to contribute to the care of the person with an acute health problem by performing nursing interventions that support their health care needs and assist them to regain optimal function and lifestyle
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Brown, D. and Edwards, H. (2005) Lewis's Medical Surgical Nursing; Assessment and Management of Clinical Problems. St Louis: Elsevier Mosby. <input checked="" type="checkbox"/> Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. <input checked="" type="checkbox"/> Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. <input checked="" type="checkbox"/> LeMone, P. et al. (2010) Medical-Surgical Nursing: Critical thinking in client care, NSW: Pearson Australia <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Simulation based assessment - Role play/procedure demonstration, discussion and reporting <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTHIR404D Work effectively with Aboriginal & Torres strait Islander people	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	<p>This unit describes the communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander people in the health industry context</p> <p>It deals specifically with cross-cultural awareness and issues involving working with Aboriginal and Torres Strait Islander individuals, organisations and communities</p>
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment ☒ Duckett, S. (2007) The Australian health care system, 3rd ed. Melbourne: Oxford University Press. ☒ Eckermann, A. et al. (2006) Bringing cultures in aboriginal health. 2nd ed. Churchill Livingstone: Elsevier Australia. ☒ Smith, J. (2007) Australian rural and remote Health, 2nd ed. Sydney: Pearson Education. ☒ Anderson, Ian, (2001), Aboriginal society and health: critical issues demand what from sociologists? Health Sociology review, 10(2), pp.5-20. Pearson Longman, NSW, pp.75-101. ☒ Anderson, Ian. (2004), Aboriginal Health, in Grbich, Carol, (2004), Health In Australia, Sociological Concepts and Issues, 3rd edn. ☒ Australian Government Department of Health and Ageing (2011) Aboriginal and Torres Strait Islander Health, [online] Available at: http://www.health.gov.au ☒ Australian Institute of Aboriginal and Torres Strait Islander Studies (2011) Research ethics, [online] Available at: http://www.aiatsis.gov.au/research/ethics.html [Accessed: 22nd December 2011]. ☒ Australian Nursing and Midwifery Council (2007) Inclusion of Aboriginal and Torres Strait Islander Peoples Health and Cultural Issues in Courses Leading to Registration or Enrolment. ☒ Blackman, R. (2011) Understanding culture in practice: Reflections of an Australian Indigenous nurse, Contemporary Nurse, 37(1), p.31-34. ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Group presentations ☒ Simulation based assessment - discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN514B Apply research skills within a contemporary health environment	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required of the Enrolled/Division 2 Nurse to demonstrate nursing practice in a contemporary health environment using research skills
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Equipment as per the Course brochure <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Verbal Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Barbasi, S. et al. (2008) Navigating the maze of Nursing Research. 2nd ed. NSW: Elsevier Australia. <input checked="" type="checkbox"/> Taylor, B. et al. (2006) Research in nursing and health care: Evidence for practice. 3rd ed. Australia: Nelson Australia Pty Ltd. <input checked="" type="checkbox"/> Ackley, B. et al. (2007) Evidence-Based Nursing Care Guidelines Medical-Surgical Interventions. St Louis: Mosby Elsevier. <input checked="" type="checkbox"/> Courtney, M. (2004) Evidence for Nursing Practice. Marrickville: Elsevier. <input checked="" type="checkbox"/> Craig, J. and Smyth, R. (2007) The evidence-based practice manual for nurses. New York, Churchill Livingstone: Elsevier. <input checked="" type="checkbox"/> Crookes, P. and Davies, S. (2004) Research into practice: essential skills for reading and applying research in nursing and health care. 2nd ed. Edinburgh: BailliereTindall. <input checked="" type="checkbox"/> Johnstone, M. (2008) Bioethics: A nursing perspective, 5th ed. Melbourne: Elsevier-Churchill livingstone. <input checked="" type="checkbox"/> Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Question and Answers <input checked="" type="checkbox"/> Worksheets (Case study/scenario analysis) <input checked="" type="checkbox"/> Individual presentation <input checked="" type="checkbox"/> Professional experience placement (Work based task & Clinical assessment tool)

Unit of HLTEN513B Implement and monitor nursing care for clients with chronic health problems Competence:	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required in contributing to the care of the client with a chronic illness by performing nursing interventions that support the client's needs and assist in maintaining an optimal lifestyle
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment <ul style="list-style-type: none"> ☒ Brown, D. and Edwards, H. (2005) Lewis's Medical Surgical Nursing; Assessment and Management of Clinical Problems. St Louis: Elsevier Mosby. ☒ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☒ Funnel, R. et al. (2007) Taberner's Nursing care. 4th ed. NSW: Elsevier Australia. ☒ Marieb, E. (2012) Essentials of Human Anatomy and physiology. 10th ed. Boston: Boston. ☒ Australian Better Health Initiative www.health.gov.au › Home › Resources (accessed; 18 June 2010) ☒ Integrated Chronic Disease Management www.health.vic.gov.au › ... › Chronic disease management (accessed; 18 June 2010) ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Simulation based assessment - Role play/procedure demonstration, discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN511B Provide nursing care for clients requiring palliative care	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This unit of competency describes the skills and knowledge required in providing palliative care to clients with life-limiting illness and their family
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☑ Computer Equipment as per the Course brochure ☑ Assessment tools ☑ Verbal Assessment <ul style="list-style-type: none"> ☑ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☑ Australian Government Department Of Health And Ageing (2006) Guidelines for a palliative approach in residential aged care, Canberra. ☑ Canning, D. et al. (2005) Competency Standards for Specialist Palliative Care Nursing Practice. Brisbane: Queensland University of Technology. ☑ Chater, K. and Tsai, C. (2008) Palliative care in a multicultural society: a challenge for western ethics, Australian Journal of Advanced Nursing, 26(2), p.95-100. ☑ Department Of Health, An explanation of the key provisions of the Consent to Medical Treatment and Palliative Care Act 1995: Guide to health professionals. ☑ Hudson, R. and O'Connor, M. (2007) Palliative care and aged care: a guide to practice. Melbourne: Ausmed Publications. ☑ O'Connor, M. et al. (2011) Non-malignant disease: a pathway for quality care at the end of life. British Journal of Neuroscience Nursing. ☑ Palliative Care Australia. (2005). Standards for Providing Quality Palliative Care for All Australians. Canberra: PCA. ☑ Palliative Care Australia, Exploring indigenous palliative care, Winter Edition, 2001, ACT. ☑ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☑ Question and Answers ☑ Worksheets (Case study/scenario analysis) ☑ Simulation based assessment - Role play/procedure demonstration, discussion and reporting ☑ Professional experience placement (Work based task & Clinical assessment tool)

Unit of Competence: HLTEN505C Contribute to the complex nursing care of clients	
Copy of learning outcomes available from www.training.gov.au	
Unit Descriptor:	This competency unit describes the knowledge, skills and attitudes required to providing nursing care for clients with complex needs
Delivery Mode:	This unit is delivered through face-to-face and work site delivery. Third party reports may be utilized for those who written or verbal assessments are not appropriate.
Pre-Requisites	This unit must be assessed after successful achievement of pre-requisites: HLTIN301C Comply with infection control policies and procedures HLTEN507C Administer and monitor medication in the work environment
Licensing Requirements	NIL
Unit Resources:	<ul style="list-style-type: none"> ☒ Computer Equipment as per the Course brochure ☒ Assessment tools ☒ Verbal Assessment ☒ Brown, D. and Edwards, H. (2005) Lewis's Medical Surgical Nursing; Assessment and Management of Clinical Problems. St Louis: Elsevier Mosby. ☒ Crisp, J. and Taylor, C. (2008) Potter and Perry's Fundamentals of Nursing. 3rd ed. Sydney, Australia: Elsevier. ☒ Funnel, R. et al. (2007) Tabbner's Nursing care. 4th ed. NSW: Elsevier Australia. ☒ LeMone, P. et al. (2010) Medical-Surgical Nursing: Critical thinking in client care, NSW: Pearson Australia ☒ Ellis, J. and Bentz, P. (2007) Modules for Basic Nursing Skills. 7th ed. Philadelphia: Lippincott Williams & Wilkins. ☒ Potter, P. and Frisch, N. (2007) Holistic assessment and care: presence in the process. Nursing Clinics of North America, 42 (2), p.213-228. ☒ Tollefson, J. (2007) Clinical psychomotor skills. Assessment tools for nursing students. Tuggerah, NSW: Social Science Press. ☒ Other – Internet
Assessment Strategy:	<ul style="list-style-type: none"> ☒ Question and Answers ☒ Worksheets (Case study/scenario analysis) ☒ Simulation based assessment - Role play/procedure demonstration, discussion and reporting ☒ Professional experience placement (Work based task & Clinical assessment tool)

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 way. 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, essential knowledge and skills. Critical aspects for the assessment and evidence required to demonstrate each unit of competency are also addressed in the assessment strategies.

Assessment strategies used are:

1. Questions and answers
2. Work sheets
3. Simulation based assessments
4. Group presentation
5. Individual presentation
6. Unit Examination
7. Professional experience placement (clinical placement)

Assessment tasks to be completed before clinical placement: Formative Assessments

1. Questions and answers
2. Work sheets (Case study/ scenario analysis)
3. Simulation based assessments
4. Group presentation
5. Individual presentation
6. Unit Examination

Student will not be allowed to proceed to clinical placement if the semester requirements on theory assessments are not met. Please read the detailed instructions on each assessment task. These instructions are applicable for the mentioned assessment tasks throughout the semester.

Questions and answers:

This assessment task will have different forms of questions (multiple choice, match the items, fill in the blanks, definitions, short answers and brief essays) on the unit of competency. Enter your response to each question in the space provided. Circle the answer for multiple choice questions. You can use additional A4 size white papers if the space given is inadequate. These additional pages should be attached to the back of the question booklet clearly identifying the question number of this response. You can complete this assessment task during the class room hours as guided by the assessor or off campus during your self-study hours. To achieve satisfactory outcome for this assessment task, the student should attempt and answer all questions in the assessment task.

Work sheets:

This assessment task will have article reviews, literature reviews, case studies or scenarios (work place examples or nursing aspects) in line with the unit of competency requirements. You will be asked to respond to the questions based on the given scenario or case study. Enter your response to each question in the space provided. You can use additional A4 size white papers if the space given is inadequate. These additional pages should be attached to the back of the question booklet clearly identifying the question number of this response. You can complete this assessment task during the class room hours as guided by the assessor or off campus during your self-study hours. To achieve satisfactory outcome for this assessment task, the student should attempt and answer all questions in the assessment task.

Simulation Based Assessment:

The students will be assessed in the simulated procedure laboratory at IHNA on basic hands-on skills and essential skills required by the applicable units of competency as scheduled in the time table prior to the work experience placement. Procedure checklists and 'what if' scenarios are used in the simulation based assessment to assess the students. Simulation based assessment also includes discussions based on scenarios and submission of a report based on the discussion.

Presentation:

The assessments for Diploma of Nursing include individual presentation and group presentation for some units of competency. The group or the individual is required to deliver a short presentation on the topic mentioned in the class room. The group or the individual is required to submit a written paper on their topic with full research references (maximum 1000 words). The paper must include an introduction, main body and conclusion. It must be formatted and presented in an academic manner. The answer sheet and your presentation (group/individual) are evaluated by the assessor based on the marking guide attached with the topic question.

Unit Examination:

Read all the questions carefully before you begin. Use only black or blue ink. Calculators are permitted. No mobile phones or electronic devices permitted. You can write the answers in the column provided. You can use additional papers to answer the question if the space provided to answer the question is insufficient.

These additional pages should be attached to the back of the question booklet clearly identifying the question number of this response. Circle the answer for multiple choice questions.

Please refer to the Conduct of Examinations Policy and Procedure for more details on exams.

Assessment tasks to be completed during clinical placement

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** and be displaying appropriate clinical competence.

Duration: The clinical placement is an essential component of the course. The student has to undertake 400 hours of clinical placement.

Students should complete 400 hours of clinical placement and any lack of hours (due to sick leave, leave on any other circumstances, public holidays) should be compensated by the student. IHNA will not be responsible for the lack of clinical placement hours caused by the student. Student will not be allowed to proceed to the next semester if the previous semester requirements on clinical placement are not met.

Where: Differs with semester

Semester	Clinical Placement	Number of Weeks	Total Hours
Semester one	Aged Care	3	120
Semester two	Sub-Acute Care	2	80
	Mental Health and/or Community Health	2	80
Semester three	Acute	3	120
Total		10	400

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

Clinical placement Requirements

National police clearance

To comply with the requirements of placement providers, all IHNA students enrolled in Diploma of nursing who attends direct care/patient areas 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, has directed that an offer of placement in direct care/patient areas cannot occur until the completed police record have been assessed and clearance given. Please follow the link below to apply for or obtain more information on the National police Clearance.

<http://www.police.gov.au/OurServices/Policecheckscertificates/NationalPoliceCertificates/tabid/1339/Default.aspx>

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 required 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 in this.

Who will assess the student?

The student will be allowed to work with and supervised by a qualified Registered Nurse at 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 at 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)

Clinical Assessment Tool (Summative assessment) – The tasks enlisted in the Clinical Assessment Tool 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 Clinical Assessment Tool to be completed by the student, assessor from IHNA and work place supervisor. It is the student's responsibility to ensure all columns of the Clinical Assessment Tool are filled in and signed appropriately at clinical placement venue prior to submitting the tool to the Course Coordinator.

After the completion of clinical placement, the student should come back to IHNA on a day/days informed by the Course Coordinator. Any gaps in the Clinical Placement Tool will be identified and strategies discussed on these days.

Assessment submission and evaluation

Referencing

All major contentions to be supported by references and all sources consistently cited throughout the written task. Name, dates and page numbers (where appropriate) are referenced correctly. All references in the text appear on the reference page, and vice versa. The reference style adheres to the Harvard style. 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.

Presentation:

Hard copy submission

- 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.
- The completed assignments should be stapled in the top left hand corner together with signed **Assessment Outcome Cover Sheet (IHNA-Form-AOCS)** and deposited in the assessment drop box at IHNA. 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.

- After evaluation, the written paper will be given back to you to write your comments and acknowledge the result provided with your signature on the **Outcome Cover Sheet**. If you are not satisfied with the assessment process please contact the course coordinator for further proceedings.
- Once completed, this document will be kept at IHNA as part of the evidence of your underpinning knowledge and competency as it may also be required for the auditing process. Please feel free to make a copy for personal use

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 as follows:

- Downloading or copying any materials/ideas or part of it from an online source and submitting it as your own work with 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 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

Also, 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 plagiarism checker which checks the submitted assignments, compares among student assignments and compares with a small database from internet for plagiarism.

Extensions

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

Attendance

Any course hours missed will need to be managed appropriately prior to gaining successful completion of the course. 80% of attendance requires for the successful completion of the course. A record of attendance of theory and clinical placement will be maintained as part of the course.

Access and Equity Policy

IHNA's Access and Equity Policy is published in IHNA's website. It is the responsibility of all staff members to ensure the requirements of the Access and Equity Policy are met at all times. IHNA abides by current legislation in regards to equal opportunity.

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.

Martin: Oxford Mini Dictionary for Nurses 6th Ed 2011
Tollefson: Clinical Skills for Enrolled Division II Nurses 2nd Ed 2011
Nursing Pharmacology Made Incredibly Easy 3rd Ed 2012
Chabner: Medical Terminology: A Short Course 6th Ed 2011
Ross & Wilson: Anatomy & Physiology Pack: Textbook and Workbook

We recommend the students to 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 power points) will be provided to the students during the delivery of each unit of competency by the trainers/assessors.

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 satisfactory'. The assessments will be evaluated based on the marking guides provided to the assessors for each assessment item. The feedback on assessment will be given back to the students in two weeks' time after submission of the assessment. The student must complete all the assessment tasks as instructed by the assessor in line with the

specific instructions on how to complete the assessment tasks. To achieve satisfactory outcome for an assessment, the student should attempt and answer all questions in the assessment task. Assessment outcome for each task will be entered in the *Training Plan and Comprehensive Assessment Record*. If the students receive an outcome 'not 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. The trainer will develop a learning contract with the student with specific learning outcomes to be achieved over a period of time before providing another opportunity to attempt the assessment again. The assessor may advise the student to reenroll in the unit at their own cost if the repeat outcome is unsatisfactory after.

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 need to be done in case of unsatisfactory progress.

The student must achieve satisfactory outcome in all applicable assessments prior to the clinical placement. The assessor will identify the gaps and guide the student in how to address them to achieve satisfactory outcome when the student repeats the task.

If a student feels, they were incorrectly issued an outcome of *Not Satisfactory*, they have the right to raise an appeal and have the work re-assessed. Refer to the *Student Handbook* for the procedure you need to follow to raise an appeal. You will be assessed to be Competent or Not Yet Competent for your activities of each unit of competency after the successful completion of all theory assessments and the clinical placement.

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:

<http://www.ahpra.gov.au/>

<http://www.ahpra.gov.au/Registration/Graduate-Applications.aspx>

<http://www.ahpra.gov.au/Registration/Graduate-Applications/Graduate-Applications-Supporting-Documentation.aspx>

<http://www.nursingmidwiferyboard.gov.au/Registration-Standards.aspx>

<http://www.nursingmidwiferyboard.gov.au/News/2011-08-29-New-English-Language-Skills-Registration-Standard.aspx>

Applicable policies and procedures for the student's reference:

- Assessment Policy
- Academic Participation and Progress Policy.
- Complaints and Appeal Policy
- 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 Hand Book, Course Brochure and Training Plan and Comprehensive Assessment Record.

Student Declaration

I have read and understood all the instructions provided to complete the qualification in terms of assessments and course delivery. I will adhere to these instructions while undertaking the qualification.

Student signature:

Date: