



**North
Regional**

HLT54121 Diploma of Nursing

Course Information Booklet

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Introduction

The HLT54121 Diploma of Nursing course prepares the student to seek registration with the Nursing and Midwifery Board of Australia (NMBA), as an Enrolled Nurse, upon the successful completion. The duration of the course is 18 months and divided into three stages of study. Each stage of study is presented in a variety of delivery modes:

- Blended delivery Face-to-face learning (classroom) and live online classes for remote students, via video conference
- Simulated practical sessions (Pundulmurra Campus, South Hedland)
- Practical placements in a hospital or health care organisation/service

This qualification reflects the role of an Enrolled Nurse working under the supervision of a Registered Nurse and the scope of practice is guided by the NMBA Decision-Making Framework which outlines the codes, conduct and professional boundaries that provides guidance to the profession. This qualification covers the skill and knowledge required to provide nursing care for people across the health sector. A lifespan approach has been taken to ensure that skill and knowledge can be applied across the lifespan. The Diploma of Nursing course prepares the student to seek registration with NMBA, as an Enrolled Nurse, upon successful completion.

NRTAFE has carefully tailored the Diploma of Nursing to produce Enrolled Nurses that have well developed technical skills and theoretical knowledge to ensure they have the ability to analyse patient information to solve problems and issues in clinical situations. To do this NRTAFE have taken an integrated approach to learning focusing on application of all knowledge and skill to clinical situations to ensure deep learning.

Graduates from this course will be qualified to work across the health care industry in numerous health care settings. Examples are hospitals both acute and rehabilitation areas, aged care facilities, general practice clinics, community/domiciliary areas, residential care, respite centres, HACC services, etc.

This qualification can also provide up to one-year credit towards a Registered Nurse University qualification.

Please note that NRTAFE Diploma of Nursing does not accept international students.

NRTAFE categorises the course structure into Stages. Stage 1 is comprised of 14 weeks of delivery, Stage 2 is comprised of 15 weeks, and stage 3 is comprised of 17 weeks. The total weeks of delivery for Diploma of Nursing is **46 weeks**, excluding Stage 1 orientation week, study breaks and term breaks.

NRTAFE categorizes the students into Stages:

- 1st semester of study = Stage 1
- 2nd semester of study = Stage 2
- 3rd semester of study = Stage 3

The program is comprised of consolidated teaching (2 days of weekly tutorials), prescribed online activities and self-directed study, simulation weeks, and clinical work placement. Stage 1 has additional orientation week.

The total hour for the 18-month program has been calculated as follows:

- Consolidated Teaching (lectures and tutorials) Stages 1, 2, 3 totalling **290 hours**
- Prescribed Online Activities and Self-Directed Study, totalling **600 hours**
- Face to Face Simulation Weeks totalling **158 hours**, and

- Clinical Work Placement totalling **400 hours**

NRTAFE Diploma of Nursing total hours is **1 448 hours**.

The program for the Diploma of Nursing takes a highly integrated approach to learning. The students will undertake independent learning sessions using an interactive online platform. Consolidated Teaching Tutorials will take place per week integrating the theory with patient scenarios and clinical situations in a lecturer guided format. These tutorials will take place in an online interactive classroom allowing the local students to interact with the external students. The flow of sessions throughout the semester will be focused on scaffolding the student's learning. Building from week to week and session to session on their knowledge base integrating all the Units of Competence elements and performance criteria. Holistic delivery is essential to create such an integrated approach.

Course Outline

Core Units

CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCPRP003	Reflect on and improve own professional practice
HLTAAP002	Confirm physical health status
HLTAAP003	Analyse and respond to client health information
HLTENN035	Practise nursing within the Australian health care system
HLTENN036	Apply communication skills in nursing practice
HLTENN037	Perform clinical assessment and contribute to planning nursing care
HLTENN038	Implement, monitor, and evaluate nursing care
HLTENN039	Apply principles of wound management
HLTENN040	Administer and monitor medicines and intravenous therapy
HLTENN041	Apply legal and ethical parameters to nursing practice
HLTENN042	Implement and monitor care for a person with mental health conditions
HLTENN043	Implement and monitor care for a person with acute health conditions
HLTENN044	Implement and monitor care for a person with chronic health conditions
HLTENN045	Implement and monitor care of the older person
HLTENN047	Apply nursing practice in the primary health care setting
HLTENN068	Provide end of life care and a palliative approach in nursing practice
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS002	Follow safe work practices for direct client care

Elective Units

HLTAID011	Provide First Aid
BSBPPEF402	Develop personal work priorities
CHCPOL003	Research and apply evidence to practice
HLTENN057	Contribute to nursing care of a person with diabetes
HLTWHS006	Manage personal stressors in the work environment

Entry Requirement Information

North Regional TAFE requires candidates to have completed **Year 12** and/or have completed a minimum of **Certificate 3** course prior to undertaking this Diploma Course.

To gain entry into the Diploma of Nursing, **there are two very distinct requirements that need to be met**, firstly the Language, Literacy and Numeracy (LLN) entry requirements as outlined in Part 1 and secondly the Nursing and Midwifery Board of Australia (NMBA) requirements, outlined in Part 2.

The LLN entry requirements are based on the applicant having sufficient educational preparation to study at a Diploma level.

The NMBA requirements are based on the applicant having sufficient English language competence to practice in Australia as an Enrolled Nurse.

Both of these entry requirements must be met prior to gaining entry into the Diploma of Nursing program.

PART 1: Language, Literacy and Numeracy (LLN) Entry Requirements

All applicants must be able to demonstrate that they meet the minimum Language, Literacy and Numeracy (LLN) entry requirements, demonstrating achievement of an Australian Core Skills Framework Exit Level 3.

School Leaver

School leavers must show evidence of completion of WACE (Western Australian Certificate of Education) General or ATAR with a minimum of C grade or equivalent in both English and Mathematics.

Mature Age Applicants

Mature age applicants or non-school leavers must show evidence of completion of minimum Certificate 3 course (AQF 3).

All applicants must complete the LLN Robot.

The LLN Robot is an interactive on-line tool designed to identify and measure an individual's foundation skill level. Participants who undertake this assessment must have an **exit level three (3)** against the Australian Core Skills Framework. This means that in order to pass the LLN test, you need to get a **minimum score of three (3) in each of the five LLN Robot components**:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

An online testing day and time will be organised through North Regional TAFE for you to undertake this test. All applicants will be contacted regarding provision of a login and password for this test.

PART 2: NMBA English Language Competency

Applicants **must also** provide evidence that they have met the minimum English Language Competency set out by the Nursing and Midwifery Board of Australia (NMBA), prior to commencing in the Diploma of Nursing.

What do I need to do?

You need to have met one of the following criteria:

At admission to the program the applicant has **English as their primary language** and can demonstrate they have attended and satisfactorily completed **at least six years of primary and secondary education (at least two years must be between years 7 to 12)** taught and assessed in English in one of the **recognised English speaking countries** that meet the NMBA requirements.

These countries are: **New Zealand, The United States of America, The United Kingdom, Canada (excluding French Canadian territories), The Republic of Ireland and South Africa.**

OR

At the time of applying to study in the Diploma of Nursing the applicant who does not have English as their primary language must be able to demonstrate minimum scores in **one of the following English Language Tests:**

- i. **IELTS** International English Language Testing System (academic module) with a **minimum overall score of 7** and a **minimum score of 7** in each of the **four** components (listening, reading, writing, and speaking).
- ii. **OET** Occupational English Test with a **minimum score of B** in each of the **four** components (listening, reading, writing and speaking).
- iii. **PTE Academic** Pearson test of English academic with a **minimum overall score of 65** and a **minimum score of 65** in each of the four communicative skills (listening, reading, writing, and speaking).
- iv. **TOEFL iBT** Test of English as a Foreign Language Internet-Based Test with a **minimum total score of 94** and the following minimum score in each section of the test:
 - **24** for listening
 - **24** for reading
 - **27** for writing, and
 - **23** for speaking

In addition, the following English language tests are being accepted by National Boards for applicants for registration who need to use the test pathway to meet the *English language skills registration standard* requirements:

- OET paper or computer-based test (OET CBT) at a testing venue
- IELTS (Academic module) paper or computer test in a testing venue including **IELTS One Skill Retake (OSR)**
- TOEFL iBT test (computer at testing centre)
- PTE Academic (computer at testing centre)

Please note that the National Boards no longer accept remote proctored tests for registration purposes.

Please refer to below link for further details regarding NMBA English Language Competency <https://www.nursingmidwiferyboard.gov.au/Registration-Standards/English-language-skills.aspx>

Inherent Requirements for Nursing

Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit, while preserving the academic integrity of the college's learning, assessment and accreditation processes. The inherent requirements are the abilities, knowledge and skills needed to complete the course that must be met by all students. Students with a disability or chronic health condition may be able to have reasonable adjustments made to enable them to meet these requirements. NRTAFE is committed to making reasonable adjustments to teaching and learning, assessment, clinical practice and other activities to enable students to participate in their course. Reasonable adjustments must not fundamentally change the nature of the inherent requirement. Students are required to undertake activities which reflect the Australian health care context which may include mixed gender, religious and culturally diverse environments.

Successfully completing the course enables the students to apply for registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA) which is a partner board of the Australian Health Practitioners Registration Authority (AHPRA). To support potential and current students' decision making, a series of inherent requirement statements has been developed. These statements specify the course requirements of the Diploma of Nursing courses for student admission and progression.

The statements are clustered under eight domains consisting of:

- Ethical behaviour
- Behavioral stability
- Legal
- Communication
- Cognition
- Literacy and language
- Sensory abilities
- Strength and mobility and sustainable performance.

If applicants are intending to enrol in the NRTAFE Diploma of Nursing course, they should look at these inherent requirement statements and think about whether they may experience challenges in meeting these requirements.

If applicants think they may experience challenges for any reason including a disability or chronic health condition, they should discuss their concerns with the Head of Programs or the Principal Lecturer. These staff can work collaboratively with the applicants to determine reasonable adjustments to assist them to meet the inherent requirements. In the case where it is determined that inherent requirements cannot be met with reasonable adjustments, the Head of Programs or one of the nursing lecturers can provide guidance regarding other study options.

The inherent requirements should be read in conjunction with other course information and NMBA publications such as Guidelines for Mandatory Notifications, Professional Boundaries for Nurses and National Competency Standards for the Enrolled nurse

Ethical Behavior

Nursing is a profession governed by competency standards, Codes of ethics, Professional conduct, Professional boundaries, where nurses are both accountable and responsible for ensuring professional behaviour in all contexts. Compliance with the standards, codes, guidelines and policies facilitates safe, competent interactions and relationships for students and/or the people with whom they engage. This supports the physical, psychological, emotional and spiritual wellbeing of all. Adjustments must ensure the standards, codes, guidelines and policies are not compromised or result in unethical behaviour. Therefore, nursing students must demonstrate knowledge of, and engages in ethical behaviour in practice. They are expected to demonstrate appropriate behaviour with confidential information in classroom and clinical settings and demonstrate ability to reflect on ethical dilemmas and issues while taking responsibility for ensuring awareness of ethical behaviour.

Any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.

Behavioral Stability

Behavioural stability is required to function and adapt effectively and sensitively in this role. Behavioural stability is required to work individually and in teams in changing and unpredictable environments. Nursing students will be exposed to emergency situations and human suffering and will be required to have behavioural stability to manage these events. Therefore, nursing students must demonstrate behavioural stability to work constructively in a diverse and changing academic and clinical environment. They are expected to be receptive and responding appropriately to constructive feedback and cope with their own emotions and behaviour effectively when dealing with individuals in the clinical setting. Adjustments must support stable, effective and professional behaviour in both academic and clinical settings. Any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.

Legal

Nursing practice is mandated by legislation to enable the safe delivery of care. Knowledge, understanding, and compliance with legislative and regulatory requirements are necessary pre-requisites to clinical placements in order to reduce the risk of harm to self and others. Compliance with these professional regulations and the Australian Law ensures that students are both responsible and accountable for their practice. Therefore, nursing students must demonstrate knowledge and compliance with Australian Law, professional regulations and scope of practice. They are expected to comply with the requirement for student registration with the Australian Health Practitioner Regulatory Agency (AHPRA) and comply with relevant child protection and safety legislation. Adjustments must be consistent with legislative and regulatory requirements. Any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.

Communication

- **Verbal communication.** Effective verbal communication, in English, is an essential requirement to provide safe delivery of care. Communicating must displays respect and empathy to others and develops trusting relationships. In nursing, communication may be restricted to verbal because of physical limitations of the individual (e.g. injury, disease or congenital conditions). Moreover, speed and interactivity of communication

may be critical for individual safety or treatment. Furthermore, timely, accurate and effective delivery of instructions is critical to individual safety, treatment and management. Therefore, nursing students must demonstrate sensitivity to individual and/or cultural differences, understand and respond to verbal communication accurately, appropriately and in a timely manner, provide clear instructions in the context of the situation, provide timely clear feedback and reporting. They are expected to participate in tutorial, simulation and clinical discussions and respond appropriately to a care request in the clinical environment. Any assessment adjustments must address effectiveness, timeliness, clarity and accuracy issues to ensure safety and appropriate care. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.

- **Non-verbal communication.** Effective non-verbal communication is fundamental to nursing and needs to be respectful, clear, attentive, empathetic and non-judgmental. The ability to observe and understand non-verbal cues assists with building rapport with people and gaining their trust and respect in academic and professional relationships. Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes trust in academic and professional relationships. Being sensitive to individual and/or cultural differences and displays respect and empathy to others and develops trusting relationships. The ability to observe and understand non-verbal cues is essential for the safe and effective observation of patient symptoms and reactions to facilitate the assessment and treatment of patients. Therefore, nursing students must demonstrate the capacity to recognise interpret and respond appropriately to behavioural cues, have consistent and appropriate awareness of own behaviours and apply sensitivity to individual and/or cultural differences. They are expected to recognize and respond appropriately in classroom situations and recognise and respond appropriately to cues in the clinical environment. Any assessment adjustments must enable the recognition, initiation of or appropriate response to effective non-verbal communication in a timely and appropriate manner. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.
- **Written Communication.** Effective written communication, in English, is a fundamental nursing responsibility with professional and legal ramifications. Construction of written text-based assessment tasks to reflect the required academic standards are necessary to convey knowledge and understanding of relevant subject matter for professional practice. Accurate written communication, including record-keeping and patient notes, is vital to provide consistent and safe patient care. Therefore, nursing students must demonstrate the capacity to construct coherent written communication appropriate to the circumstances. They are expected to construct an essay to academic standards and construct a nursing report in a timely manner that meets professional standards. Any assessment adjustments must meet necessary standards of clarity, accuracy and accessibility to ensure effective recording and transmission of information in both academic and clinical settings. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.

Cognition

The nursing program requires knowledge of theory and the skills of cognition, literacy and numeracy. Safe and effective delivery of nursing care is based on comprehensive knowledge that must be sourced, understood and applied appropriately. Therefore, nursing students must have consistent knowledge and effective cognitive skills must be demonstrated to provide safe and competent nursing care. They are expected to have the capacity to locate appropriate and relevant information, process information relevant to practice, integrate and implement knowledge in practice. They are also expected to conceptualise and use appropriate knowledge in response to academic assessment items and apply knowledge of policy and procedures in the clinical setting. Any assessment adjustments must ensure that a clear demonstration of knowledge and cognitive skills is not compromised or impeded. Also, any assessment adjustments specific

to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.

Literacy and Language

Competent literacy skills are essential to provide safe and effective delivery of care. The ability to acquire information and to accurately convey messages is fundamental to ensure safe and effective assessment, treatment and delivery of care. The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for the safe and effective delivery of nursing care. Therefore, nursing students must demonstrate the ability to acquire information and accurately convey appropriate, effective messages, read and comprehend a range of literature and information and understand and implement academic conventions to construct written text in a scholarly manner. They are expected to perform accurate drug calculations and accurately record information on nursing documents. Adjustments must demonstrate a capacity to effectively acquire, comprehend, apply and communicate accurate information. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.

Sensor Ability

- **Visual.** Adequate visual acuity is required to provide safe and effective nursing care. Sufficient visual acuity is necessary to demonstrate the required range of skills, tasks and assessments to maintain consistent, accurate and safe care. Visual observations, examination and assessment are fundamental to safe and effective nursing practice. Therefore, nursing students must demonstrate sufficient visual acuity to perform the required range of skills. They are expected to accurately draw up medication to administer and observing and detect subtle changes during patient assessments. Adjustments must address the need to perform the full range of tasks involved in clinical practice. Any strategies to address the effects of the vision impairment must be effective, consistent and not compromise treatment or safety. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.
- **Auditory.** Auditory ability is required to provide safe and effective nursing care. Sufficient auditory ability is necessary to monitor, assess and manage an individual's health needs consistently and accurately. Auditory assessments and observations are fundamental to safe and effective nursing practice. Therefore, nursing students must demonstrate sufficient aural function to undertake the required range of skills. They are expected to perform accurate auscultation during patient assessment and detect care request via verbal instructions, activation of call bell, or calls for help. Adjustments must address the need to perform the full range of tasks involved in clinical practice. Any strategies to address the effects of the hearing loss must be effective, consistent and not compromise treatment or safety. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.
- **Tactile.** Sufficient tactile ability is required to perform competent and safe nursing care. Sufficient tactile ability is necessary to monitor, assess and detect patients' physical characteristics and act on any abnormalities detected to provide thorough nursing care. Tactile assessments and observations are fundamental to safe and effective nursing practice. Nursing students must demonstrate adequate tactile function sufficient to undertake the required range of skills and assessments. They must detect any changes during palpation when performing patient assessment and conduct a physical assessment and detecting any anatomical abnormalities. Adjustments must have the capacity to make effective assessments of physical characteristics and abnormalities within safe timeframes. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.

Strength and Mobility

- **Gross Motor.** Nursing involves physical demands and requires gross motor function. Sufficient gross motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve gross motor skills include lifting, carrying, pushing, pulling, standing, twisting and bending. Therefore, nursing student must demonstrate the ability to perform gross motor skills to function within scope of practice. Also, they must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to self and others. They are expected to maintain balance while performing manual handling, and to safely retrieve and utilise equipment and consumables. Adjustments should facilitate functional effectiveness, safety of self and others and a capacity to provide appropriate care. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.
- **Fine Motor.** Nursing is a profession that requires manual dexterity and fine motor skills. Sufficient fine motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve fine motor skills include being able to grasp, press, push, turn, squeeze and manipulate various objects and individuals. Therefore, nursing students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to self and others. They are expected to use fine motor skills to provide safe effective care. Adjustments should facilitate functional effectiveness, safety to self and others and a capacity to provide appropriate care. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.
- **Sustainable Performance.** Nursing practice requires both physical and mental performance at a consistent and sustained level. Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care. Therefore, nursing students must demonstrate consistent and sustained level of physical energy to complete a specific task in a timely manner and over time, have sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care, perform repetitive activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately, and maintain consistency and quality of performance throughout the designated period of time. They are also expected to participate in tutorials, simulation weeks, and work placement. Also, they need to provide consistent care over a time frame. Adjustments must ensure that performance is consistent and sustained over a given period. Also, any assessment adjustments specific to the individuals can be discussed with the Head of Programs and/or AccessAbility Coordinator in collaboration with the Principal Lecturer.

Fee Information

Fees are payable per semester at the start of each semester.

If you require financial assistance with your fees, you may be eligible to apply for the **VET Student Loans Program**. Please go to <https://www.education.gov.au/vet-student-loans> for further information.

If you are not eligible for the VET Students Loans Program but would like to enter into a payment plan, please request this option with staff at the time of enrolment so the necessary documentation for this may also be completed

If you have a specific enquiry in regards to the Diploma of Nursing Program please email details of your enquiry to TCPundulmurra@nrtafe.wa.edu.au

Enrolment

Detailed information regarding the terms and conditions that govern enrolment with North Regional TAFE can be found on our [website](#).

Students are required to adhere to the North Regional TAFE Student Code of Conduct as outlined in the Student Handbook.

Please note that students are required to be enrolled prior to commencement of the course.

Mature-age students and people from all cultures and background are encouraged to apply, subject to meeting entry requirements.

Credit Transfer

Where a learner provides suitable evidence of successful completion of a unit of competency at any registered training organisation (RTO) or other authorised issuing organisation AND that RTO is listed at NMBA Approved Programs of Study for Enrolled Nurse, NR TAFE will provide credit for that unit. Application for credit transfer will be managed by the Head of Programs for Nursing.

NMBA Approved Programs of Study can be found in this link:

<https://www.ahpra.gov.au/Accreditation/Approved-Programs-of-Study.aspx?ref=Nurse&Type=General&div=Enrolled%20Nurse%20%28Division%20%29>

Recognition of Prior Learning

NRTAFE Diploma of Nursing does not offer RPL to any of the units specific to EN practice (units indicated with ENN code). The reason for this is that the candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks, and manage contingencies in the context of the job role. There must be evidence that the candidate has:

Undertaken nursing work in accordance with Nursing and Midwifery Board of Australia professional practice standards, codes, and guidelines.

This statement that is in the training package excludes any RPL from any other qualification or work experience as the candidate would not have been assessed against the Enrolled Nurse Standards for Practice.

Applicants are advised to contact the Head of Programs for Nursing to discuss the RPL process.

Student Orientation

All successful applicants to the Diploma of Nursing are encouraged to attend the Stage 1 Orientation Week either face to face (Classroom 4 HCS Building Pundulmurra Campus) or online via BlackBoard.

Delivery Schedules

Delivery schedules are available in Blackboard prior to commencement of the semester. These may be subject to change prior to the course starting and or during your course.

Attendance

Attendance during tutorials is not mandatory but highly recommended. All theory content and assessments are available on Blackboard.

However, it is mandatory for all students to attend the **two (2) Simulation Weeks each semester**. The simulation weeks (sim weeks) are held at the state-of-the-art Nursing Simulation Ward at Pundulmurra Campus, South Hedland. The sim weeks will integrate the theory component with the application of clinical skills in a simulated clinical environment.

It is also mandatory for all students to complete **400 hours of unpaid clinical placement**.

Assessment Progression

Staff in NRTAFE's Nursing program want to give students maximum opportunities to demonstrate competency while still ensuring that assessments are valid and reliable and maintaining the rigor and quality of the course and Standards.

For a student to be deemed competent in a unit, students must demonstrate all the knowledge and all of the skills in that unit. Students will be permitted to have two attempts to demonstrate satisfactory performance against a unit of competency. The following guidelines will enable a consistent and fair approach across the Nursing Program.

Assessments not submitted or attended on the due date will be deemed as the 1st attempt unless students: Provide a medical certificate that covers the due date as soon as possible, but no later than 7 days of the students return to the college.

Have requested an extension and received approval from the unit lecturer. Extensions must be requested in writing, no later than 3 Calendar days prior to the due date.

Where a student has started but not submitted the assessment (on Blackboard), lecturers are not able to "force submit" the assessment, the student must submit the assessment by the due date.

Where a student has submitted an incomplete assessment students will only receive feedback on the questions or parts of the assessment that were addressed.

In the case of a re-assessment opportunity, to enable students to have the best chances of success, they will be given specific feedback from lecturers on how to address gaps. Lecturers will also give students a due date for their second attempt. Should students not meet the due date or not achieve a satisfactory result on the second attempt, they will need to re-enrol (R) in the unit unless there are only **minor gaps in the second attempt.

A minor gap** is determined by the unit lecturer, where a minor assessment component is missing and may be re-assessed using minimal re-assessment techniques.

It is a requirement that students have completed all required theory assessments prior to attending simulation weeks. It is also a requirement that students have completed all simulation assessments prior to attending clinical placement. To progress to the next stage, it is a requirement that students have completed all workplace assessments, simulation assessments and theory assessments. Assessments not submitted before the deadline will need to re-enrol in the required unit/s of competence for the next intake.

Reasonable Adjustment

Reasonable adjustment is a term used in vocational education and training to refer to any modification made to the learning environment, training delivery or assessment method to assist learners with disability to engage in education and training on the same basis as those without disability. This includes:

- ensuring that course activities are sufficiently flexible.
- providing additional support where necessary; and
- offering a reasonable substitute within the context of the course where a learner cannot participate.

Reasonable adjustment is not designed to give a learner with disability an advantage over other learners, to change course standards or outcome, or to guarantee success.

Disclosure of disability is the learner's choice and is not a requirement for participation in a course or program. All information will be treated confidentially.

Foundation Skills imbedded in the Diploma of Nursing

Foundation skills are one component of a unit of competency and, according to the 2012 Standards for Training Packages:

'Foundation skills:

describe those language, literacy, numeracy, and employability skills that are essential to performance must be explicit and recognisable within the Training Package. Where foundation skills essential to performance are not explicit in the performance criteria they need to be listed, along with a brief context statement.'

Foundation skills' is the term that Australian Government agencies have started to use to cover the Australian Core Skills Framework's (ACSF) five core skills, plus employability skills as described in the Core Skills for Work framework.

Australian Core Skills Framework

The ACSF is a national framework that provides a consistent, national approach to identifying the language, literacy, and numeracy (LLN) skills required for work, for education and training, and for personal and community interaction. It provides a common language to be able to talk about LLN performance levels of individuals and about the LLN requirements of jobs and of training programs.

The framework covers 5 core skills, at 5 levels. The skills are:

- learning
- reading
- writing
- oral communication, and
- numeracy

Employability skills are not split into levels and include:

- Planning and organising
- Initiative and enterprise

- Problem solving
- Self-management
- Teamwork
- Technology

Foundation Skills in Units of Competency

All job tasks, and all units of competency include foundation skills – almost everything we do at work has something to do with learning, reading, writing, oral communication, and numeracy. It might be having a conversation with a client or a colleague, completing an observation record, working to a schedule, or reading workplace health and safety information. Almost everything is underpinned by foundation skills.

There are particular foundation skills that apply to particular job tasks, and these should always be addressed as part of a vocational training program. Trainers or employers should not assume that learners have those skills, because even if a learner has good reading skills, they may need support to develop the skills to be able to read certain documents, or support to complete a specific report.

Community Services and Health Industry Skills Council Page 7 of 101 CHC and HLT Foundation Skills Guide - Release 2.0

Requirement for the Satisfactory Completion of the Programme

Assessment for the course follows a competency-based training (CBT) format and is designed to ensure the learner demonstrates competency in all of the stated learning outcomes (including employability skills).

Depending on their demonstrated performance throughout their course, the students will be awarded with any of the following results:

Result Type	Outcome
Competent (CO)	Successful – Where student has meaningful participation recorded (engagements) in SMS and lecturer deems student Competent (CO result).
Not Yet Competent (R)	Unsuccessful – Where student has meaningful participation recorded (engagements) in SMS and lecturer deems student Not Yet Competent (R result). The student must have attempted all assessments.
Grade Not Submitted - (GNS)	Grade not applied by academic staff. Used for non-assessable units. Automatically applied when resulting due date has passed.
Withdrawn – claimable (WO)	Grade not applied by academic staff. Where student either formally requests to be withdrawn OR the College determines the student is to be withdrawn (e.g. study end date is passed) AND meaningful participation IS recorded (engagements) in SMS, this will become claimable. <u>IMPORTANT MINIMUM 1 X ENGAGEMENTS MUST EXIST</u> > 1 x meaningful participation recorded – Scheduled Delivery or > 1 or more meaningful participations recorded – Unscheduled Delivery
Withdrawn – not claimable (WN)	Grade not applied by academic staff. Where student either formally requests to be withdrawn OR the College determines the student is to be withdrawn (e.g. study end date is passed) AND meaningful participation IS NOT recorded (engagements) in SMS, this will not be claimable <u>IMPORTANT NO ENGAGEMENTS SHOULD EXIST</u>
Advanced Standing – (Granted) or (Not Granted)	Used for RPL and Credit Transfer. Grade not applied by academic staff. Entered by Quality. Granted – successful Not Granted - unsuccessful

If you receive an **R** for any unit, you must re-enrol in that unit. Students are advised that progression into the following semester is dependent on the successful completion of pre-requisites and a successful clinical placement.

If you are unsuccessful in any unit twice, you may be required to have an appointment with the lecturing staff to discuss your delayed progression throughout the course. You may be advised that the 3rd enrolment in a unit of competence will be your final attempt to achieve competency.

Students are responsible for ensuring that they complete all necessary units of competency to graduate.

Change of Personal Details

It is essential, and your responsibility, to keep your personal details up to date. This can be done online via the Student Portal tab on the webpage. Failure to change these details may result in students not being sent important notices or results.

Computer Lab

The computer lab is located in Student Learning Hub in Pundulmurra Campus. Students can use this room during the term, between the hours of: Monday – Friday: 8.30 am – 4.30 pm

Services you may access include:

- Use computers to complete assessments, access the Internet or online databases & email
- A printer (students to supply their own paper)

Textbooks

A booklist of **essential textbooks** (these must be purchased) will be uploaded to Blackboard prior to the commencement of the semester and a copy will be distributed during the online orientation session.

The booklist will also include recommended text. However please note that these recommended texts only need to be purchased if you choose to.

A limited selection of textbooks is available to be borrowed from the Pundulmurra Campus. Please contact one of the nursing lecturers to organize borrowing.

Nursing Equipment

Students are required to have a **nursing fob watch with a second hand**. A wristwatch with a second hand cannot be worn on the wrist whilst in simulation or workplace.

A nursing kit includes:

- a stethoscope & manual sphygmomanometer
- penlight torch
- pair of scissors
- FOB watch with a second hand

We recommend that this be ordered online, two websites that offer great prices are:

<http://www.nursestuff.com.au/> or <https://www.enurse.com.au/>

Nursing Simulation Ward (Simulation Hospital)

This nursing practicum room allows for the teaching of skills and is an area where students can practise a wide variety of skills. This area is to be treated as a real health care environment, with workplace health and safety standards to be maintained. All students undertaking sessions within the room must wear the appropriate nursing uniform. This is to include closed shoes, minimal jewellery, and long hair is to be tied back.

Uniforms

Students are required to be in full nursing uniform for all practical classes conducted in the Nursing Practicum Room on campus and for all clinical placements.

Students who attend placement or a clinical session out of uniform will be asked to leave.

Students are responsible for the purchase and maintenance of their own uniforms. If during the course of your studies, you no longer fit into your uniform you will be required to purchase another uniform.

Uniform orders will be placed at the beginning of each semester, during the first few weeks. You will be supplied information on how to order these during your Orientation Week.

It is a good idea to have at least 2 sets of uniforms so you can launder them daily. Please note that it takes a few weeks for uniforms to be despatched, so students are encouraged to order their scrubs as soon as is practicable.

E-Learning

You will be issued with a student number upon enrolment. You will need this number to access various e-learning data bases available to you as a North Regional Tafe student. For further instruction on how to access please go to the NRTAFE Webpage and follow to Current Students links:

<https://www.northregionaltafe.wa.edu.au/current-students/student-resources>

Student Portal

Student Portal is a central location for information and links to help you complete your training at North Regional TAFE. Go to the NRTAFE website and click on Current Students, then the Student link and it will direct you to Student Portal.

Blackboard

Blackboard is NRTAFE's online learning platform. You will receive instruction on how to access this during your orientation sessions.

PebblePad and PebblePocket

PebblePad and PebblePocket are NRTAFE's online learning platform for clinical placement. You will receive instruction on how to access this during your orientation sessions.

Microsoft® Office 365 for Students

As a North Regional TAFE student you have access to Microsoft® Office 365. This gives you access to a variety of Microsoft® Office products, such as Word®, Excel® and Outlook®. For further information on how to access this, please follow the instructions on the student portal tab.

Online E-Learning Resources

There are numerous online learning resources, further information can be found on the Introduction page on Blackboard.

It is advisable to write down your passwords and keep them in a safe place.

Student Support Services

All students will be invited to complete a Student Support Questionnaire and NR TAFE will provide access to Student support services to meet identified learning support needs. More information can be found on the NR TAFE [website](#) or within the [Student Handbook](#), or by contacting info@nrtafe.wa.edu.au

Nursing and Midwifery Board of Australia (NMBA) & Australian Health Practitioner Regulation Authority (AHPRA)

AHPRA is the organisation responsible for the implementation of the National Registration and Accreditation Scheme across Australia. AHPRA's operations are governed by the *Health Practitioner Regulation National Law Act 2009*, which came into effect on 1 July 2010. This law means that for the first time in Australia, 10 health professions are regulated by nationally consistent legislation.

AHPRA supports the 10 National Health Practitioner Boards that are responsible for regulating the 10 health professions (psychology, podiatry, physiotherapy, pharmacy, osteopathy, nursing & midwifery, chiropractic, dental, medical and optometry). The primary role of the Boards is to protect the public by setting standards and policies that all registered health practitioners must abide by.

The functions of the NMBA include:

- registering nursing and midwifery practitioners and students,
- developing standards, codes and guidelines for the nursing and midwifery profession,
- handling notifications, complaints, investigations and disciplinary hearings,
- assessing overseas trained practitioners who wish to practice in Australia, and
- approving accreditation standards and accredited courses of study. The NMBA will set policy and professional standards, make individual notification and registration decisions affecting individual nurses and midwives.

Further information can be found on the NMBA website:

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

Student Registration

Australia's national registration and accreditation scheme began on 1 July 2010. The scheme is governed by nationally consistent legislation, the Health Practitioner Regulation National Law Act 2009 (the national law) as in force in each State and Territory. The role of the National Boards under the national law is to protect the public.

Under the national law, the National Boards (including NMBA) have the power to register students from 2011.

AHPRA works directly with education providers to register students. It seeks lists of enrolled students from education providers. Updates are requested from Universities and TAFEs after the academic census date (March and August) and from other Registered Training Organisations (RTOs) before the start of their courses.

Individual students do not need to do anything to register with the NMBA. Under the national law, information about students will be entered on the Student Register. This is not published online and is not publicly available.

NMBA and AHPRA have no role to play in the academic progress or conduct of students (other than offences punishable by 12 months imprisonment or more, or, where they have a conviction of, or are the subject of, a finding of guilt for an offence punishable by imprisonment). Under the national law, matters relating to academic progress or conduct are for education providers to address.

Each NMBA's role is focused on registering students and dealing with notifications about students:

- Whose health is impaired to such a degree that there may be substantial risk of harm to the public, or
- Who have been found guilty of an offence punishable by 12 months imprisonment or more, or
- Who have a conviction of, or are the subject of, a finding of guilt for an offence punishable by imprisonment, or
- Who have contravened an existing condition or undertaking
- The above notifications may be received by AHPRA from either:
 - An education provider who is required under the national law to report students whose health is impaired to such a degree that there may be substantial risk of harm to the public, or
 - A person or organisation who voluntarily reports the student for a health impairment or criminal matter and/or a contravention of an existing condition or undertaking.
- There are no registration fees for students.

Registration Process

The core role of the NMBA is to protect the public. One of the ways they do this is by making sure that only those practitioners who have the skills and qualifications to provide safe care to the Australian community are registered to practise their profession.

The NMBA considers every application for registration carefully and assess it against the registration standards set by the Board. The time it takes to process applications for registration varies according to the type of registration requested and the complexity of the application.

Further information on this standard can be found the NMBA website: <http://www.ahpra.gov.au/Registration/Registration-Process.aspx>

English Language Skills Registration Standard

Upon application for registration with NMBA all nursing applicants must be able to demonstrate English language skills at IELTS academic level 7 or equivalent, and the NMBA may require this in a number of ways. NB: This is a requirement.

An internationally qualified applicant or an applicant who did not undertake and complete their secondary education to the requisite level required for entry into a nursing or midwifery program, taught and assessed in English must demonstrate that they have the necessary English language skills for registration purposes by achieving the required minimum score in each component of the IELTS academic module, OET or specified alternatives. Test results will generally need to be obtained within two years prior to applying for registration.

Further information on this standard can be found NMBA website: <http://www.nursingmidwiferyboard.gov.au/Registration-Standards.aspx>

Students are encouraged to regularly visit the NMBA website for additional information on many other standards, including the following:

- Criminal History
- Professional Indemnity Insurance
- Continuing Professional Development (CPD)
- Currency of Practice

Clinical Placement

The students at the end of their 10-week theory and 2-week simulation component of the program are required to attend compulsory Clinical Work Placement.

Clinical Placement Breakdown:

- Stage one students undertake 80 hours (aged care)
- Stage two students undertake 120 hours (40 hours primary health care and 80 hours surgical)
- Stage three students undertake 200 hours (80 hours mental health and 120 hours medical)

Clinical placement is included within this course to ensure that students are competent in a variety of relevant nursing skills and to gain an understanding of the culture and practices of the workplace.

Students will undertake numerous clinical placements during the Diploma of Nursing, usually at the end of each of the three semesters. Placements are between 2-3 weeks full time. Part-time placements are not available. All Clinical placements are a mandatory component of the Diploma of Nursing. Students are required to complete **a minimum of 400 unpaid hours** prior to graduating and to be eligible to register with the NMBA.

Students may be allocated to any health care agency within Western Australia. Travel will be required and students are responsible for any costs associated with getting to and from their clinical placement, including the cost of accommodation, this can be for periods of in excess of two-three weeks. Nursing is a profession that occurs 24 hours a day and across 365 days per year. It is desirable that students work morning & afternoon shifts, however in this ever-competing world of clinical placements, students should expect that they may at some stage in their EN training, be allocated clinical placements that occur beyond the semester end dates and be a mixture of AM, PM and Night shifts rosters.

Health Status and Immunisation

In preparation for your clinical placement, it is strongly recommended that you:

- Endeavour to maintain your personal health status at a high level.
- Inform your lecturers of any physical illness, mental illness or disability that may impact on your ability to undertake or complete your clinical placements.
- All WA Public Hospitals require that you have evidence of full vaccination / immune status against a range of infectious diseases. You will be required to make an appointment with your GP and review your current immunisation status. You will need to provide evidence of vaccination and / or immunity to the following (as detailed on pages 7 – 10 of the *Health information booklet*):
 - Hepatitis B
 - Measles
 - Mumps
 - Rubella
 - Varicella
 - Diphtheria
 - Tetanus
 - Pertussis
 - Covid-19

- Tuberculous
- Influenza
- Western Australian Health now **mandates** that students placed within their facilities are to be fully vaccinated against Hepatitis B. Proof of vaccination is required. As Hepatitis B vaccinations take some months to be administered, it is essential for students to start vaccination as soon as possible.
- Please be aware that COVID-19 vaccination may be an employment requirement for some healthcare providers. NR TAFE students undertaking work placements or who are required to attend a healthcare or community setting as part of their studies are advised to check directly with the healthcare provider regarding their policy settings around vaccination and proof of vaccination requirements.
- You will be required to provide a MRSA Clearance form (refer to pages 9 & 10 of the *Health information booklet*)
- You will be required to provide the following screening documents prior to undertaking clinical placements:
 - Working With Children Check (WWC)
 - National Police Certificate - through WA Police website only (\$57.60)
 - NDIS Worker Screening Check via NRTAFE (**only for successful applicants**):
 - Employer Id: **4-IW47CVV**
 - Employer name: **North Regional TAFE**
- WA Health Department Criminal History Record Check (no cost if applied for post Police Certificate) Full details will be given to you in the Orientation Week.
- Prior to being allocated a clinical placement you are required to meet the following criteria:
 - Demonstration of appropriate communication and interpersonal skills
 - Ability to interact in a non-judgemental way
 - Ability to display empathy and cultural sensitivity, and
 - Demonstration of infection control and WHS principles

The above-mentioned criteria are monitored throughout classroom, assessment, and simulation week participation.

Paid hours worked in a health care facility do not count towards your clinical placement hours.

You must only practice the nursing skills that have been taught in this nursing program, regardless of any previous learning elsewhere.

Failure to work within your scope of practice will result in being placed on a learning contract and may mean dismissal from placement.

Clinical Placement Allocations

Where possible, you will be allocated a clinical placement close to your place of residence. However, the Head of Programs for Nursing is ultimately responsible for ensuring that the facility is able to meet the clinical requirements of the placement. This may mean that you will have to travel to an appropriate facility.

Some clinical placements will be located in Perth or in other regional areas, and you should be aware that you will be required **to arrange your own travel and accommodation** for these places. Some country placements offer accommodation for students, and you will need to confirm these arrangements and cover the associated costs yourself.

If you already work in the health care industry, NR TAFE may try to allocate your clinical placement at the facility in which you work. However, please note that this may not always be possible.

Occasionally due to reasons beyond NR TAFE control, a preferred facility may cancel your clinical placement. NRTAFE will make every effort to organise another clinical placement for you. Unfortunately, this may occur outside the allocated placement dates outlined in the study plan.

Current Clinical Facilities being utilised:

- **Aged Care**
- Karlarra House, South Hedland
- Yaandina, Roebourne
- Other aged care facilities as organised
- **Acute Care (Surgical and Medical)**
- WA Country Health Service
- East Metropolitan Health Service
- North Metropolitan Health Service
- Ramsay Health Care
- Other acute care facilities as organised
- **Primary Health Care**
- WA Country Health Service
- Yaandina (Roebourne and Turner River)
- Nintirri Centre, Newman
- GP Clinics
- Other primary health care facilities as organised
- **Mental Health – (Perth placement only)**
- North Metropolitan Health Service Mental Health
- Other mental health facilities as organised

General Information relating to clinical placement:

- Updated and relevant clinical placement details will be discussed and revised at each Simulation Week.
- You are responsible for arranging all your own accommodation and transport including associated costs. Allocations will be forwarded to the students prior to the placement
- Rosters will be provided to the students prior to or during the first day of placement
- NRTAFE will provide all students with a contact supervisor for their allocated placement.
- All facilities should conduct an orientation program on day 1 and allocate each student a preceptor
- Only Registered Nurses may sign your Work Placement Record. The successful completion of your placement will be determined by your clinical supervisor & the clinical placement co-ordinator
- If you are unable to attend a scheduled shift you must do both of the following:
 - Contact the facility (ward) where you are currently on placement and
 - Notify your clinical supervisor.
- After hours placement issues: If you have any afterhours problems, you are to contact your clinical supervisor on the mobile phone
- Accommodation: you are responsible for the organisation and payment of accommodation. Most country centres have limited accommodation for a nominal fee or at no cost.
- Meals: you are responsible for the cost of your own meals.
- Travel: you are responsible for your own travel arrangements.
- Rosters: you may be required to work, morning, afternoon, and night shifts, including weekends and school holiday periods. The host facility has the right to alter your shifts according to their staffing levels.

Insurance

NRTAFE holds an insurance policy with the WA Treasury Managed Fund (RiskCover) which provides personal accident, public liability, and medical treatment liability insurance cover for clinical practice programs.

If a student is involved in any clinical incident whilst on clinical placement, you are to fill in the relevant facilities incident forms, and ensure you keep a copy for yourself and a copy for NRTAFE.

Clinical Placement Book

All clinical placement books contain relevant clinical skill competencies that are required to be completed during your work placement. Further information can be located in the placement book. PebblePad and PebblePocket are the Learning Management Systems (LMS) for the clinical placement books.

Why Study?

There are many reasons why people study. Undertaking a course can be the start of a new direction in life. It may be to obtain a qualification for a new career or for personal improvement.

Studying and writing assessments are two major concerns for many students, especially if they have not studied for a long time. These concerns can be overcome by following the suggestions throughout this booklet.

Study programs are about learning. Learning is a continuous process. It involves making sense of what you are studying, incorporating new information with what you already know, and then acting on your new understanding. Study programs can be demanding. Having a clear idea of what you want to get from your course of study will help you stay on track when you are feeling pressured.

General Study Skills

There are some basic skills that all students need. These include:

- A study environment that suits your learning style and preferences
- Knowing your learning style
- Effective time management skills
- Taking clear, meaningful notes from lectures and know how to study from them.
- Developing effective reading and summarising skills.
- Developing methods for memorising and recalling material
- Developing organisational patterns and thinking skills to help with visualising and encoding materials
- Preparing effectively for and sitting exams
- Understanding the techniques for effective assessment writing
- **Study Environment**

What sort of study environment do you prefer?

- ☐ A quiet environment with no interruptions
- ☐ An environment with the radio or TV providing background sound
- ☐ An environment with lots of people around
- ☐ An environment that incorporates nature

Check the suggestions below for those that may fit your preferred study environment.

Study environment suggestions:

1. If you prefer a quiet study environment then choose places such as the library, or a room of your own.
2. Invest in some earplugs which can turn a noisy atmosphere into a quieter learning place.
3. If you want a lot of people around then study in discussion areas of the library or form study groups.
4. Working with a study buddy can help you clarify things you do not understand and can reduce the workload if you share the tasks.
5. If you like studying with music, then use your iPod or mp3.
6. Baroque music is said to put the brain into alpha wave state which increases learning capacity. Music that demands your attention, however, may be distracting.
7. If you study best outside, use parks or the seaside to listen to lecture tapes or read books. The fresh air may boost your energy!

Write down the place where you think you will be able to study successfully.

My preferred study environment is:

Peak Performance

Knowing when you are at your peak concentration is a good way to schedule or complete difficult and demanding tasks.

When are you at your best?

Best time for study

Are you at your best early in the morning, or are you more of a night owl?

Tick ☐ the boxes below that best describe when you have greatest concentration:

- ☐ Very early in the morning
- ☐ In the morning
- ☐ In the afternoon
- ☐ In the evening
- ☐ Late at night
- ☐ Tends to vary.

Tick ☐ the boxes below that best describe when you are the most creative or get inspiration:

Peak performance for successful study is when your concentration is high and you are feeling most

creative and inspired

My best performance time for study is:

Check the suggestions below to see which mode works best for you:

Learning Modes

We all process information in different ways. Some people like to see the printed word and pictures. Others are better at taking in what they hear. For others, there has to be movement or action for learning to take place.

Check the suggestions below to see which mode works best for you: Tick ☐ the boxes below that apply to you. Do you?

- ☐ **Think in images and pictures**
- ☐ **Know the location of everything**
- ☐ **Remember by seeing pictures**
- ☐ **Find it hard to concentrate when there are people or music**
- ☐ **Work better in a quiet place**
- ☐ **Use and understand maps readily**
- ☐ **Like drawing**

If you ticked 4 or more, you are most likely to process information by seeing images and pictures. Your strength is in Visual processing [Picture smart].

Tick ☐ the boxes below that apply to you. Do you?

- ☐ **Love books**
- ☐ **Have highly developed auditory skills**
- ☐ **Prefer to listen to an explanation**

If you ticked 4 or more, you are most likely to process information by hearing sounds or words. Your strength is in Auditory processing [Word smart].

Tick ☐ the boxes below that apply to you. Do you?

- ☐ **Use gut feelings about things**
- ☐ **Mimic other people well**
- ☐ **Seem hyperactive**
- ☐ **Use body sensations to interpret the world**
- ☐ **Think well if they can move around**
- ☐ **Use extensive body language when speaking**

If you ticked 4 or more, you most likely prefer to do things rather than reading or talking about them. Your strength is in Kinaesthetic processing [Body smart].

My preferred learning mode is: [Visual/ Auditory/ Kinaesthetic]

Learning Styles

Styles of learning can be divided into categories:

Active learners like to do something with any new information. They like to experiment and often enjoy working in groups. They find sitting too long with nothing to do, such as listening to a lecture, difficult.

Active learners can help to keep their attention focused by making notes or diagrams when they have to listen for any length of time.

Reflective learners like to think about new information first before acting on it. They often like to think through new information on their own before discussing it with a group. Maintaining attention in lectures can be difficult for reflective learners because they often "drift off" while they are taking time to think through new information.

Like active learners, reflective learners can maintain concentration by making notes or diagrams as they listen. They can review the notes later and add to them as they reflect on the subject matter.

Sensing learners like to be organised and solve problems by well-tried methods. They like new learning to have some connection to real life. They are generally careful and more prepared to wait for understanding if

they can see a practical application for new information. Sensing learners may have difficulty with unpredictable approaches and like group work to follow the acceptable rules.

Intuitive learners like to make sense of learning by discovering new relationships themselves. They like to work fast, can grasp new insights quickly and can be bored by repetition. They can be innovative and creative in solving problems.

Intuitive learners can be impatient with group members who do not catch on as quickly as they do, but often have good ideas and offer interesting possibilities.

Visual learners understand new information best by seeing pictures and illustrations, watching demonstrations and visual presentations.

Visual learners may find too much listening difficult but can concentrate more effectively by drawing pictures, making mind maps and diagrams.

Verbal learners understand new information best through written and spoken words. They prefer printed notes and reading about subject matter that interests them. They are often good with language and talking about new information helps them clarify new ideas.

Verbal learners may use too many words when they explain something to members of a group which can be frustrating for people who like to be more active.

Sequential learners are logical thinkers and understand new information where each step follows logically from the previous one. They can be straight forward in solving problems but may have some difficulty in

departing from well-accepted methods.

Sequential learners may find it hard to work with people in a group unless there are well-defined roles. They like to work on one thing at a time, and get that completed, before moving on to the next task.

Global learners tend to learn best by having an overview and seeing any connections between the relevant parts at a later stage. They absorb information in a somewhat random fashion until they have grasped the whole concept.

Global learners may seem to be unsystematic in their approach but like to focus on the "big picture". When working with a group, they may need support to fill in the details.

Few students learn well in only one way. Most people favour a combination of learning styles although they may prefer to learn in one way rather than another.

Managing Time

Time management is about organising how we spend our time. Try to identify the important things you need to do, allocate time for them and then take action to do what you have planned.

Managing time is critical to avoid stress and to reach your goals. You will need to build in time for rest and relaxation if you are to be physically and mentally fit.

Effective study requires a timetable to accomplish all of the set goals. Your assessments will not be late if you make sensible choices and balance those tasks that must be done immediately with those which take more time.

How you spend your time

Start by planning your commitments on a yearly timetable. Note all commitments you and your family have for the year. It can include sporting events, birthdays, assessment and examination dates and anything else you know you will be participating in during the year.

Yearly Timetable

Obtain a diary or use a planning sheet such as the one below.

Fill in the dates that you will need to plan around.

Include all personal commitments you will need to take into account when planning a weekly timetable.

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
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Study Timetable

A weekly study timetable is important when planning study time around your class and personal commitments. You will also need to allow time to review your notes, complete assessments and prepare for exams. A weekly timetable helps you plan each day to make the best use of your time. You may wish to make further copies of the weekly planning sheet below.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6:00 - 7:00							
7:00 - 8:00							
8:00 - 9:00							
9:00 - 10:00							
10:00 - 11:00							
11:00 - 12:00							
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16:00 - 17:00							
17:00 - 18:00							
18:00 - 19:00							
19:00 - 20:00							
20:00 - 21:00							
21:00 - 22:00							

Planning time for study

The blank spaces in the weekly timetable are where you will fit in study time. If you are completing a timetable for the first time and you have no blank spaces for study, then you will need to work out what you can 'give up' or re-arrange to fit in your study program.

Aim to build in some extra time for "study" after you have taken all of your commitments into account. If you have time clashes, you will need to work out how to re-arrange your time commitments. You may need to think about times when you are doing things that are not so important or when you will have to say "No" to a "commitment" that you can change.

Look at your timetable and highlight the times that you could use for "study".

Assessment / assessment planning

Meeting assessment deadlines is one of the important things for successful study.

When you are studying a number of modules, the assessment dates may coincide. You will need to work out when to start and complete assessments, to fit in research and preparation time, drafting and editing time, and any field or practical work involved.

Do what must be done today first. Avoid putting things off until later by being positive and telling yourself, "This must be done and will be started now."

Motivate yourself by getting into some action and being positive that you can achieve. You will be surprised how more likely you are to remain positive by taking action.

Set deadlines and make every effort to meet them.

The following table will help you to plan for assessments. Use it to know when your assessments are due.

Study Hints

Use these study hints when constructing your weekly timetable. They will assist you to focus on achieving your short-term goals.

1. Set short term study goals so that you review your work close to the time when you were introduced to it.
2. Doing a little often is better than a lot all at once. Break up your "study time" into chunks of time so you do not get too tired, or bored.
3. Any material we read or hear will soon be forgotten if it is not consolidated into long term memory, through constant repetition. Go over any new work in the first 24 hours, then twice more in a week. This will assist your long-term memory. Revise work every month or so to retain it in your long term memory.
4. Break up tasks into sub-tasks and set half-hour goals. Follow this plan to effectively use a half-hour block of time:
 - a. Spend 2 minutes working out your purpose, how what you are doing relates to previous work and when it would be a logical place to stop.
 - b. Spend the next 25 minutes doing the task.
 - c. Spend the last 3 minutes reviewing what you have done and checking how it relates to 'the bigger picture'.
 - d. Set a new goal.

5. When you have completed a half-hour block, you may choose to start another on the same module but give yourself a 2-minute break in between.
6. After you have spent an hour on "study" take a 5-minute break and move around. After 2½ - 3 hours of study time, take a long break or stop, and start the next day.
7. Try to give yourself a variety in your study times, by varying the module you are working on, by following reading with writing, or by doing something new after revising old work.
8. Reward yourself after you have achieved a study goal. Tick off what you have completed on your weekly 'to do' list. Match the reward to the effort you have expended in meeting your commitments. Decide what your reward will be before you start and then treat yourself when you have been successful in achieving your study goals.
9. If you have needed to give up something to meet your study commitments, like going to the movies or meeting friends, use it as a reward for sticking to your study plan.

Taking Notes

Effective note taking is an important part of your study. It achieves two purposes.

- When researching for assessments, make a note of where you found the information that you may use in your written assessments. These notes are then used to accurately reference the source of your assessment information.
- You may wish to take notes from a lecture or tutorial to use for revision at a later time.

Making notes is an active process combining listening, thinking, and writing.

Taking notes for assessments/ assessments

- Clarify your purpose
- Write all your notes on the same sized pieces of paper.
- When you begin lay out your notes properly. Make a full record of the source of the notes you are writing on the first page.
- Use the title of the chapter to help you anticipate the main ideas of text.
- Keep your ideas separate from those in the text.
- Use your own words (this means you are learning, already writing your assessment, and avoiding plagiarism)
- When you finish, sum up what you have written.
- Write the source of the information (author, year, page number, title of work, publisher, internet site, etc on each page of notes so that you will be able to reference your source readily in your reference list or bibliography.

Use a note taking system for lectures or tutorials

- Pick out the main points of the lecture.
- Develop a note taking system that helps you listen to what is being said and to review it later.
- Use point form when taking notes in class
- Jot down words or phrases, *not entire sentences*
- Develop some system of shorthand and be consistent in its use,
- e.g., B4, GR8, PPL
- Leave out small service words (i.e., to, the, but, and)
- Use contractions and abbreviations
- Use symbols: +, =, and, @
- Try to get the hang of listening and writing at the same time.
- Take notice of the voice emphasis of the lecturer
- tone of voice or gesture
- amount of time given to that section of the work

Reading Skills

Effective reading requires active thinking. You can do this by:

- reading and writing with purpose and concentration
- take meaningful notes
- reflect on what and how you are learning.

Effective reading requires purpose concentration. To be an effective reader, you need to search for the meaning, not just look at the words. You need to actively think and draw conclusions from what you are reading, then assimilate this with what you already know.

Types of reading

There are many types of reading, each with its own purpose and each suited to a particular occasion. Some types include:

- SCANNING = Looking for key words.
- SKIMMING = Trying to get an overall grasp of the topic.
- READING TO STUDY = Concentrating on the details of what is read.
- LIGHT READING = Most people read this way most of the time.
- WORD BY WORD READING = Used to read foreign languages, mathematical texts and scientific formulae.

Reading method

A useful method of approaching the reading of a passage is to use SQ3R

S	Survey
Q	Question
R	Read
R	Recall
R	Review

Survey

Skim the text or book to see what type of work you are reading and gain an impression of its bibliographic details, including date of publication, contents, and index.

Question

Ask yourself why you are reading this text and what you are interested in. Determine your purpose for reading.

Read

You may need to read twice - once to get the general idea and then again for detail.

Recall

Try to recall all the main ideas.

Review

Look back over the text and check that your recall was correct.

Reference: Freeman, R. 1982, *Mastering Study Skills*, MacMillan, London, pp. 25-41.

Meeting assessment requirements

During your study program, you will complete and/or participate in a variety of assessments to meet the competencies or learning outcomes for your course.

Why do Assessments?

Assessments demonstrate to the lecturer/marker, the knowledge and understanding the student has gained from studying the subject/competency. In the case of a nursing course, the student needs to demonstrate

how they will competently care for patients/clients when they are practising as an Enrolled Nurse as nurses need to be safe and competent practitioners in the workplace.

The lecturers/markers have a responsibility to the patients/clients who will come under the student's care in the future, to the community and to the employer to accurately assess a student's competence for the workplace.

To be able to show this competence on paper you will need to:

- Think about what you are writing – *not just COPY* from a book or internet site. The assessment is not assessing how well you can copy or how you can change a few words
- around in a paragraph of text to make it sound like 'your own words'. It is assessing what you 'understand' about the topic.
- To demonstrate your competence, you need to write what the nurse would see (observe) or what the nurse would do and WHY, in simple language.
- Using words that you do not understand will not demonstrate your competence, but rather, it highlights your lack of competence and lack of understanding of the subject.
- The textbooks often contain broad statements such as "assess vital signs" or "obtain an oxygen saturation level via a pulse oximeter". Simply 'copying' these phrases into an assessment does not explain what you understand about the procedures and nursing care of the patient. Try to say what the nurse actually does to care for the patient and what you understand by these phrases.
- Ensure you follow the 'directive' words when answering assessment questions eg. If the question asks you to EXPLAIN, this means "give a clear explanation in detail". It does not mean give 'dot point' answers without giving explanatory reasons as well.
- Due Date - If you are unable to submit your assessment item by the due date, you **MUST** contact the lecturer 48 hours prior to the due date and negotiate an extension of time. Failure to do so could mean an unsatisfactory result for that assessment item.

Common types of assessment are:

- Written assessments such as essays and reports
- Case studies
- Workbooks/ learning guides
- Talks or oral presentations
- Role plays
- Reflective journals
- Open book examinations
- Tests and closed examinations
- Video/audio presentation
- On-line discussion, using email, chat or bulletin board

How well you prepare the written work will often determine whether you are successful in your study program or not. There are differences in purpose, format, structure, and style of writing between an essay or report, for instance, but the planning process is similar.

Assessment planning

Getting started

When given an assessment, students can waste considerable time and effort if they do not know what is required to answer the question, or they do not provide the information asked for in the assessment topic.

Topics include **key words** which help the student determine how the topic should be approached, what sort of research is needed and how the finished product is to be structured. Assessment topics require careful reading and a degree of reflective thought if the student is to be successful.

Managing time is important to meet the assessment deadline. Allow sufficient time to:

- research the topic
- discuss the assessment topic with the lecturer and other students
- explore what the topic means

Use the assessment planner to timetable tasks such as:

- background reading
- selecting references
- making notes
- planning
- seeking advice
- drafting and editing the written work.

The problem set by the question

In assessments such as simple essays and reports, you may be asked to research procedures or strategies but are not asked to give an opinion. To give an opinion requires that you make an assessment based on evidence. This is more difficult than giving an account or exposition.

The question set for an essay topic or assessment not only sets the boundaries for the information you will find but also determines the point of view and tone you are going to adopt in answering it. It gives you the **scope** of the assessment and the **content** that will be covered in it.

Assessments that have an issue to be explored in the topic must be answered by the presented work. If you see these assessments as problems to be explored, rather than topics to be written about, your answers are likely to be more analytical and successful.

Choosing a topic

If you have a choice about which question to answer, it can be difficult to decide which is best. These guidelines will assist your decision:

- Choose a topic that interests you.
- Choose a question that sets a problem that you think is worthwhile.
- Choose something which challenges or extends your thinking on a particular subject.
- Choose a topic for which resources are readily available.
- Opt for easier rather than difficult questions.

The title

Be clear about the assessment you have selected. Every word in the assessment topic should be considered as significant. If you do not fully understand the assessment topic, ask the lecturer to clarify what is required. Carefully read any instructions or notes that describe the task.

When presented with an essay or assessment topic, it is important to break it down into parts and to simplify the terms used in it.

Defining words

These are the key words or concepts that must be defined before an answer to a question or topic can be prepared. They establish the context in which the writing will take place and determine its boundaries, i.e., what you write about and what you will leave out.

Discussion in class and with other students will assist you to define how the terms are being used in a particular context and a dictionary will help with any words you do not understand.

Directive Words

Directive words determine the way the answer to a question should be structured and written. It is important to follow the directive words carefully as an answer to the question is only satisfactory if it answers the question that was asked.

The following definitions may help you to gain an overall understanding of directive words:

Analyse	Work out the main components or parts of the information and include them in your answer.
Argue	Present the advantages and disadvantages of a particular issue.
Compare	Look for characteristics that are <i>similar</i> in the subject under discussion. You may mention some differences but concentrate on the aspects that are the same.
Contrast	Emphasise the characteristics that are <i>different</i> in the things you are discussing.
Criticise	State what you think is fair in judging the events under discussion. Give points for and against, not just against.
Define	Explain the meaning in clear, concise terms and define the limits of the subject under discussion.
Describe	Try to give the reader a picture of what you are describing by including the main parts, and appeal to the senses.
Discuss	You should give a detailed and complete answer in which you examine, analyse and present all points of view. Include advantages and disadvantages.
Enumerate	Make a list or outline the main points in your answer.
Evaluate	Present a value judgement with emphasis on the advantages and disadvantages of the situation.
Examine	Investigate or look closely at.
Explain	Describe the topic clearly in all its detail. Give the reasons why and the effects of, with a brief discussion of fact.
Identify	Give the group, class or criteria and distinguishing features if the topic.
Illustrate	Use examples to help explain your answer. If possible, use something visual like a diagram, picture or drawing to add to your words.
Interpret	Aim to give the meaning of the topic or point of view in the material.
Justify	Prove using evidence why certain decisions or actions have been taken.
Outline	Indicate the main points and important details of the material in a systematic way
Prove/Show	Give evidence or use logical reasoning to establish how true or genuine a statement is.
Review	Make a general survey of the major points in the material. A review can also be a critical report of a situation or problem.
State	Set out the main points in clear, concise expression without minor details or the use of examples.
Summarise	Give a brief, but full, presentation of the main points or statements. Leave out minor details, illustrations, and examples.

Spelling, Grammar, Punctuation and Written Expression Definition of grammar

"A set of rules and guidelines to help use language correctly". Rules seem boring and dull, but chaos reigns if grammar rules aren't followed. Language, both verbal and written, loses its meaning and people will not understand what is being communicated.

This is very important in situations like job applications, written communications, creative writing and assessments.

Sentence construction

A sentence must *mean something*. That is, it must express a *complete* idea. A sentence contains a subject and a predicate.

A) SUBJECT:

Who is speaking, e.g. "I completed the assessment."

Who is spoken to, e.g. "You need to study this work."

Who or what is being spoken about, e.g. "These assessment guides are worthy of consideration."

B) PREDICATE:

Tells you something about the subject – the action, condition, or state.

It includes at least one word describing the action, condition, or state of being (verb), e.g., "These guides will assist you with assessment writing".

Sentences and formal writing

Do:

- Remember the rules above

Do not:

- Write long, convoluted sentences.
- Confuse tenses
- Abuse punctuation
- Attempt to use complex language

Paragraphs

- An important feature of a well-written essay is its organisation. Paragraphing is essential for the organisation of material.
- Each paragraph should show a 'unit of thought' and should discuss one topic or one aspect. No paragraph should be a single sentence or a hundred sentences.

Topic Sentence

- The *key sentence* of a paragraph is called a 'topic sentence'. A topic sentence states *the main idea* of a paragraph.
- The topic sentence is placed at the beginning of a paragraph.
- Paragraphs are linked through the ideas being logically connected
- Make use of words that provide this connection: due to, because, as, so.
- Use the last sentence of a paragraph to provide the link to the next paragraph.

Summary

Do not merely list points or facts without showing their connections to each other and to the topic.

Writing an essay

Writing an essay usually requires you to research a question, decide on the main issues, and present the main issues with supporting and/or conflicting evidence so that you have answered the question.

Steps in researching for an essay:

- Make sure you understand and have thought about the question.
- Go to the library where you will have access to books, journals, articles, the internet, and videos.
- Find material that explains the main issues in your essay question clearly and relatively simply

- Once you have an understanding of the issues, you can go onto more difficult material.
- Refer back to the question to make sure you avoid becoming bogged down in irrelevant material.
- Make sure you keep a notebook or use a card system to record the references of the information/material you find that you may use in your essay. This will be needed when writing your essay to reference the ideas/topics throughout your essay (in-text references/citations) and for the reference list/bibliography at the end of your essay.

Steps in writing an essay:

PRE-WRITING

- clarify what you have to do
- establish what you already know about the topic
- draw up a time schedule for the rest of the process
- collect as much information as you can on the topic
- collate the information you have acquired
- draw up an outline or plan of how you are going to cover the topic in your writing.

WRITING

This is when you 'draft' (that is, write the first two or three versions) the main part of your assessment.

To do this you need to be able to:

- paraphrase, summarise and quote the ideas of others
- incorporate graphic information into your writing
- if the question asks for 'your opinion' then express your own ideas.

An **ESSAY** plan or outline might look like this:

Paragraph 1: Introduction

Paragraph 2: Key point

- Supporting points (detail)
- Supporting points (detail)
- Supporting points (detail)

Paragraph 3: Key point

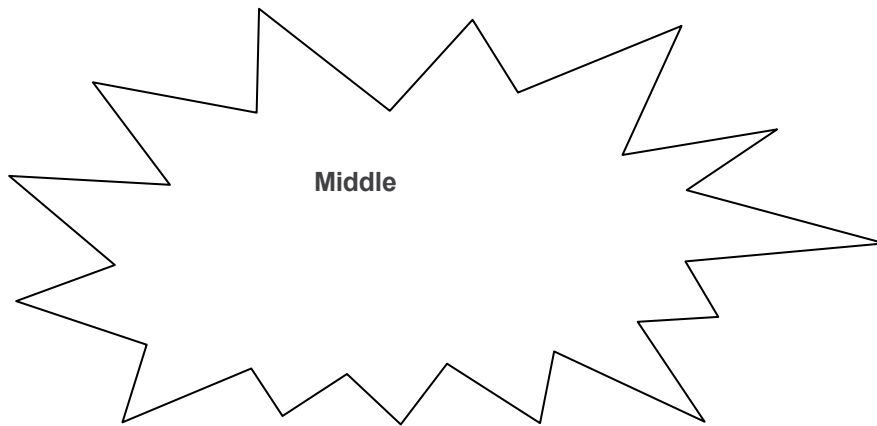
- Supporting points (detail)
- Supporting points (detail)
- Supporting points (detail)

Paragraph 4: Key point

- Supporting points (detail)
- Supporting points (detail)
- Supporting points (detail)

Paragraph 5: Key point

Beginning



- Supporting points (detail)
- Supporting points (detail)
- Supporting points (detail)

Paragraph 6: Conclusion

For example:

Reports and essays generally follow a structure with a beginning (**introduction**), middle (**body**) and end (**conclusion**).

Introduction – about 10% of the essay length

- tells the reader what is to be discussed in the essay in response to the question.
- the introduction may be written after the essay is finished (when the essay will have a second draft).
- First paragraph

Body of the essay - about 75% of the essay length

- has paragraphs with main ideas and details.
- each paragraph has a key (or topic) sentence.
- is the discussion or explanation part of the essay?
- has logical development from one paragraph to the next through ties, or links.

Conclusion – 15% of the essay length

- serves as a summary of the main ideas presented in the body of the assessment.
- no new information is presented in the conclusion.
- Last paragraph

A **REPORT** plan is similar except the "paragraphs" have headings like this:

Introduction

Heading

Information (detail)

Information (detail)

Information (detail)

Heading

Information (detail)

Information (detail)

Information (detail)

Heading

Information (detail) Information

(detail) Information (detail)

Conclusions

Rewriting/Editing

Ideally, the editing process should involve reading and, if needed, reworking your essay four times.

First draft	Examines the intellectual content and ignores obvious mechanical problems e.g. spelling and punctuation. Check if there is a proper introduction – are you answering the question and indicating how you are going to respond.
Second draft	Focus on the logical structure of the essay. Check each paragraph has a topic sentence and is in a logical sequence.
Third draft	Concentrate on the clarity of the work. Remove the 'clutter'. Avoid long, complex sentences.
Fourth draft	Check the mechanical structure of the essay for spelling, punctuation, and grammatical errors. Do not rely on the computer spell check to do this. The removal of spelling, typing and punctuation errors is just as important as the content of the assessment.

Remember that contractions (diminutives) are not acceptable in academic writing. These are words that commonly collapse into one by missing out letters and including an apostrophe, i.e., don't, haven't, it's, etc. Always write the words in full.

Read the work aloud. This will help you to be sure it 'sounds' the way you want it to read. Often you can pick up grammatical errors that were not obvious before.

You may also find it helpful to give your fourth draft to a friend or colleague to read to check for 'grammatical structure and readability'.

Spend time checking your in-text referencing and reference list/bibliography.

Final Copy – All of the above should be done before printing and submitting the final 'clean' copy.

Ensure you keep a photocopy, or a computer (electronic) copy in the event of loss after submission.

Writing a Summary

There are usually several paragraphs in a topic or subject. The paragraphs should each contain a main idea and supporting detail. When all the paragraphs are put together, they form a topic outline which can be easily summarised.

Well organised notes can be used to write summaries based on your own selection of main ideas and your own words. This avoids plagiarism.

Steps to writing a summary:

1. Read, or listen to, the passage.
2. Pick out the theme and devise a brief heading.
3. List the main points in note form.
4. Omit examples and illustrations.
5. Pick out the key words.
6. Check the list against the original to see if you have included too much, or left anything out.
7. Reorganize notes and/or add to them if necessary.

Writing an Article Review

An article review could be compared to a book review. You are analyzing the article for content, style and appropriateness. You are not taking the article at face value: you are looking at it critically.

In an article review you are aiming to:

- Summarise the main ideas contained in the article
- Compare the ideas in the article with the ideas of other writers or researchers
- Give your opinion on the strengths and weaknesses of the article.

Steps in writing an article review:

1. Scan the article to get an idea of what it is about and how the information is organised.
2. Read the article in depth underlining or noting the main points.
3. Write a summary of the main ideas contained in the article.
4. Using your summary of the main points, go to the library and find books or articles that are about the same thing.
5. Summarise the main ideas in the books or articles you find that refer directly to the article. At this stage it is easy to get sidetracked. The clearer your summary of the article is, the less likely you are to flounder in masses of irrelevant information.
6. Sift information to find what supports the article and what presents a different perspective. At this stage, you should develop your own opinions of the ideas in the article that you agree with and those you have difficulty accepting. You are using this knowledge to critique the quality of the article.
7. Plan your review. About 25% of the length should be a summary of the article and 75% should be a comment on the main points and your point of view.
8. Write a draft of your review.
9. Try to get someone to read your review and comment on it. It is best if you can get someone who is familiar with the subject and can help you with style and layout.
10. Write the final copy paying particular attention to presentation and style.

Include a heading which provides all the necessary bibliographic information about the article/s.

Writing Style

1. Avoid the use of long or too many direct quotes. These are not counted in the word count for the assessment. Paraphrasing is better than long quotes. You can say 'according to author's name' then paraphrase the idea rather than directly quoting the author. Do not forget to reference the source of the idea.
2. Avoid the use of abbreviations where possible to minimise misinterpretation by the marker. If you do use abbreviations, they must be acceptable, standard abbreviations. In these cases, you must write the full name the first time that it is to be used and then the abbreviation is written after the full name in brackets for example, blood pressure (BP)
3. Be objective - personal pronouns are *not* be used in academic assessments for example, "I, me, my, you, your, we". These are only acceptable when writing a reflective journal or the question asks for 'your opinion'.
4. Avoid wordiness for example - "in order to answer this question it is necessary to first"!
5. Use non-sexist language and avoid sexist assumptions. Non-sexist language is language that includes men and women as equals and does not discriminate by gender. For example, it is often incorrectly assumed that nurses are women and doctors are men and when referring to these occupations the pronoun *she* is used for nurses and *he* for doctors. It is also inappropriate to refer to women by their marital status. Instead of writing 'Mrs. Smith believes that ...', write, 'Smith believes that ...'
6. Plagiarism is paraphrasing or using direct quotes without referencing. This is a breach of the Pilbara Institute Student Code of Conduct and the rules of academic writing. If this is found, disciplinary action may be taken including exclusion from the course.

Common Errors in Assessment Writing

1. Lack of a good introduction. Sometimes introductions are too long, contain irrelevant information, contain detailed information or are even totally absent.
2. Unrelated facts/ideas/points. Some essays read like a collection of the pieces of a jigsaw puzzle. The separate pieces, if put together correctly, would make a good essay – if not connected

then it makes nothing.

3. The question is not answered – either the whole of the question or some part of the question is ignored.
4. Lack of a conclusion (summary) of the essay.
5. **Cutting and pasting from internet text is deemed as plagiarism.** Take the idea/s or underlying meaning of the text and transcribe it into your own words. Remember to reference.

Research

There is usually no single textbook that covers all aspects of the study program satisfactorily. Be prepared to research widely. Specific references for assessments may be given as part of course handouts.

When you are sure you understand the question set, go to the library or on-line to access information, such as books, articles, databases, CD ROMs, videos, DVDs, and newspapers.

Current resources are now more readily found on the Internet. If you are not familiar with researching using the Internet, consult the librarian for training.

Oral Presentations

Very few people feel they need training and assistance in the art of speaking one-to-one. Most people are happy and confident in chatting to one other person or within a group in a casual situation. In fact, for many people the problem is not getting them to talk but getting them to keep quiet and listen.

This changes when we need to give a formal presentation or talk.

Many people find it hard to give a talk yet there are many occasions in a study program when not only an oral presentation is necessary, it is a requirement, for example:

- presenting a tutorial paper
- leading a class discussion
- participating in a debate on a particular topic
- being assessed by giving a speech on your point of view

The *components* of a good talk are:

- What you say
- How you say it

However, what people remember is:

- 55% visual
- 35% voice qualities of clarity, volume and tone
- 7% content

In other words, non-verbal elements account for over 90% of the impact of a talk.

Structure of a talk

The standard structure for both talks (and essays) is to allocate:

- Introduction 1/6
- Body 4/6
- Conclusion 1/6

Your talk can be organised:

- chronologically
- spatially

- from the most to the least important, or
- from bad to good.

If you have been given a time limit for your talk, make sure that you keep to it. Rehearse to ensure this. When preparing your talk, try to think about questions that might be asked. To help you talk naturally, prepare your notes on a series of **palm cards** which should be small enough to be held comfortably in your hand. The notes should be legible and the cards not so big that the audience is distracted by you referring to them.

Work out whether your talk will be accompanied by audio-visual aids, such as real objects, illustrations, models, maps, tables, or summaries. These can be interesting and informative to your audience and lets you show that your research is credible.

Examinations

At numerous stages in your study program, you will be assessed by examination. The techniques on this page will assist you to prepare yourself to be successful in the examination:

Before the exam

Prepare well in advance. Go over your notes and make sure you see the relationship between the main points and the details.

Make sure you know when and where the exam will be held and what it will cover. Have some practice. Use old exam papers, if available, to get used to time limits. Organise what you need to take to the exam. Get plenty of rest so you can be alert.

At examination time - Plan your time:

During reading time

- Look at the number of questions
- Look at the nature of the questions
- Estimate how much time you can allow for each question or segment of the paper.
- Do some planning before you start writing
- Make an outline so you will not forget important points i.e., author/editor name etc.
- When first reading the questions, jot down the key words/ideas that come into your mind, so that when you go to answer the question these notes will give you information on which to build your answer.

Do the easiest questions first. This will help to build your confidence to tackle the more difficult questions.

Do not waste time on questions you are unable to answer. Move on to the ones you can do and return to the more difficult ones later.

Write legibly and set out your answers clearly.

Try not to watch other people. If they leave early, it doesn't necessarily mean they have found the assessment easy. It may indicate the opposite.

Dealing with memory blocks

It is possible that you will begin to answer a question only to discover that you have forgotten some relevant material or feel unable to finish.

Firstly, try to write down any ideas or related material that may be associated with the question or visualise diagrams, to establish cues or connections.

If, after a few minutes, you are still unable to go on, leave a few lines and proceed with another question. It is likely that the relevant information will be able to be retrieved once you begin on another topic.

Coping with exam anxiety

A certain amount of anxiety in exams is natural and can even help to keep us alert and focused. However, some people find that their anxiety level becomes so high that it has a detrimental effect on their performance.

If this tends to happen to you, then you are advised to make an appointment with one of the Health Science lecturers a couple of weeks prior to the exam period, so that you can get help to reduce this anxiety and develop some strategies for managing it under exam conditions.

Being well prepared will ensure that you maintain a lower level of anxiety. Practicing regular deep breathing to relieve stress may also be useful.

Feedback

We value your feedback which helps us to continue to improve the services we provide. You can provide positive feedback, suggestions or make a formal complaint via our [website](#). Alternatively, you can contact us on 1300 996 573 or collect a paper copy of the feedback form from the Customer Engagement Team at your local campus reception.

Student Handbook

Detailed information for current and prospective North Regional TAFE students is provided in our Student Handbook, available on our website (<https://www.northregionaltafe.wa.edu.au/node/303>).

Final Information

To protect the public from harm, registered health practitioners and education providers must report concerns about registered students. This is a legal requirement. Practitioners and education providers only need to notify Australian Health Practitioner Regulation Agency (AHPRA) when they have a 'reasonable belief' that a student has an impairment that, when undertaking clinical training, may place the public at substantial risk of harm.

The Australian Nursing and Midwifery Accreditation Council (ANMAC) Enrolled Nurse Accreditation Standards 2017 also require Registered Training Organisations (RTOs) delivering HLT54121 Diploma of Nursing to notify AHPRA of any student undertaking clinical training who has been identified as having an impairment that may place the public at substantial risk of harm. AHPRA will be advised of the names of all students undertaking the Diploma of Nursing.

Upon completion of the course and a minimum of 400 hours of work placement, graduates will need to seek registration with AHPRA to work as an enrolled nurse, or to enrol in further study to become a registered nurse. The Nursing and Midwifery Board of Australia (NMBA) has developed core registration standards that

define the requirements that applicants, registrants or students. NMBA states that with the exception of registered students and non-practising registrants, these standards apply to applicants for registration and currently registered nurses and midwives:

- Criminal history registration standard
- English languages skills registration standard
- Registration standard: continuing professional development
- Registration standard: recency of practice
- Registration standard: professional indemnity insurance arrangements



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