

PRI – Program Finalisation Checklist

To be completed at the end of the program by the Head of Department or designated staff (course co-ordinator); and signed by both the Head of Department and Director of College. All PRI documentation to be saved in TRIM.

College:	HC&S
Program:	Diploma of Nursing, C3 Individual Support Aged Care, Disability and Home & Community, C4 Disability, C4 Ageing Support (not delivered in 202210), C3 Health Services Assistance (not delivered in 202210)
Date:	29/07/2022

Item	Yes/No	Comments
Rolls completed satisfactorily (including all grades/results entered; name, signature and date of teacher entering results and verifying teacher)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Roll books will be discussed in the next team meeting whether teachers will continue to use electronic roll book or paper-based roll books. Teachers are doubling up on processes, the intention of electronic roll books is to reduce duplication, which doesn't seem to be the case for the two teams within HS
Compliance checks for completing students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual Support – Karen checks compliance for students and then is checked by Yoshie Nursing – Angela runs the student progress report to check compliance and lets program coordinator know of any concerns and teachers for any grades that have not been finalised
Outstanding RPLs addressed	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Program coordinators will complete the Update of Result for Skills Recognition. Skills recognition for prior learning/work we don't have a high number for any of our programs
BANNER statistics reports printed (ie, Missing Results SWRH007, PRI Stats for department SWRH004). With the reasons relating to the missing results i.e. awaiting placement – highlight on the aforementioned reports.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The administration staff and program coordinators have been checking the missing results report. Most of our grades are linked to placement and AP grades that are due to be entered
PRI Success rates – explanation of CRN's under 75% completion rates regarding the reasons why the rates are low.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	56% currently This is due to students being delayed in completing placement due to the Covid lockdown in 2020/2021
User choice compliance checklist completed (if applicable)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	N/a Karen to follow up with existing UC students
International students' grades entered (no extensions granted beyond the end of semester without permission from ISU).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teachers are entering grades for the international students - ongoing
Students at risk recorded and strategies implemented	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students at risk is a standing agenda item for regular team meetings. Students' matters are recorded regularly at team meetings. Team meeting minutes are stored in confidential files on SharePoint.

Item	Yes/No	Comments
Student feedback/subject evaluations noted and actioned	<input type="checkbox"/> Yes <input type="checkbox"/> No	HOD is waiting to read the 2021 student feedback and will discuss the feedback at our team meetings. LES results received from Sam Mills.
PRI Industry Engagement log – This details all industry meetings and outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Industry engagement has been recorded in the ANMAC submission. To be discussed with Individual Support team how this is recorded this will be needed if we have an ASQA audit. All appointments and emails can be made available to CIT upon request.
Student assessments marked and saved in Trim	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Student assessments for Nursing are being trimmed into the Diploma of Nursing confidential TRIM container The assessments for Aged Care/Disability and Home and Community are to be Trimmed into Individual Support confidential TRIM container – Individual Support team to provide documents for trimming to Briana early 202220.
Validation completed for this program (according to CIT's 5 Year Validation Schedule - list qualifications validated)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Our programs are not on the validation list, they may be on the Semester 2 2022 validation list Nursing will continue to complete validation with TAFE VIC. Industry Validation TBA in 2022
PRI Moderation of assessments – details attached relating to any moderation of assessments throughout the semester.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How do you do continue improvements on assessments? The Nursing team has completed the moderation of assessments while completing the ANMAC accreditation. Individual Support Team to work on assessment changes/updates during the semester – ongoing within a small team
Actions implemented from Continuous Improvement Action Plan or if the department has deployed the new CIP program.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Continuous improvements are added to the CIP program
Training and Assessment Strategy (TAS) complete and reviewed (TAS to be reviewed every six months)	<input type="checkbox"/> Yes <input type="checkbox"/> No	TAS is a working/living document. The Nursing TAS has been reviewed during the ANMAC accreditation. The TAS Individual Support will be reviewed by HoD during the break and will be discussed with TL2
Prize and medal winners – names emailed to Student Records and Graduation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	██████████ nominated and won the Student of the Year award at the ACT Health Nurse and Midwifery Excellence Awards ceremony. Please keep notes of students you may wish to nominate for awards or prizes and forwarded to Team leader/HoD for the next graduation ceremony

Additional comments:

Complaints:

Individual Support:

- HoD and TL2 are dealing with a few unofficial complaints and one formal complaint.
- Karen – it can feel for us that we are very vulnerable and upset by the complaints.
- Karen has reminded the team to please use Riskman for your own wellbeing for your experience of any complaints that you may receive

Diploma of Nursing:

- A former student that had deferred will be returning to their studies in Semester 2 2022
- Ministerial complaint – a current student that has not completed their studies put in a complaint to Department of Education, the Director has replied to this complaint

ANMAC:

- ANMAC submission has been submitted
- ANMAC has not asked for any further evidence or questions to be answered for our submission
- We are now waiting for a site visit

Online class development:

- Teachers have completed online class development
- A reminder that a percentage of online class and face to face class (synchronous and asynchronous) needs to be recorded as this information is reported back to ISU for international students

International students:

- We will not have any international students between October 2022 and January 2024.
- We will only have ESOS exempt international students <https://www.dese.gov.au/esos-framework>

Assessment due dates:

- If a student is unable to submit an assessment by the due date, they are all required to submit an extension form to the relevant teacher

Electronic roll books:

- Teachers are asking if they can revert back to paper based roll books as they are finding the electronic roll book difficult
- Teachers are questioning why we are doing online class marking? (All classes need to have attendance marked if in the future we have a subpoena)
- Teachers have asked if the paper based page, they print from the electronic roll book can be saved in Sharepoint Human Services team site under the current year and competencies
- Administration staff have advised that if we have a subpoena in the future we will not know where to look for the roll book
- If teachers would like to use a paper based roll book then this will need to be trimmed under the current year and CRN in TRIM
- We only have to provide records that we kept for subpoena, processes are not developed for this reason only – Lily stated

Other Business:

- Health & Safety Representative (HSR) – Danielle is a member
- Healthy at Work (college based) Linda – was formed to help with finding ways to help with our work, life balance
- MDC – Linda is the secretary for this committee
- ANMAC committee – Linda is now on the committee that reviews other RTO's and assessments
- NENAC – Linda is a member on this council
- TAFE Aged Care Taskforce – Karen a member
- CIT Green Network – Sujatha a member (looking at composting, solar panels/batteries)
- Careers expo – will be held at EPIC in August to be discussed at team meetings
- Open day Saturday 27 August at CIT Bruce

Position	Name	Signature	Date
HOD	Lily Muthurajah	<i>Lily Muthurajah</i>	13/07/2022
Director	Sam Mills		

PRI Report - Semester 2, 2023

Instructions:

Please fill out all sections of this report. You may choose to group programs *unless* a program has been flagged in the Program Risk Priority table as *high risk*. **A separate PRI must be completed for each high-risk program.** All HoDs will be contacted for identified high risk programs. Further information can be found on [SharePoint](#) including the *Program Risk Priority Table* and additional resources on accessing the *Argos Program Enrolment and Completion Stats report*, TAS checklist, etc. Please email all completed templates to educationquality@cit.edu.au no later than **Friday 2 February 2024** or use the < [eform](#) >. <[here](#)

Check of documentation needed for PRI
<input checked="" type="checkbox"/> Previous End of Semester Minutes
<input checked="" type="checkbox"/> Training and Assessment Strategy (TAS)
<input checked="" type="checkbox"/> Continuous Improvement Plan
<input checked="" type="checkbox"/> Argos Report – Program and Completion Statistics
<input type="checkbox"/> Validation Report (if applicable)
<input checked="" type="checkbox"/> Trainer Skills Matrices (TSMs)

Details (copy and paste this section if you are responding for more than 5 programs)					
Date	2 February 2024				
Department	CIT Human Services				
PROGRAMS	1	2	3	4	5
Program Name	Diploma of Nursing	Diploma of Nursing	Certificate III Health Services Assistance		
National ID	HLT54115	HLT54121	HLT33115		
BANNER Code	DP-HS25	DP-HS39	C3-HS32		

Item	Yes/No or Completed	Continuous improvement/comments/compliance rectifications/actions
1 Review end of Semester PRI Meeting Minutes from previous semester		
a. Are there any outstanding items from the minutes not completed? If yes, list key items and reason for non-completion	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
2 Review of Continuous Improvement Plan (CIP) <i>Review and discuss action items not/completed. Identify any rectifications needed or continuous improvement</i>		
a. Are there any outstanding action items from the CIP not completed? List reason for non-completion	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
b. How did actions from completed items generate improvement?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
File location/link where Continuous Improvement Plan is held (if not using CIP Data Base)	202320	
3 Subject Completion and Missing Results <i>Review and discuss Program and completion statistics using the ARGOS Program and Completion Stats Report</i>		
a. Have you ensured all outstanding missing results have been documented and all grades entered?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Most outstanding grades relate to placement or co-assessed assessments in not completed subjects.
b. If there are any subject completions under 75% list reasons why and/or attach documentation.	We have 3 groups with semester schedule October 23 – April 2024 so grades cannot be entered. We also have students waiting on placement completion before grades can be entered. HSA students attended placement in January 2024 with a placement due date of 4 Jan 2024. Make up placement also occurred week 29 Jan 2024	
c. Have you discussed and documented all significant issues, such as low enrolment numbers, poor student engagement, shortage of teaching staff, etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Issue for HSA. We must have a minimum of 20 students. Placement is at the end of the course after all skills taught. HSA changed to 9 month delivery and to commence in Term 2. Diploma of Nursing – reenrolments large class sizes. Would mean 2 groups each term and working to 9pm 3 to 4 nights per week. Course progression form changed back to OneNote. Teacher staff shortage. Recruitment has been troublesome. Trying to improve for 202420. Student issues in team meetings.

4	Quality Confirmation Checks		
	a. Has Education Quality completed a quality confirmation check on the program/s this semester?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	New training package. PPA on old training package.
	b. Were learnings from the quality confirmation check applied to other units of competency or programs?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Updated instructions and wording for assessments Timing for quizzes. Naming conventions.
5	Training and Assessment Strategy (TAS) Review		
	a. Is a TAS in place for this program/s?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	b. Have you made any changes to your TAS this semester, if so, why? (Such as delivery modes, assessment methods, resources, etc.)? <i>If no, add a review date for Semester 2.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Implement new Training Package DP-HS39 (HLT54121)
	c. Do all teachers have knowledge of the TAS for programs they are teaching?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Reviewed terminology with teachers. HSA TAS to be reviewed due to change from 6 months to 9 months. Amend Nursing no FFT for 202410.
	d. Are all program entry requirements correct against the training package rules and pre-requisites appropriately assessed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
6	Transitions		
	a. Do you have a plan for completion for all programs you have in transition?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Group L finalising transition in 202410. RPL for last 2 subjects to be completed in March/April 2024. Group M and N gap training being marked. Tracking spreadsheet on Sharepoint. Group O completed.
7	Industry Engagement		

	<p>a. Has there been industry engagement for this program/s in the last 6 months? <i>(Identify if this was a formal consultation, validation, worksite visits, guest lecturers etc.)</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Diploma of Nursing run placement approx.. 48 week per year with anywhere between 15 to 70 students on placement at any given time. This requires numerous contacts with industry to arrange. Each student has 1.5 hours visit each week of placement. Monthly meetings with ACT Health re Inplace integration. Monthly meetings ACT Health and Universities to discuss placement etc. Guest lecturers for Primary Health. HSA has been run for the first time in 3 years this required many discussions with ACT Health to organise placement as scope of practice did not match the training package requirements.</p>
	<p>b. Are there industry regulations, updates or feedback that need to be addressed?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>ACT Health changing pumps. DHR impacted on student placement and access to hospital systems.</p>
	<p>c. Has industry input influenced the design of training and assessment in the TAS?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Consulted with industry regarding choice of subjects and assessments.</p>
<p>8 Assessment Validation</p>			
	<p>a. Is this program required to be validated this year (according to CIT's Validation Schedule)?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>HSA will validate Interpret medical terminology and work in mental health in semester 1 2024. This was delayed from Semester 2 2023 due to staff changes within the department and transitioning to new programs. Nursing 2024 – Medication (Nadine and Anna) and Apply Basic Infection Control</p>
	<p>b. If scheduled, has validation been completed?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	
	<p>c. Have all improvements arising from validation or moderation been actioned?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	
<p>9 Assessment Tools</p>			
	<p>a. Have you had to make changes to assessment tools for the program/s, if so why and how?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Medical Terminology and Palliative Care – realised double assessed. Changes made. Diabetes and Diversity have scenarios implemented. Ensure it maps to training package requirements</p>
	<p>b. Are assessments systematically checked to ensure they are aligned to the unit of competency training package requirements?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

	c. Is there evidence of a teacher guide for every assessment?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	DP-HS39 – Yes- reviewing DP-HS25 - amending
	d. Is there evidence of a mapping document for every assessment?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Reviewing 202410 and appropriate assessment instructions.
10	Student Subject Evaluations		
	a. Have you reviewed student subject evaluations for program/s?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If students completed. Teachers prefer paper. Online is difficult to get students to complete.
	b. List any issues and/or grievances students identify.	HSA is new role for ACT Health. Different scope to AIN.	
	c. Has action been taken to address issues and/or grievances raised by students?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	ACT Health are updating staff. Improving pathways.
11	Trainer Skills Matrices (TSMs)		
	a. Have TSMs for program/s been reviewed and updated this semester?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	New system in 2024. Must be submitted by 8 February.
	b. Do all teachers have evidence of qualifications and current industry skills (<i>past 2 years</i>) against each unit they are delivering and assessing for this qualification? (<i>Blanket statements or cut and paste is not acceptable</i>)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	All teachers requested to supply certified copies of all qualifications.
	c. Do all teachers have evidence of current VET (Vocational Education and Training) skills? (<i>past 2 years</i>)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	d. Do you have any teachers under supervision?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	e. Has the teacher under supervision documentation been maintained?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	Reviewing documentation in 202410 due to change of staff and training packages in department.
12	Surveys		

	a. Has intelligence gained from student surveys been received, discussed and improvements made as a result?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	It will be in 202410
13	Achievements		
	a. List any achievements from this semester (e.g. successful transition, completion rates, PD trainings, licencing or accreditation renewals, staff achievements, innovative practice).	All grades entered for DP-HS25 superseded Diploma of Nursing by end of December 2023. Nadine Morton – teacher of the year for Health, Community and Science 2023. Implemented new training package.	

Head of Department:

I confirm that I have checked each	<input checked="" type="checkbox"/> TAS	<input checked="" type="checkbox"/> TSM
I confirm that I have	<input checked="" type="checkbox"/> completed all 2023 scheduled validations OR have provided a scheduled date	
	<input checked="" type="checkbox"/> updated the CIP to reflect PRI discussion	
Name: Lisa Burling	Signature:	Date: 07/02/2024

Ref 50802-6 MS

Ms Lily Muthurajah
Head of Department, Nursing and Midwifery
Canberra Institute of Technology
GPO Box 826
CANBERRA CITY ACT 2601


Dear Ms Muthurajah

Canberra Institute of Technology – Diploma of Nursing

The Australian Nursing and Midwifery Accreditation Council (ANMAC) has enjoyed working with Canberra Institute of Technology during the accreditation process. ANMAC is pleased to confirm that the Diploma of Nursing program is now listed on the Nursing and Midwifery Board of Australia website and enclosed is the Certificate of Accreditation.

Should you have any queries or concerns in relation to the program or the process please contact Accreditation Services on 02 6274 9166 or at accreditation@anmac.org.au.

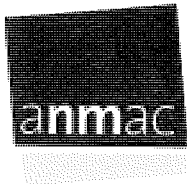
Yours sincerely



Director
Accreditation Services

24 October 2018

Attachment
Certificate of Accreditation



Australian Nursing & Midwifery Accreditation Council

Certificate of Accreditation

The Australian Nursing & Midwifery Accreditation Council (ANMAC) has granted accreditation to:

Canberra Institute of Technology

Diploma of Nursing

For a five year period

from 27 June 2018 to 27 June 2023

This program has been approved by the Nursing and Midwifery Board of Australia (NMBA)

A handwritten signature in black ink, appearing to read 'Ann Kinnear'.

Ann Kinnear
Chair

A handwritten signature in black ink, appearing to read 'Fiona Stoker'.

Fiona Stoker
Clinical Professor
Chief Executive Officer



The Australian Nursing & Midwifery Accreditation Council (ANMAC) has granted accreditation to:

Canberra institute of Technology

Diploma of Nursing

For a five year period

from 28 of March 2023 to 27 March 2028

This program has been approved by the Nursing and Midwifery Board of Australia (NMBA)

Professor Wendy Cross
Chair

Mr Greg Cantwell
(Acting) Chief Executive Officer

VALIDATION REPORT

(Two Units of Competency)

Note: this form has been developed for validating two units of competency. If more than two units of competency are being validated, please add additional rows. For further information regarding validation, see [ASQA's Fact Sheet on Conducting Validation](#).

Documentation for validation

The validation team should have these documents for validation. Please tick those available at this validation

- Training Package Qualification Requirements
- Units of competency from Training Package being validated
- Subject guides
- Training and Assessment Strategy (TAS) for the qualification or Statement of Attainment
- Assessment tools (includes instructions to learners and assessors, teacher guides)
- Completed and assessed learner work (appropriate sample size)
- Learning resources
- Banner report/s of UoCs being validated


Validation Report

Date of Validation		4 June 2019	
National ID of qualification		HLT54115	
Qualification Title		Diploma of Nursing	
National ID of Units of Competency		Title of Units of Competency	Delivery Mode (Blended, Online, Work based)
UoC 1	HLTENN004	Implement, monitor and evaluate nursing care plans	Blended
UoC 2	HLTENN003	Perform clinical assessment	Blended

LEAD VALIDATOR TO COMPLETE		Role in Validation team				Qualification (if required)	
Validation Team Name/s	Organisation/Designation	Teacher not involved in UoC delivery or assessment	Teacher involved in UoC delivery and assessment	Industry representative	Other (such as LLN Expert, CITSA, please specify)	TAE40110 (or its successor)	Holds Vocational competency
Lead: Anna Prescott	CIT	<input checked="" type="checkbox"/>	NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujatha Venkataraman	CIT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lynette Jackson	CIT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants were informed of their confidentiality obligations Yes No

As a Validation Panel you are not to disclose or discuss the student, person, work or results that you will be viewing as part of the validation process, outside of the validation process or with people who are not part of the validation team.

Lead Validator's signature  Date 4/6/19

Note: Validation of units/qualification from the TAE Training Package must be undertaken by persons who have had no involvement with the delivery of training and assessment for CIT.
 *Participants in attendance are members of the panel who are not part of the validation assessment decisions or make up part of the panel requirements as per Standard 1.11

Step One: Training and Assessment Strategy (TAS) Validation				
Training and Assessment Strategy	Yes/No	Comments/required actions/ suggested improvements	Person nominated to complete action/s	Due date for completion of action/s
1. Assessment instruments/tools align to the assessment methodologies detailed in the TAS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
2. Electives selected relevant to industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Number of Assessment tasks and methods used to assess this unit(s)			
Units of Competency	Assessment Number	Assessment Title	Assessment Method (eg exam, observation, knowledge, portfolio, third party report, project etc) Must align with TAS matrix.
UoC1	1	Personal Hygiene practical	Demonstration, observation, knowledge and skills
HLTENN004	2	Quiz A - Actual and potential nursing care	Online - knowledge
	3	Quiz B – Risk identification and prevention	Online - knowledge
	4	Clinical skills book – Oral care, Assist with eating and drinking, Assist with elimination needs, Child Basic life support, Range of Motion exercises, Deep breathing and coughing exercises	Demonstration, observation, knowledge and skills
	5	Successful completion of clinical placement (meeting NMBA standards)	Portfolio, Third party report, Observation, Knowledge and Skills
	6	Falls risk assessment tool (Co-assessed with HLTWHS002)	Knowledge
	7	Care plans x 2 (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)
	8	Evaluation of care plans (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)
UoC2	1	Quiz – Stages of development	Online - knowledge
HLTENN003	2	Worksheets – mealtime management and develop health care package	Written - Knowledge
	3	Compass online quiz (Through ACT Health)	Online - knowledge
	4	Charting vital signs	Knowledge
	5	Vital signs practical	Demonstration, observation, knowledge and skills
	6	Neurological and neurovascular observations practical	Demonstration, observation, knowledge and skills

	7	Clinical skills book – Urinalysis, Blood glucose monitoring, Chest pain assessment, Oxygen saturation monitoring, Neurovascular observations, Neurological observations	Demonstration, observation, knowledge and skills
	8	Admission x 2, Discharge x 2 and integumentary assessment	Knowledge
	9	Successful completion of clinical placement (meeting NMBA standards)	Portfolio, Third party report, Observation, Knowledge and Skills
	10	Care plans x 2 (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)
	11	Evaluation of care plans (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)

List any special points regarding delivery and assessment e.g. regulatory or licensing requirements, RPL only, delivery in the workplace etc.

Learning Resources				
Learning Resources	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
1. Learning resources meet the requirements of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Industry representative happy with text book and review of the online information. Ebooks discussed		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Industry representative happy with text book and review of the online information. Ebooks discussed		
2. Learning resources reflect current industry practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Simulated environments reflect the industry clinical environment. Tour of facilities given.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Compass online provided by industry (Canberra Health Services), Simulated environments reflect the industry clinical environment. Tour of facilities given.		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Fairness				
1. Reasonable adjustments can be applied to the assessment to take into account the individual learner's needs (eg such as providing oral rather than written assessment).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in the subject guide		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in the subject guide		
2. Learners are provided with clear information about the assessment and any resits before undertaking the assessment. Learners are provided with feedback after the assessment.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and time frames are clear.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and time frames are clear.		
3. Information is available to learners regarding the appeals process.	UoC 1 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Subject guide update required – need to have reference to “Academic appeals policy”	Subject teacher	July 2019
	UoC 2 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Subject guide update required – need to have reference to “Academic appeals policy”	Subject teacher	July 2019

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Flexibility				
4. Recognition of prior learning is made available to the learner at enrolment or prior to commencement of training.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing course in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions (verbal) • CIT website 		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing course in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions (verbal) CIT website		
5. The assessment uses a range of assessment methods which recognise that learners can demonstrate competence in a variety of ways (ie practical tasks can also demonstrate knowledge).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items, including : Online quizzes, clinical skills demonstration, assessment tool completion, written assessment, achievement of set goals and reflection during clinical placement		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items, including : Online quizzes, clinical skills demonstration, industry online quiz, assessment tool completion, written assessment, achievement of set goals and reflection during clinical placement		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Validity				
6. The assessment requires the learner to demonstrate skills and knowledge that reflect current workplace practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for demonstration of knowledge and skills and is set to reflect industry practice. Practical assessment and clinical skills are reflective of current industry policies and practices. Quiz questions are reflective of current industry policies and practices		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for demonstration of knowledge and skills and is set to reflect industry practice. Practical assessment and clinical skills are reflective of current industry policies and practices. Online Compass quiz provided by Industry Quiz questions are reflective of current industry policies and practices		
7. The assessment ensures that learners could demonstrate the practical application of skills and knowledge and transfer these to a variety of workplace situations.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Practical assessment and clinical skills are reflective of current industry policies and practices		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Practical assessments and clinical skills are reflective of current industry policies and practices. Some skills are required to be observed twice, a minimum of 1 will be observed in the workplace.		
8. The assessment covers all the required components of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Reliability				
9. Clear and comprehensive teacher guides (marking keys) are provided to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different assessor would result in the same decision).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Answers are available for observation checklists and practical assessment checklists. Online quizzes self marking		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guides available for written assessment and answers are available for observation checklists and practical assessment checklists. Online quizzes self marking		
CIT Administration				
10. CIT current version templates used for all documentation (ie subject guides, assessment cover sheets, teacher guides)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Assessment guides and teacher guides need to be updated to CIT templates (2019)	Subject teachers	July 2019

Panel's Decision		Comments
<input type="checkbox"/>	No change	
<input checked="" type="checkbox"/>	Minor change needed	*See above comments *CIT need to update clinical placement book to make it clear that students are to perform manual BP's whilst on clinical placement
<input type="checkbox"/>	Significant change needed	

Step 3: Review of Assessment Judgements – Rules of Evidence

One of the requirements of the Standards for RTOs 2015 is to review a statistically valid sample of completed assessments for making improvements to future assessments. Use the tool <https://www.surveymonkey.com/mp/sample-size-calculator/> to calculate sample size. When random selection of students has been determined, list student CIT numbers below and highlight selected students on Banner report or eLearn grader report. Note: The trainer and assessor who delivered/assessed the training product being validated cannot determine the validation outcome for any assessments/judgements they made.

UoC 1 – Statistically Valid Sample							
Number of students enrolled in UoC	17	Confidence Level	95%	Margin of error	5%	Sample size to be provided	17

Students assessments reviewed Insert CIT Number (do not use student names)		Rules of Evidence			
		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner's knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner's own work.
Student CIT Number	CRN No/s				
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No


UoC 2 – Statistically Valid Sample

Number of students enrolled in UoC	17	Confidence Level	95%	Margin of error	5%	Sample size to be provided	17
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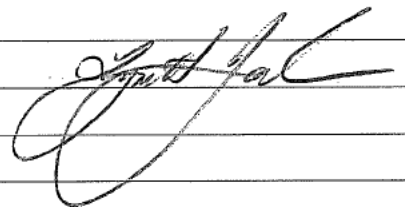
Student assessments reviewed. Insert CIT Number (do not use student names)		Rules of Evidence			
		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner's knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner's own work.
Student CIT Number	CRN No/s				
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Panel's Decision			
Overall, the assessor judgements are:	<input checked="" type="checkbox"/> Appropriate (no change required)	<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Too harsh
	Comments/actions for improvements:		
Follow-up actions to be completed by:	Name: Anna Prescott	Date:	4/6/19

I confirm that the final validation decision/s have been made by person/people who were not directly involved with the delivery and assessment of the training product being validated.

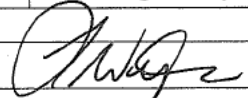
Lead Validator:	Anna Prescott	Date:	4 June 2019	Signature:	
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We agree with the final validation decision/s and were presented with the stated sample size of judgements.

Industry Representative:		Date:	4 June 2019	Signature:	
Industry Representative:		Date:		Signature:	
Industry Representative:		Date:		Signature:	
CIT Representative:	Sujatha Venkataraman	Date:	4 June 2019	Signature:	
CIT Representative:	Lynette Jackson	Date:	4 June 2019	Signature:	
CIT Representative:		Date:		Signature:	
Other:		Date:		Signature:	
Other:		Date:		Signature:	

Action/s to be implemented through the Continuous Improvement Plan as part of Program Review and Improvement (PRI)

TAS update <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment tool/s update <input type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide update <input type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guide update <input type="checkbox"/> Yes <input type="checkbox"/> No
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Head of Department Name:	Linda Willington	Date:	5.6.19	Signature:	
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- Next Steps:**
- Actions contained in this validation report must be entered on the Continuous Improvement Plan and evidence maintained that actions were implemented.
 - The Head of Department responsible for the qualification must ensure the actions, recommendations and improvements identified during the validation meeting are implemented.
 - Email completed validation report to Education Quality ensuring the following is attached:
 - Banner report or eLearn grader report of all students who submitted work within the UoCs being validated (Note: highlight student names whose work was validated)
 - Assessment tools for UoCs being validated, including subject guide (Note: if assessment tools and subject guide are on eLearn, tick the box only)
 - Completed student assessments that were validated (Note: if student assessments on elearn, tick the box only)

Training and Assessment Strategy

CIT's Training and Assessment Strategy for each program encompasses multiple documents including:

- TAS finalised by Education Services and available within CIT at SIS > TAS—provides training and assessment overview, elective selection and CIT codes
- Handbook entry published on CIT's website at CIT > Courses
- Subject guide for students, assessments, teacher guide and assessment mapping—held within the teaching College for each delivery competency

National qualification code	HLT54121
National qualification title	Diploma of Nursing
TAS version and start Semester	202320

CIT acknowledges the United Ngunnawal Elders Council as the representative body of the Ngunnawal community, the traditional owners of the ACT and region. We pay respect to their Elders, both past and present, and acknowledge the ongoing contribution they make to the life of this city and this region.

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1.0 Program Summary Details

Program Title	Diploma of Nursing
CIT Banner Code	DP-HSXX
Qualification National ID	HLT54121
Post Nominal	DPNursing
Hours	1738
Qualification Field of Education	0603 Nursing
ANZSCO	411411 Enrolled Nurse
Title of Training Package	HLT
National ID	HLT54121
Training Package Release Date	29/04/2021
Centre and Codes	Health, Community and Science
Campus	Bruce
Program Developer	Linda Willington
Working File Number	TBC
Approved Program File	TBC
Will this program be offered as User Choice?	N/A
Scope of Registration	ACT
First semester for delivery	202320
Parent Program (for Training Programs)	N/A
Training Package Identified Skill Set (for Training Programs)	HLT
Testamur Wording (Optional) (for Training Programs)	N/A

2.0 Program Information

If this is a Statement of Attainment, list UoCs and Banner Code (when available):

Core - Complete 20	
Unit of Competency - National ID	Unit of Competency Title
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
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS002	Follow safe work practices for direct client care
Electives – Complete 5	
Unit of Competency - National ID	Unit of Competency Title
HLTAID011	Provide First Aid
BSBMED301	Interpret and apply medical terminology appropriately
CHCDIS007	Facilitate the empowerment of people with disability
HLTENN057	Implement and monitor care for a person with diabetes
CHCPOL003	Research and apply evidence to practice

The high-level training and assessment strategies for this program are:

a. Learner Funding Options

Learners may be under one or more of the following funding options: (select all that apply)

<input checked="" type="checkbox"/>	Majority ACT Government funded with students contributing through enrolment fees—requested training as part of the ACT Government’s training agreement with CIT (locally known as profile training); concessions apply to Centrelink recipients
<input type="checkbox"/>	Fully ACT Government funded and free to students—may be part of requested training as part of the ACT Government’s training agreement with CIT or may be separately funded by the ACT Government in response to specific training requirement
<input type="checkbox"/>	Australian Apprenticeship or Traineeship
<input type="checkbox"/>	Skilled Capital—targeted funding available from ACT Government for areas of high skill needs
<input type="checkbox"/>	Commercial—student pays full fees; no ACT Government support
<input checked="" type="checkbox"/>	International student—managed and supported by CIT’s International Student Unit
<input checked="" type="checkbox"/>	VET Loan—available for profile or commercial qualifications at Diploma level
<input checked="" type="checkbox"/>	Student sponsored by workplace (not apprenticeship or traineeship) – Occasionally
<input type="checkbox"/>	Other: (specify)

b. Handbook Duration

The duration is: (list the duration)

Full time: 1.5 years, including a combination of online learning, face-to-face learning and skill development in the Simulated Laboratory (3- 4 days per week in class and simulated labs). Includes mandatory industry placement – see additional information for further details.

Part time, flexible options are available, please see additional information

c. Entry Requirements

The entry requirements are: (select the one that applies)

No entry requirements apply

OR

The following entry requirements apply:

There are no entry requirements for this qualification as per the training package requirements for HLT54121 Diploma of Nursing. However, for students to enrol into the Diploma of Nursing program they must meet the following CIT entry requirements:

- Have completed Year 12 (within the last 10 years at an accredited or tertiary level) with at least a C grade average in English and Maths or successfully completed the LLN test (ACSF level 4).
- Be at least 18 years of age
- Have a current clear Working with Vulnerable People Card
- Have a current clear Australian Federal Police Check - Code 08 - Hospital Employment
- Have an up-to-date immunisation/vaccination record - Vaccination Card (PDF 289Kb)
- Have basic computer skills
- A letter from their General Practitioner stating fitness to undertake nursing duties
- A current First Aid Certificate
- Evidence of current Influenza and Covid vaccine – all required vaccinations

d. Regulation and/or Licensing

The licensing, legislative or regulatory requirements are: (select the one that applies)

No regulations or licensing apply

OR

The following regulations and/or licensing requirements apply:

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

The Australian Nursing and Midwifery Accreditation Council (ANMAC) is the independent external accrediting authority for the nursing and midwifery professions in Australia. A primary function of ANMAC as the accreditation authority is to ensure that programs leading to registration and endorsement of nurses and midwives in Australia meet the Nursing and Midwifery Board of Australia (NMBA) approved standards for accreditation.

The current HLT54115 Diploma of Nursing qualification was accredited by ANMAC in 2018 and is due for reaccreditation in June 2023. Upon completion of the program, a graduate is able to apply for registration with the Australian Health Practitioner Regulation Agency (AHPRA) to work as an enrolled nurse. An enrolled nurse works under supervision of a registered nurse as part of the health care team and demonstrates competence in the provision of person-centred care. Further information on registration is available at www.nursingmidwiferyboard.gov.au or <https://www.ahpra.gov.au/>

e. Training Strategies

Learners will experience the following training strategies: (select all that apply)

<input checked="" type="checkbox"/>	Digital learning supporting face-to-face delivery at CIT campuses
<input type="checkbox"/>	Fully online learning
<input checked="" type="checkbox"/>	Combination online learning with some face-to-face delivery at CIT or other locations (may include flipped learning, interstate workshops, etc)
<input type="checkbox"/>	Apprenticeship or traineeship: workplace learning combined with learning at CIT
<input type="checkbox"/>	Workplace delivery
<input type="checkbox"/>	Flexible, self-paced learning
<input checked="" type="checkbox"/>	Structured classes following CIT's semester pattern
<input checked="" type="checkbox"/>	Simulated, industry-equivalent learning environment at CIT (includes learning at CIT Restaurants, CIT Fit and Well, CIT Massage, CIT Hair and Beauty salons, CIT Business, studios in creative industry programs, simulated incident scenes, mock courts, forensic simulated crime scene training facility, science laboratories, etc
<input checked="" type="checkbox"/>	Simulated workplace environment within CIT classrooms using case studies, online facilitated learning, etc
<input checked="" type="checkbox"/>	Mandatory industry placements with placements arranged by CIT staff
<input type="checkbox"/>	Mandatory industry placements with students encouraged to find own placements (or CIT staff arrange if needed)
<input type="checkbox"/>	Optional industry placements
<input type="checkbox"/>	Industry or community projects
<input type="checkbox"/>	Intensive face-to face delivery supporting workplace application and online learning
<input type="checkbox"/>	Team teaching with LLN specialist
<input type="checkbox"/>	Other: (specify)

f. Learning Resources

Learners will have access to or may need to purchase the following learning resources: (select all that apply)

<input checked="" type="checkbox"/>	Digital resources available through CIT's online learning environment
<input checked="" type="checkbox"/>	Textbooks (Available online or for purchase through the CITSA bookshop)
<input checked="" type="checkbox"/>	Teacher resources
<input type="checkbox"/>	Purchased workbooks developed external to CIT
<input checked="" type="checkbox"/>	Digital resources provided under license (third party arrangement exists) – Elsevier and Vsim
<input checked="" type="checkbox"/>	Log books
<input checked="" type="checkbox"/>	Reflective learning journals
<input type="checkbox"/>	Other: (specify)

g. Learning Environments

Learners will have access to the following at CIT: (select all that apply)

<input checked="" type="checkbox"/>	CIT's online learning environment
<input checked="" type="checkbox"/>	Classrooms on campus
<input checked="" type="checkbox"/>	Flexible learning areas at each CIT Library on campus
<input checked="" type="checkbox"/>	IT laboratories
<input type="checkbox"/>	Multimedia studios (music, television, recording, film, etc)
<input type="checkbox"/>	Purpose built studios (visual art, interior design, fashion, etc)
<input checked="" type="checkbox"/>	Simulated learning environments (hospitality, beauty, hair, fitness, massage, animal, childcare, simulated incident scenes, moot courts, forensic simulated crime scene training facility etc)
<input type="checkbox"/>	Trade training areas (plumbing, construction, auto, metals, etc)
<input type="checkbox"/>	High risk construction environments (cranes, dogging, rigging, etc)
<input checked="" type="checkbox"/>	Science laboratories (Cadaver laboratory)
<input type="checkbox"/>	Other: (specify)

h. Assessment Methods

Learners will experience the following assessment methods: (select all that apply)

<input checked="" type="checkbox"/>	Direct Observation	<ul style="list-style-type: none"> Assessed in real time in the workplace Assessed in a simulated off-the-job situation that reflects the workplace
<input checked="" type="checkbox"/>	Product Based Methods	<ul style="list-style-type: none"> Structured assessment activities such as reports, displays, work samples, role plays, presentations and creative/artistic artefacts

<input checked="" type="checkbox"/>	Portfolio	<ul style="list-style-type: none"> • Purposeful collection of work samples of annotated and validated pieces of evidence compiled by the learner • Evidence could include written documents, photographs, videos or logbooks
<input checked="" type="checkbox"/>	Questioning	<ul style="list-style-type: none"> • Generally, more applicable to the assessment of knowledge evidence • Assessment could be by written or oral questioning, conducting interviews and questionnaires
<input checked="" type="checkbox"/>	Supplementary Evidence	<ul style="list-style-type: none"> • Evidence from the workplace to show tasks performed consistently at the required skill and level of competency over a period of time in a range of contexts and conditions e.g., workplace portfolio, logbook, profiling, etc • May include reports from a reliable source such as a workplace supervisor or colleague or someone who is in a position to comment on the candidates' performance • Assessor is responsible for verifying competency and making the assessment decision

i. Recognition

Learners may access recognition: *(select the one that applies)*

<input type="checkbox"/>	For each competency delivered, recognition tools are available and match the usual assessments
<input checked="" type="checkbox"/>	For each competency delivered, recognition tools are created on demand
<input type="checkbox"/>	For some competencies delivered, recognition tools are created on demand
<input type="checkbox"/>	Whole of qualification recognition tools are available
<input checked="" type="checkbox"/>	Licencing or legislation prevents recognition for some competencies in this program: <i>(list and specify restrictions)</i>

j. Student Diversity and Individual Needs

To cater for different learner characteristics in this qualification the following: *(describe the approach)*

CIT has processes that enable the early identification and support of students who are not achieving academic learning outcomes or with conduct issues. Prior to enrolment, prospective students are given a written task to complete in order to identify any existing LLN issues and to provide prompt access to CIT support.

CIT Nursing has also a process in place for teachers to report student progress to the stage advisors or course coordinator. This process includes the teacher completing a course progression form, which provides progress comments from all teachers within the student's stage. This report is then reviewed by the stage advisor or course coordinator who will meet with the student to discuss issues concerning progress. At this point, the student is either referred to CIT support services depending on the support required, or if it is in relation to conduct, the relevant policy is followed. The student's progress is continued to be monitored by the stage advisor or course coordinator through regular meetings and observations from teachers and support services. Student progression form is included in appendix.

Each stage has a dedicated stage advisor who oversees student progress, manages less complex student issues, and refers students to the appropriate support services or the program coordinator as required. Adjustments that might need to be made to cater for different learner characteristics for assessment and evidence gathering include the following:

- Time allowances: examples include students who have learning difficulties such as dyslexia, heavy work commitments, health issues or students with English as a second language.
- Individual support from CIT Student Support: examples include providing a scribe, adding verbal instruction to online learning for any readings, assistance with understanding the assessment requirements, peer tutoring, study support at CIT Libraries, etc.

- Negotiated assessment tasks with the class teacher for tailored evidence gathering for a learner who has prior industry experience or a learner who is looking at pathway options to another higher qualification with specific requirements.

LLN requirements are mapped or embedded in delivery and assessment in line with the competencies. Students requiring extra help with LLN to bring them up to the required ACSF level are supported by CIT Access Education, by either enrolling into Foundation Skills prior to commencing their studies or completing year 10 in negotiation with the employer, student and Access Education.

CIT Yurauna Centre can help students who identify as Aboriginal or Torres Strait Islander grow in knowledge, abilities and confidence by providing skills training, advice and cultural support within a culturally safe environment. Yurauna supports students with fees, negotiated places into a program, changing programs, study support and navigating their studies at CIT.

CIT's International Services Unit assists international students with any questions, problems or issues that they may have while studying at CIT such as stress, fitting in and adjusting to their new lifestyle. The Student Advisors at the ISU also help with program changes, visa extension, fees and study support at CIT. CIT's International Pastoral Care Manager coordinates pastoral care in all departments with international students and provides easy access for international students with their study and academic achievement.

Specifically, this qualification is also modified to meet the requirements of learners by:

- Implementing individual or small group tutorial sessions will be scheduled to suit the availability of the learners. Learners experiencing LLN related difficulties will be encouraged to complete the online 'Are you study ready' task to establish their strengths and areas for development. Learners will be encouraged to participate in study support in response to their requirements
- Time allowances: examples include students who have learning difficulties such as dyslexia, have heavy work commitments, have health issues or students with English as a second language.
- Individual support from the CIT Student Support. Examples include (but are not limited to) providing a scribe, adding verbal instruction to online learning for any readings, assistance with understanding the assessment requirements, peer tutoring, utilising the CIT study support at the CIT library.

3.0 Learner Cohorts

The learner cohorts in this program are: (list and describe the learner types or specific groups using the program)

Learner Cohort 1	Learners new to the industry, with minimal prior experience. This cohort is of varying age groups and diverse cultural backgrounds. This cohort may include international and domestic students.
------------------	--

3.1 Profile 1 Summary

The learner cohorts identified in 2.0 using this profile include(s): (select all that apply)

<input checked="" type="checkbox"/> Learner Cohort 1	<input type="checkbox"/> Learner Cohort 2	<input type="checkbox"/> Learner Cohort 3
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The **target learners** in this profile are: (select all that apply)

<input checked="" type="checkbox"/> Standard/profile	<input checked="" type="checkbox"/> Secondary school leavers	<input type="checkbox"/> ASBAs
<input type="checkbox"/> Traineeships	<input type="checkbox"/> Apprenticeships	<input checked="" type="checkbox"/> Skilled Capital
<input type="checkbox"/> Vocational Learning Options (VLO)	<input checked="" type="checkbox"/> International	<input checked="" type="checkbox"/> Sponsored by workplace
<input type="checkbox"/> Commercial	<input checked="" type="checkbox"/> Aboriginal/Torres Strait Islander	<input type="checkbox"/> Other: (specify)

The **characteristics of learners** in this profile, prior to commencement of study are: (select all that apply)

Typical age range	<input checked="" type="checkbox"/> Young learner (under 21)	<input checked="" type="checkbox"/> Mature learner (21 or over)
Study experience	<input checked="" type="checkbox"/> Capable, independent learners	<input checked="" type="checkbox"/> Students who require additional support
Study mode	<input checked="" type="checkbox"/> Studying full time	<input checked="" type="checkbox"/> Studying part time
Industry experience	<input checked="" type="checkbox"/> Job seeker/No previous experience	<input checked="" type="checkbox"/> Employed in Field
General education level	<input type="checkbox"/> No formal education	<input type="checkbox"/> Year 10
	<input checked="" type="checkbox"/> Year 12	<input checked="" type="checkbox"/> Vocational qualification
	<input checked="" type="checkbox"/> Undergraduate qualification	<input checked="" type="checkbox"/> Postgraduate qualification

a. Delivery Mode Approach

The delivery mode approach for this profile includes: (describe the delivery mode approach)

This qualification is delivered in three separate stages. Learners must complete each stage prior to progressing onto the next stage. This qualification embeds the delivery of ANMAC standards (see Program Development document for further details).

CIT Health, Community and Science, Department of Human Services provides a study pathway that supports workforce development of Enrolled Nurses and professional career development for the Health Sector in the ACT, Region and beyond. The qualification covers the application of skills and knowledge required to prepare learners to provide nursing care for people across the health sector. A lifespan approach underpins this qualification, and the relevant competencies relate to the different stages of life identified within the units. Students complete the qualification by enrolling in three stages which encompass the core competencies and electives chosen in consultation with industry from the national training package HLT54121 Diploma of Nursing. Stages are listed in the program delivery structure in the first section of this document.

The delivery of underpinning knowledge and skills for this program is through a range of delivery methods including:

- Face-to-face delivery in a standard classroom
- Laboratory and simulated health care learning environments
- Practical workshops
- Online learning
- Clinical placements

- Independent study
- Learning tutorials

The CIT Diploma of Nursing HLT54121, will be delivered over 18 months (about 1 and a half years) full time or part time equivalent. The delivery model was developed after extensive consultation with CIT staff, students and industry representatives and the industry advisory group (IAG). The length of the course was also carefully considered, and feedback sought from other RTOs with longer duration, staff, students and teachers. The majority preference for course length was 18 months with flexible part time options.

Students attend CIT Bruce campus 3-4 days per week and engage in additional online learning theoretical content to form a blended learning approach. Classes are conducted from 9am – 9pm to accommodate individual learner needs.

The CIT nursing program is delivered using a combination of flexible delivery modes, these include:

- Classroom – face to face training facilitated in the classroom 3-4 days per week and includes individual and group support, and the opportunity to discuss and practice the knowledge and skills which are learnt.
- Blended learning - a mixture of face-to-face delivery and online learning is used, and the flexible learning component uses eLearn and virtual classrooms.
- Fully online - Fully flexible online learning uses eLearn and virtual classrooms
- Simulation Laboratory (Sim Lab) – practical activities to integrate theory and practice
- Professional Experience Placement (PEP) – Practical learning within a clinical environment which includes aged care, primary/community care, mental health, and acute settings
- Self-directed learning – students research information, complete assessments, work autonomously, and as a group to achieve the expected outcomes.
- Facilitator/teacher support – in addition to the classroom delivery, teachers are available during business hours to provide additional guidance and support.

Students engage in structured practical sessions in the simulated learning environment to develop required skills and knowledge prior to commencing Professional Experience Placement.

A strong appreciation of adult learning theories and approaches are considered when developing teaching and learning strategies for students, and teachers use a variety of innovate methods to facilitate learner motivation and engagement when developing and delivering learning resources.

CIT teachers play a vital role in understanding individual learning styles and accommodate teaching practices when developing student performance and competence. CIT's online learning platform is Moodle based and called eLearn. Teachers design learning and assessment on this platform to create innovative ways to engage learners and accommodate individual learning styles.

Other examples of contemporary learning and assessment methodologies include:

- Role plays, patient scenarios and case studies
- MASK-ED™ - an innovative high fidelity simulation technique which involves the use of silicone props, including masks, torsos, hands and feet. Trained facilitators wear the mask and assumes a character that serves as a platform for teaching. Inquiry-based dialogue using protocols to surface the thinking of learners
- Paired or small group work
- Peer learning
- Problem-based learning exercises
- VSIM - An interactive, personalized simulation experience using evidence-based, patient scenarios. Students develop their prioritization, clinical reasoning and decision-making skills before they practice these skills in the sim lab.
- Kahoot's - Teachers can create online learning games and quizzes to engage learners.

b. Clustering

For this profile: (select the one that applies)

Each competency is delivered and assessed separately

OR

Competencies are clustered (refer to VOL spreadsheet):

OR

Combination of both clustered and single competencies (refer to VOL spreadsheet):

c. Amount of Training

Describe the AoT in relation to (provide detailed description under each heading below - refer to TAS Part 2

Instructions):

- **The training product:**

This is an AQF 5 level qualification consisting of 20 core units of competency, and 5 electives which were selected in consultation with industry. Students studying at this level are able to apply their skills and knowledge to demonstrate autonomy, judgement and responsibility in the Enrolled Nursing context. The duration of this training product is 1.5 years fulltime (or part time equivalent).

- **The learner cohort:**

Learners new to the industry, with no prior experience. This cohort is of varying age groups and diverse cultural backgrounds.

International Students- these learners may be new to the industry or come with experience in health care.

Learners who have completed a Certificate III in Individual Support or the SoA in Introduction to Nursing

- **The mode of delivery:**

Blended learning delivery comprising of online learning, face-to-face tutorials, practical skill development in the CIT nursing simulated health training facilities and application of skills and knowledge via Professional Experience Placement (PEP).

d. Unsupervised Activities

Successful completion of this course will require learners in this profile to engage in a range of independent and unsupervised activities including: (describe unsupervised activities)

- Project work – working within a group, including attending and facilitating meeting with their group members (online or f-2-f)
- Additional reading – provided on eLearn relating to the units
- Assessment preparation – research, revision of in class activities, opportunities to recreate the in-class activities, troubleshooting assessment tasks and classroom activities

e. Assessment Instruments

Learners in this profile will be assessed using the following: (select all that apply)

<input checked="" type="checkbox"/>	Collection of evidence within the workplace (includes apprenticeships, traineeships, industry placements, third party evidence reports from workplace supervisors, etc)
<input checked="" type="checkbox"/>	Practical demonstration of skills and knowledge with checklist (may be supported by targeted questions)
<input checked="" type="checkbox"/>	Case studies
<input checked="" type="checkbox"/>	Portfolio (may include collection of learner created items, specific parts of a project or individual tasks completed through the learning, etc)
<input checked="" type="checkbox"/>	Individual project
<input checked="" type="checkbox"/>	Team project with individual responsibilities to cover all aspects of the competency by each learner
<input type="checkbox"/>	Multimedia project
<input checked="" type="checkbox"/>	Research project
<input checked="" type="checkbox"/>	Assignment
<input checked="" type="checkbox"/>	Report
<input checked="" type="checkbox"/>	Presentation
<input checked="" type="checkbox"/>	Role play
<input checked="" type="checkbox"/>	Questioning (written or verbal)
<input type="checkbox"/>	Production and presentation of creative work
<input checked="" type="checkbox"/>	Completing de-identified workplace documents (job cards, incident reports, marketing plan, quotation or invoice, etc)
<input checked="" type="checkbox"/>	Reflective journal
<input checked="" type="checkbox"/>	Other: (specify) completion of industry placement logbook

The assessment approaches for this profile are: (describe the approach for each item selected above)

The following matrix provides information on the assessment approaches for this qualification. For further information on the assessment approach for this qualification, refer to the Program Development document.

Assessment Strategies used to Gather Evidence	
Letters	Description
CS	Case Studies
CSK	Clinical skill
F	Forum Discussion (online)
GP	Group Presentation
Q	Quiz (online)
PEP	Professional Experience Placement Assessment
P	Project
RP	Role plays
SIM	Simulation
TPR	Third Party Report
WE	Written Examination
WT	Written Task
WRE	Written reflections
WR	Written report

Unit Code	Unit Name	CS	CSK	GP	J	Q	PEP	P	RP	SIM	TPR	WE	WT	WRE	WR
CHCDIV001	Work with Diverse People														

HLTINF001	Comply with infection prevention and control policies and procedures																			
HLTWHS002	Follow safe work practises for direct client care																			
CHCPOL003	Research and apply evidence to practice																			
HLTENN057	Contribute to nursing care of a person with diabetes																			
CHCDIS007	Facilitate the empowerment of people with disability																			
BSBMED001	Interpret and apply medical terminology appropriately																			

f. Volume of Learning (VoL)

The VoL for this profile comprises of: (specify from VoL_Spreadsheet_Template.xlsx)

Supervised hours spent on skills development	1171
Supervised hours spent on assessment	292.5
Unsupervised activity hours	941
Volume of learning hours	2404.50
Total learning hours match AQF volume of learning	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
VoL Rationale	

g. Industry Placement

Learners in this profile will experience the following: (select all that apply)

<input type="checkbox"/> Industry placement not included
OR
<input checked="" type="checkbox"/> Mandatory placement specified in Training Package; CIT Department holds supporting documents
<input type="checkbox"/> CIT facilitated placement; CIT Department holds supporting documents

The industry placement approach for this profile is: (describe the approach)

Professional Experience Placement (PEP)

The total Professional Experience Placement (PEP) for this program is 400 hours over three semesters. Placements are conducted in aged care and disability facilities, acute medical and surgical wards, Primary and Community Health and across a range of other speciality areas such as Palliative care, Mental Health, Oncology, Outpatient departments, Rehabilitation and Emergency department short stay unit. Added opportunities for students who specifically request certain specialities areas are at times available for the following areas: Paediatrics, Operating theatres and Maternity units.

CIT has established strong relationships with a range of public and private ACT-based and regional NSW health service facilities that supports students to obtain a broad experience. Shared formal agreements exist between CIT and the organisations. Agreements address a variety of governance matters, reporting requirements and student support and pastoral care matters. CIT will only accept agreements with facilities if their terms and conditions are acceptable and comply with CIT policies, procedures, and placement requirements for students.

For the ACT (Australian Capital Territory) CIT arranges and manages all placements through the Student Clinical Placement Unit (SCPU) Nursing and Midwifery Coordinator and requests placements directly through the ACT Health Student Placement Online (SPO) portal. For NSW placements CIT uses CLIN Connect to manage placements with NSW health facilities.

CIT's placement structure is unique as it involves sending a steady stream of students on placement each week of term (dates negotiated with the SCPU Nursing and Midwifery Coordinator). This structure was organised to ensure that industry was not inundated with large numbers of students in block sessions but a small, steady stream of students on a regular basis.

CIT also has relationships and agreements with aged care facilities in the ACT in which students attend at least one week of aged care placements in stage one of the program.

Placement Requirements

Students are informed of PEP and specific requirements for right of entry during the admission process (prior to their enrolment into the course). Pre-PEP requirements are further detailed to the students through:

- CIT website
- Public information sessions (in person, online and augmented with printed information)
- Pre-entry meetings
- e-Learn notice board.

Students are provided with detailed information prior to or on enrolment about specific requirements for placements and other non-compliance processes such as progress issues during placement and unacceptable student behaviours etc.

CIT stipulates the requirements that Diploma of Nursing students must meet which support the Health Directorate requirements, such as the ACT Health Student and Trainee Placement Policy. This includes immunisation requirements and criminal history checks. For NSW, the Health Working With Children Checks and other Police Checks Policy requires that all students enrolling in courses that involve placements in NSW Public Health Facilities must undertake a National Police Check. Students are also required to comply with the NSW Health policy Occupational Assessment, Screening and Vaccination Against Specified Infectious Diseases and any other relevant policies.

During the pre-entry phase students are required to provide the following certified copies:

- Current First Aid Certificate.
- ACT - Australian Federal Police Check – Code 08 Hospital Employment and/or Code 19 Child, Aged, Disabled care provider worker in the ACT
- NSW - A National Police check
- Letter of fitness to work as a nurse from their General Practitioner.

- Up to date Immunisation records, including evidence of immunity to or proof of vaccination for Influenza and Covid, Measles, mumps, rubella, varicella (chicken pox), hepatitis B with titre, diphtheria, tetanus and pertussis.
- Tuberculosis (TB) screening
- For ACT - Working with Vulnerable People Check.
- For NSW – Working with Children’s check

CIT staff also liaise with the ACT Government Health Directorate. This enables the CIT Placement Coordinator to verify any changes to another jurisdiction’s policies and requirements and notify the relevant jurisdictions of any students who are unable to undertake placement as a result of non-compliance with either organisation’s policies or requirements.

CIT has a designated process for managing students found to be non-compliant with either CIT’s requirements or those of the organisation providing the placement. The process includes meeting with the student to verify non-compliance and completing the relevant Health Facility and CIT paperwork. If a Health Facility declines placement because of non-compliance, including a positive police check, the process includes meeting with the student and providing them with suggestions of different career pathways that are available in other courses at CIT. The student meets with the Nursing Program Coordinator and/or Head of Department and there is a provision that the student may have a support person present at such meetings. The student is also referred to CIT’s counselling services. This information is reinforced during the orientation sessions and further details are provided in the Diploma of Nursing

Prior to placements in ACT Government Health Directorate facilities students must complete the following eLearning modules on ACT Health’s HRIMS database:

- Hand Hygiene
- Infection Prevention and Control, Occupational Medicine and Waste management
- Fire Emergency and Security
- Manual Task Essentials
- Aseptic Technique
- Child Protection level 1
- Covid 19 Training

CIT uses a Placement management software database to manage student placements called Inplace. The Inplace program is used to:

- Collect and store required student placement documentation such as immunisations and training requirements
- Allocate student placements according to student and industry preferences
- Integrate with CIT learning management system eLearn
- Communicate with students for rosters (online, email, SMS, fax, and print).

Students are provided with information sessions at the beginning of stage 1 to discuss placement requirements and how to use Inplace.

Before Students are allocated a placement, the CIT placement coordinator or placement officer checks all requirements are met by the student.

These include:

- Compulsory e-learning modules
- Recommended e-learning modules
- Immunisation status and requirements
- National police check

Students also complete online learning packages and industry specific learning programs such as “Compass” and “WHS” to prepare students for clinical work in specific healthcare institutions.

To ensure students are well prepared before beginning each placement, preparation sessions are conducted with the Course Coordinator and/or Placement Coordinator.

These sessions cover the following information:

- Expectations of professional behaviour – code of conduct and scope of practice for SEN's
- Nursing and Midwifery Board of Australia Codes of conduct and Guidelines
- Confidentiality & privacy, social media policies
- Placement preparations – rosters, uniforms, punctuality
- What to expect
- Attendance reporting
- Placement book requirements
- Workplace assessment requirements
- Facilitator visits
- Tip and tricks

Assessors attend the workplace on a weekly basis to assess students.

Students also attend CIT for placement support with their allocated placement coordinator on a regular basis.

Refer to Program Development document for further details.

h. Equipment and Materials

Learners in this profile will have access to or may need access to the following equipment and materials:
(list equipment and materials)

Facilities and equipment provided by CIT:

- CIT nursing simulated health training facilities

The theoretical component and nursing procedures are complementary. Theory is followed by nursing laboratory procedures (simulation). The theory and laboratory learning areas provide a conceptual foundation in preparation for the PEP.

The CIT nursing simulated health training facilities are well equipped with current and up to date technical equipment and high-fidelity simulation resources to deliver practical and theoretical knowledge and skills. Nursing students learn in real life simulated patient situations. On a day-to-day basis, each practical session in the Nursing simulation environment has a minimum of two Registered Nurse trainers. This includes permanent and casual Technical Officer's (TO) working with students and liaising with the trainers for set up and supply of equipment.

The facility at Bruce campus includes 5 distinct Simulated Learning Environments (SLE).

- SLE 1 is a 7-bed ward
- SLE 2 is an 8-bed ward and includes a separate simulation room and control/observation room and bathroom with shower access.
- SLE3 -is a 6-bed ward
- SLE 4 is a 6-bed ward
- SLE 5 is a 7 - bed ward and includes 2 separate simulation and /control observation rooms

All simulated learning environments have been purpose built to reflect a clinical environment as much as possible and includes current health care technology, wall air, suction and simulated oxygen and emergency alert system. Each SLE has a separate clinical treatment room with computer access. All five SLEs (Simulated Learning Environments) are equipped with a full range of nursing and medical equipment. The SLEs allow students to be immersed in an environment as close as possible to that experienced in acute care settings. This clinical skills facility has the capacity to simulate critical care and community care settings.

Adjacent to SLE 2 is a purpose-built room equipped for high fidelity simulations using high fidelity manikins and includes a control room where teachers can control the manikin to enable its features. SLE 5 (which will be built in term 2 2022) is a 7-bed ward with 2 separate simulation rooms for high fidelity simulation. Each room has a control/observation room for teachers to program the manikins to interact with the students. A breakout room for debriefing students pre and post simulation is also accessible between SLE 2 and 5.

In addition to the nursing SLE's, the department has SLEs for Individual Support programs that are delivered within this department, for example, Ageing, Disability, Home, and Community. These SLEs include a designated simulated 7 bed SLE equipped with a bathroom and simulated client's home bedroom; a one-bedroom house with a kitchen, bathroom and toilet, lounge area (which can be used for group sessions) and a bedroom with a fitted ceiling hoist. The house also includes a verandah and a double garage with a purpose-built simulated disability bus. This bus is used to train students how to safely to transport clients in wheelchairs. The education and training within these SLEs have a focus on the social model of service provision with an emphasis on enablement and rehabilitation. CIT human services department also has access to an allied health simulated environment which includes equipment for training students in rehabilitation.

Some of the nursing teachers are trained in Masked Ed which is the use of silicone props to use as a platform for teaching.

Equipment and materials to be provided by CIT:

CIT has a 10-year plan for the purchase of resources and equipment to ensure it is responsive to an increase in student numbers, maintenance of equipment and updates in technology.

In 2021 CIT purchased 5 new high fidelity simulated manikins; these are to be also used in the new dedicated simulation rooms in SLE5. These include:

- 3 Mentone Alex manikins
- 2 Lateral nursing Anne manikins (including 1 geriatric Anne)
- vSim for Nursing
- Clinical Key
- Professional Experience Placement (PEP)

Equipment and materials to provide by the student:

- Covered black non-slip shoes
- Purchase stethoscope, Sphygmomanometer, Nursing Pouch, Silicone Fob Watch, Retractable ID tag holder, Pen light - mini, safety glasses, face shield
- Purchase uniform: CIT Diploma of Nursing scrub top (two) and navy or black pants

i. Language, Literacy and Numeracy

Language, literacy and numeracy requirements of learners in this profile are: (select the one that applies)

No language, literacy and numeracy requirements apply

OR

The following language, literacy and numeracy requirements need consideration:

LLN requirements are mapped or embedded in delivery and assessment in line with the competencies. Students requiring extra help with LLN to bring them up to the required ACSF level are supported by CIT, through drop-in tutorials provided for academic support by the Department, and through CIT Student Support.

Prior to enrolment students are asked to complete the LLN Robot which is the LLN support tool administered through CIT Access Education. The results are received in the department and the students who have not achieved the recommended ACSF levels for the program are contacted and provided with information regarding available support services

International students will be required to demonstrate an average IELTS score of no less than 7.0

Learners are required to have completed Year 12 (within the last 10 years at an accredited or tertiary level) with at least a C grade average in English and Maths or successfully completed the LLN test (ACSF level 4).

At entry to the Diploma of Nursing program the student (applicant) must have English as their primary language as per the requirements specified in the NMBA English Language Skills (ELS) registration standard. The selection for program Entry English language requirements is based on an applicant meeting one of the following criteria:

1. English is their primary language OR
2. Supply a valid English Language Test Score result

1. English as their primary language:

- Attended and satisfactorily completed at least six years of primary and secondary education taught and assessed solely in English in a recognised country, including at least two years between 7 and 12.
- Recognised Country means the following countries: Australia, Canada, New Zealand, Republic of Ireland, South Africa, UK and USA.
- Australian Year 12 Certificate with at least a 'C' average grade in tertiary English and accredited Maths (completed within the last 10 years).
- Achieve the required minimum scores for the Literacy, Language and Numeracy test. Program entry is based on an applicant submitting a LLN test from an Australian Government provider demonstrating achievement of an Australian Core Skills Framework Exit Level 4, as a minimum.

2. Supply a valid English Language Test Score result:

At admission to the program applicant has submitted a formal English language test score result that meets the minimum ELS requirements as specified in the NMBA English language skills registration standard. If English is not the student's primary language, they are required to sit an approved English language test:

- International English Language Testing System - (IELTS)
- Occupational English test - OET (nursing only)
- Pearson test of English academic - PTE Academic
- the TOEFL iBT

Students (applicants) are also required to sign a declaration that English is their primary language or evidence that they have achieved the minimum English language test results as specified in the Nursing and Midwifery Board of Australia's (NMBA) English language skills registration standard.

Students who have also registered with CIT Student Support for support for disabilities are also provided with LLN support.

j. CIT Support Services

Describe the CIT support services engaged by learners in this profile. Provide specific details: (describe the approach)

- **CIT's International Services Unit** assists international students with any questions, problems or issues that may arise while studying at CIT. The Student Advisors at the ISU also help with program changes, visa extension, fees and study support at CIT. CIT's International Pastoral Care Manager coordinates pastoral care in all departments with international students and provides easy access for international students with their study and academic achievement.
- **CIT Yurauna Centre** can help students who identify as Aboriginal or Torres Strait Islander grow in knowledge, abilities and confidence by providing skills training, advice and cultural support within a culturally safe environment. Yurauna supports students with fees, negotiated places into a program, changing programs, study support and navigating their studies at CIT.
- **CIT Student Support** is provided to all CIT students through services such as counselling, disability support, migrant support and careers advice. CIT Student Support has dedicated offices at the Fyshwick, Reid and Bruce campuses and phone and online support are also available.

Program Replacement Information

Previous Program	DP-HS25 Diploma of Nursing HLT54115
Final Semester for teach-out enrolments	Semester 2 2023
Final Award Date	23/12/2023
New Program	
Semester available for new enrolments	202320

Appendix A: Industry Engagement

The industry engagement for this program includes: (describe the industry engagement approach)

Organisation/regulator/ employer	Type of engagement	What input did industry have to the ongoing development of this program	What changes were made as a result
Please see Appendix005_CIT Program Document			

Appendix B: Transition Arrangements

This qualification was replaced more than 12 months ago and all students have either been completed in the previous before the final award date or were transitions to this qualification—*no need to complete the rest of this section*

OR

This qualification is new to CIT and does not replace any existing qualification.

OR

This qualification replaces a previous qualification which was deemed by the Training Package as:

Superseded and equivalent—new CIT program was developed for this qualification

Superseded and not equivalent—new CIT program was developed for this qualification

Complete the following strategy table: Please see attached transition table for more detail.

The following strategy was developed to transition students between the previous qualifications:

Previous Qualification	HLT54115 Diploma of Nursing	
Final Award Date	31/12/2023	
Will current students complete in the previous or move to the current?	<input type="checkbox"/> Previous program	<input checked="" type="checkbox"/> Current program
If previous, please state reasons as transitioning to the current is preferable		
Are there superseded or non-equivalent competencies in the previous that do not count towards the current?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
List these competencies	HLTENN001 Practise nursing within the Australian health care system HLTENN006 Apply principles of wound management in the clinical environment HLTENN007 Administer and monitor medicines and intravenous therapy HLTENN005 Contribute to nursing care of a person with complex needs HLTENN011 Implement and monitor care for a person with acute health problems HLTENN012 Implement and monitor care for a person with chronic health problems HLTENN025 Implement and monitor care for a person with diabetes HLTENN010 Apply a palliative approach in nursing practice HLTAID003 Provide First Aid	

Are there new competencies in the current that were not in the previous?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
List these competencies	CHCPOL003 Research and apply evidence to practice BSBMED301 Interpret and apply medical terminology appropriately CHCDIS007 Facilitate the empowerment of people with a disability	
Will gap training be required for transitioning students to the current?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Describe the gap training and/or assessment options for students	Evidence from non-equivalent superseded units will contribute as RPL evidence as well as gap training and assessment as required. Where one UoC does not have the same national code, but meets all the requirements of another UoC, Credit Transfer will be granted on approval from Education Quality as per Principle 3.9. CIT policy	
Have you requested Student Records to issue Statements of Attainment to non-current students (not at CIT within the previous year) if needed?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
How were students and employers informed of this transition?	Letter .	
Other, specify:		

Attachments

*Correct at time of document release; please check Banner for the latest versions of the reports

Delivery Structure

Web Handbook*

ADD ADDITIONAL ATTACHMENTS

Modification History

Version 1

New Implementation

VALIDATION REPORT

(Two Units of Competency)

Note: this form has been developed for validating two units of competency. If more than two units of competency are being validated, please use a separate form or the Validation Report for clustered units. For further information regarding validation, see ASQA's Fact Sheet www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation.

Documentation for validation

The validation team should have these documents for validation. Please tick those available at this validation

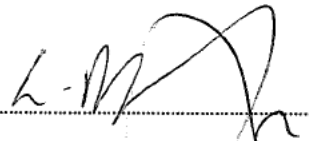
- Training Package Qualification Requirements
- Units of competency from Training Package being validated
- Subject guides
- Training and Assessment Strategy (TAS) for the qualification or Statement of Attainment
- Assessment tools (includes instructions to learners and assessors, teacher guides)
- Completed and assessed learner work (appropriate sample size)
- Learning resources

Validation Report

Date of Validation		23 September 2019	
National ID of qualification		HLT54115	
Qualification Title		Diploma of Nursing	
National ID of Units of Competency		Title of Units of Competency	Delivery Mode (Blended, Online, Work based)
UoC 1	HLTAAP002 CRN23709	CONFIRM PHYSICAL HEALTH STATUS	Blended including online assessment. Face to face delivery
UoC 2	HLTENN010 CRN23632	APPLY A PALLIATIVE APPROACH IN NURSING PRACTICE	Blended including online assessment. Face to face delivery

LEAD VALIDATOR TO COMPLETE							
		Role in Validation team				Qualification (if required)	
Validation Team Name/s	Organisation/Designation	Teacher not involved in UoC delivery or assessment	Teacher involved in UoC delivery and assessment	Industry representative	Other (such as LLN Expert, CITSA, please specify)	TAE40110 (or its successor)	Holds Vocational competency
Lead: Lily Muthurajah	CIT HoD Human Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Anna Prescott	CIT Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tricia O'Connor	CIT Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants were informed of their confidentiality obligations Yes No

Lead Validator's signature 

Date 23/09/2019

Note: Validation of units/qualification from the TAE Training Package must be undertaken by persons who have had no involvement with the delivery of training and assessment for CIT.

*Participants in attendance are members of the panel who are not part of the validation assessment decisions or make up part of the panel requirements as per Standard 1.11

Step One: Training and Assessment Strategy (TAS) Validation

Training and Assessment Strategy	Yes/No	Comments/required actions/ suggested improvements	Person nominated to complete action/s	Due date for completion of action/s
1. Assessment instruments/tools align to the assessment methodologies detailed in the TAS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
2. Electives selected relevant to industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Number of Assessment tasks and methods used to assess this unit(s)

Units of Competency	Assessment Number	Assessment Title	Assessment Method (eg exam, observation, knowledge, portfolio, third party report, project etc) Must align with TAS matrix.
UoC1	1	Research assignment 1, application questions sponging assessment (completed in HLTENN004)	Knowledge and skills, practical observation (sponging assessment)
23709	2	Research assignment 2, application questions 2, vital signs assessment (completed in HLTENN003)	Knowledge and skills, practical observation (vital signs assessment)
	3	Research assignment 3, application questions neurological and neurovascular assessment, admission and discharge assessment (completed in HLTENN003)	Knowledge and skills, practical observation (neurological/neurovascular assessment)
	4	Online quizzes	knowledge
UoC2	1	Online quizzes	knowledge
23632	2	Written case study	Written, knowledge
	3	Care plan – completed on clinical placement	Knowledge and skills
	4	Successful completion of Clinical Placement (meeting NMBA standards)	Portfolio, Third party report, observation, knowledge and skills

List any special points regarding delivery and assessment e.g. regulatory or licensing requirements, RPL only, delivery in the workplace etc.

Learning Resources				
Learning Resources	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
1. Learning resources meet the requirements of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Crisp, J., C. Douglas, C., Rebeiro, G. & Waters, D. (2017). Potter & Perry's fundamentals of nursing (5th ed.). Sydney, Australia: Mosby Elsevier.</p> <p>Marieb, E (2017) Essentials of Human Anatomy & Physiology 12th ed Pearson Education Limited. England</p> <p>Computer and Internet to access eLearn, quizzes and "Visible body"</p> <p>Comments by industry representative:</p> <p>Looking at learning resources online, the order of topics may need review as some topics/body systems are more abstract than others. Consider teaching the lymphatic system after CVS, and digestive system earlier as easier to comprehend and relate to. Lymphatic may fit better after cardiovascular/kidneys. Suggested order - Skin, digestive, cardio, resp, renal, lymphatic.</p>	Anna Prescott	January 2020
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>O'Connor M, Aranda S, Lee S (eds), (2012), <i>Palliative care nursing—a guide to practice</i>. 3rd edn, Melbourne: Ausmed Publications</p> <p><i>Therapeutic guidelines: palliative care. Version 3.</i> Melbourne: Therapeutic Guidelines Limited; 2010</p> <p>Berman, A., Snyder, S., Kozier, B., Erb, G., Levett-Jones, T., Dwyer, T., Hales, M., Harvey, N., Luxford, Y., Moxham, L., Park, T., Parker, B., Reid-Searl, K., Stanley, D. (2010). <i>Kozier and Erb's Fundamentals of Nursing. Vol 1, 2 and 3.</i> Pearson Australia, NSW.- Available at the CIT Woden Campus bookshop.</p> <p>Myers, S., Paulazzo, J. (2012). <i>Acknowledging the source</i>. Canberra Institute of Technology. Canberra. - Available at the CIT Woden Campus bookshop or online for download at http://libguides.cit.edu.au/loader.php?type=d&id=674482</p> <p>Tollefson, J., Bishop, T., Jelly, E., Watson, G., Tambre, K. (2012). <i>Essential Clinical Skills : Enrolled/Division 2 Nurses</i>, 2nd Edition. Cengage, Australia.- Available at the CIT Woden Campus bookshop.</p> <p>Comments by industry representative:</p> <p>Great resources. Maybe look for some loss and bereavement resources and for self care.</p> <p>Suggestion of different resources available for carers that may be appropriate as extra learning resources for EN students</p>		

2. Learning resources reflect current industry practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Simulated environment reflect the industry clinical environment. Comments by industry representative: Powerpoints appear to be pitched too high for students with no prior physics/chemistry/biology, very overwhelming. Would need significant face to face support.	Anna Prescott	January 2020
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Simulated environment reflect the industry clinical environment. Comments by industry representative: Currently training program does not mention “care of the dying pathway/ end of life pathway”. However teacher states it is discussed in the classroom. Also no mention in training program of “Screening patient SPICT”. However this is also discussed in the classroom. Symptom clusters discussed to maybe incorporate into scenarios.		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Fairness				
1. Reasonable adjustments can be applied to the assessment to take into account the individual learner's needs (eg such as providing oral rather than written assessment).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in subject guide. Any letter from student support taken into consideration		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in subject guide. Any letter from student support taken into consideration		
2. Learners are provided with clear information about the assessment and any resits before undertaking the assessment. Learners are provided with feedback after the assessment.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide and assessment guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and times frames are clear		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide and assessment guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and times frames are clear		
3. Information is available to learners regarding the appeals process.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Available on subject guide as per CIT template		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Available on subject guide as per CIT template		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Flexibility				
4. Recognition of prior learning is made available to the learner at enrolment or prior to commencement of training.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding Recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions • CIT website 		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding Recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions • CIT website 		
5. The assessment uses a range of assessment methods which recognise that learners can demonstrate competence in a variety of ways (ie practical tasks can also demonstrate knowledge).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items including online quizzes, skills demonstrations, written assessment tasks Comments by industry representative: Students need “building blocks” of anatomy and physiology before being able to link to patient conditions. Assessments may be a pitched a little high for students who do not have a history of studying biology. Assessment 1 question 3 – unfair to ask about cardiovascular system together with lymphatic system when not studied this yet.	Anna Prescott	January 2020
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items including online quizzes, skills demonstrations, written assessment tasks, completion of care plan with palliative approach on clinical placement Comments by industry representative: Practical component really good, online quizzes relevant		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Validity				
6. The assessment requires the learner to demonstrate skills and knowledge that reflect current workplace practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for a demonstration of knowledge and skills and is set to reflect industry practice. Practical assessments are reflective of current industry policy and practices. Comments by industry representative:		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for a demonstration of knowledge and skills and is set to reflect industry practice. Comments by industry representative:		
7. The assessment ensures that learners could demonstrate the practical application of skills and knowledge and transfer these to a variety of workplace situations.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Practical assessments reflective of current industry policies and practices. Comments by industry representative:		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Care plan completed in workplace (clinical placement) reflect of current industry policies and practices. Comments by industry representative:		
8. The assessment covers all the required components of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Reliability				
9. Clear and comprehensive teacher guides (marking keys) are provided to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different assessor would result in the same decision).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guides available for written assessments, answers available on observation checklists. Online quizzes self-marking		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guides available for written assessments, answers available on observation checklists. Online quizzes self-marking		
CIT Administration				
10. CIT current version templates used for all documentation (ie subject guides, assessment cover sheets, teacher guides)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Panel's Decision		Comments
<input type="checkbox"/>	No change	
<input checked="" type="checkbox"/>	Minor change needed	<p><i>HLTAAP002 assessment suite has been updated from 201910. The new assessments do not have the research assessments (has been changed to a formative assessment "investigative pathway") The assessment suite now also include further clinical skills assessed in HLTENN003 and HLTENN004 (BGL, Urinalysis, Deep breathing and coughing exercises, ROM and chest pain assessment).</i></p> <p>Sequence of topics for HLTAAP002 need to be reconsidered as well as the high pitch of the learning material Rephrasing of care plan questions for HLTENN010 to clarify what is required. Additional resources suggested.</p>
<input type="checkbox"/>	Significant change needed	

Step 3: Review of Assessment Judgements – Rules of Evidence

One of the requirements of the Standards for RTOs 2015 is to review a statistically valid sample of completed assessments for making improvements to future assessments. Use the recommended ASQA tool <https://www.surveymonkey.com/mp/sample-size-calculator/> to calculate sample size. Refer to ASQA’s User’s Guide to the Standards for further information. Note: The trainer and assessor who delivered/assessed the training product being validated cannot determine the validation outcome for any assessments/judgements they made.

UoC 1 – Statistically Valid Sample							
Number of students enrolled in UoC	33	Confidence Level	95%	Margin of error	5%	Sample size to be provided	31

Rules of Evidence					
Learner assessments reviewed Insert CIT Number (do not use learner names)	Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

UoC 2 – Statistically Valid Sample


Number of students enrolled in UoC	17	Confidence Level	95%	Margin of error	5%	Sample size to be provided	17
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Rules of Evidence

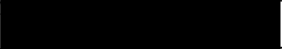

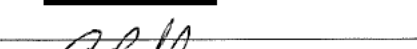

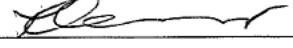
Learner assessments reviewed Insert CIT Number (do not use learner names)	Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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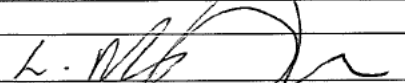
Panel's Decision			
Overall, the assessor judgements are:	<input type="checkbox"/> Appropriate (no change required)	<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Too harsh
	<input type="checkbox"/> Too lenient		
Comments/actions for improvements:			
Follow-up actions to be completed by:	Name:		Date:

I confirm that the final validation decision/s have been made by person/people who were not directly involved with the delivery and assessment of the training product being validated.

Lead Validator:	Lily Muthurajah	Date:	23/9/19	Signature:	
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We agree with the final validation decision/s and were presented with the stated sample size of judgements.

Industry Representative:		Date:	23/9/19	Signature:	
Industry Representative:		Date:		Signature:	
Industry Representative:		Date:		Signature:	
CIT Representative:	Anna Prescott	Date:	23/9/19	Signature:	
CIT Representative:	Tricia O'Connor	Date:	23/9/19	Signature:	
CIT Representative:		Date:		Signature:	
Other:		Date:		Signature:	
Other:		Date:		Signature:	

Completed Action/s Checklist			
TAS updated	<input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment tool/s updated	<input type="checkbox"/> Yes <input type="checkbox"/> No
Subject guide updated	<input type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guide updated	<input type="checkbox"/> Yes <input type="checkbox"/> No
Head of Department Name:	Lily Muthurajah	Date:	23 September 2019
		Signature:	

Next Steps:

- The completed validation report must be filed in TRIM.
- Actions contained in this validation report must be entered on the Continuous Improvement Plan.
- The Head of Department responsible for the qualification must ensure that actions are complete.
- The Head of Department responsible for the qualification must ensure the recommendations and improvements identified during the validation meeting are implemented.

CRN: 23709 National ID: HLTAAP002 Course: HESC 502 Title: Confirm physical health status

ID	Name	Assessment No:		Assessment No:		Assessment No:		Assessment No:		Assessment No:		Mid-term Grade	Saved Final Grade	Rolled Final Grade
		Date	Grade	Date	Grade	Date	Grade	Date	Grade	Date	Grade			
													UP	UP
													WA	WA
													UP	UP
													UP	UP
													F	F
												AP		
													UP	UP
													WA	WA
												AP		
													UP	UP
												AP		
													UP	UP
													UP	UP
													UP	UP
												AP		
												AP		
													WA	WA
													WA	WA
													UP	UP
													UP	UP
													UP	UP
													UP	UP
													UP	UP
													UP	UP
													UP	UP

Notes:

Include individual assessment number as described in the subject guide.
 Ensure date assessment was submitted and grades are entered for all assessment items.
 If you have more than five assessments reprint this sheet and include with records.

Individual Assessments: S = Satisfactory NYS = Not Yet Satisfactory
 RS = Resit/Resubmit DNS = Did Not Submit

Midterm Grade: AP=Academic Progress (automatic roll to WA 12 months from CRN end date)
 EG=Extension Granted (automatic roll to WA 8 weeks from CRN end)

Saved Final Grade: Displays a final grade that has been saved before or during roll to academic history

Rolled Final Grade: HD = High Distinction D = Distinction P = Pass UP = Ungraded Pass F = Fail
 WA = Withdrawn Attended WW = Withdrawn Without Attendance CR = Credit

CRN: 23709 National ID: HLTAAP002 Course: HESC 502 Title: Confirm physical health status

ID	Name	Assessment No:		Assessment No:		Assessment No:		Assessment No:		Assessment No:		Mid-term Grade	Saved Final Grade	Rolled Final Grade
		Date	Grade	Date	Grade	Date	Grade	Date	Grade	Date	Grade			
													WA	WA
													UP	UP
													UP	UP
													UP	UP
													UP	UP
													UP	UP
													WA	WA
													UP	UP
													UP	UP
													UP	UP
													WA	WA
													UP	UP

Notes:
 Include individual assessment number as described in the subject guide.
 Ensure date assessment was submitted and grades are entered for all assessment items.
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Individual Assessments: S = Satisfactory NYS = Not Yet Satisfactory
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 WA = Withdrawn Attended WW = Withdrawn Without Attendance CR = Credit

Assessor Name: _____ Signature: _____ Date: _____	Other Assessor (if applicable) Name: _____ Signature: _____ Date: _____	Assessor verifying final results Name: _____ Signature: _____ Date: _____
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CIT Scope Check - 2022

HLT54121 Diploma of Nursing / Scope Check 2
/ 000122

Complete

Flagged items	0	Actions	7
Workflow	Scope Check 2		
Qualification	HLT54121 Diploma of Nursing		
Units	HLTENN040 Administer and monitor medicines and intravenous therapy HLTENN047 - Apply nursing practice in the primary health care setting		
Conducted on	30.03.2023 12:00 AEDT		
Prepared by	Rainer Wilton		
Document No.	000122		

Table of Contents

Evidence

Strategies for Training and Assessment

TAS

HLT54121 - TAS

Yes

Attachment 1 VoL

VoL HLT54121 FINAL

Yes

Subject Guide(s)

Subject Guide HLTENN040 Part 1
Subject Guide HLTENN040 Part 2
Subject Guide and session plan HLTENN040 Part 1
Subject Guide and session plan HLTENN040 Part 2 (2)
Appendix256_Subject guide HLTENN047 (1) (1)

Yes

Handbook Entry

Handbook entry

Yes

Resources

Delivery Support Resources

Multiple examples of delivery resources supplied electronically and also available on
<https://elearn.cit.edu.au/course/view.php?id=222596>
<https://elearn.cit.edu.au/course/view.php?id=222595>

Yes

Elearn Programs Links

<https://elearn.cit.edu.au/course/view.php?id=222596>
<https://elearn.cit.edu.au/course/view.php?id=222595>

Yes

Assessment

Teacher Guides

Yes

HLTENN047

HLTENN047 TG - Assessment 1 Quiz A and B

HLTENN047 TG - Assessment 1 Quiz C

HLTENN047 TG - Assessment 2 Health promotion poster

HLTENN047 TG - Assessment 3 Group Project case study

HLTENN047 TG - Assessment 5 Written short answer

CATSINaM Quiz

Teacher Guide - Primary health care plan

CIT Teacher Guide Template.docx

TG Assessment 1 Quiz Drug Calculations .docx

TG Assessment 2 Prac Administration of Oral Medicine.docx

TG Assessment 3A Prac Prepares Equipment for IV.docx

TG Assessment 3B Prac Administer IV Fluids.docx

TG Assessment 4A Prac Siting for Sub Cut.docx

TG Assessment 4B Prac Sub Cut Injection.docx

TG Assessment 5 Quiz Medications Part 1 .docx

TG Assessment 6A Prac Siting for IM injection.docx

TG Assessment 6B Prac Administration of Oral and IM Medicine.docx

TG Assessment 7 High risk medicine and tall man lettering.docx

TG Assessment 8 Medications Part 2.docx

TG Assessment 9A Quiz IV Meds.docx

TG Assessment 9B Prac Administer IV Secondary Set.docx

TG Assessment 10 Prac Administer Blood Products.docx

TG Assessment 11 Quiz Portfolio .docx

TG Supplementary Quiz Bloodsafe .docx

TG Supplementary Quiz Medicine wise med safety.docx

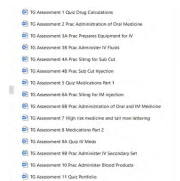


Photo 1

Assessment Tools

Yes

HLTENNO47 -

- HLTENNO47 Assessment 2 Health promotion poster
- HLTENNO47 Assessment 3 Group Project case study student copy
- HLTENNO47 Assessment 4 Primary health clinical placement report
- HLTENNO47 Assessment 5 Short answer written assessment
- Primary health clinical placement assessment template
- Reflection - interview questions and links to videos
- HLTENNO40 Assessment 2 Practical Administration of Oral Med.docx
- HLTENNO40 Assessment 3A Practical Prepares equipment for IV.docx
- HLTENNO40 Assessment 3B Practical IV Fluids.docx
- HLTENNO40 Assessment 4A Practical Correct Siting for Sub Cut Injection.docx
- HLTENNO40 Assessment 4B Practical SubCut Injection.docx
- HLTENNO40 Assessment 6A Practical Correct Siting for IM Injection.docx
- HLTENNO40 Assessment 6B Practical Oral Med and IM.docx
- HLTENNO40 Assessment 7 High risk medicines and Tall man lettering .docx
- HLTENNO40 Assessment 9B Practical IV Administration Secondary Set.docx
- HLTENNO40 Assessment 10 Practical Administration of Blood Products.docx
- HLTENNO40 Assessment 12 Peer Practice and Skills Workbook.docx
- HLTENNO40 Assessment 13 PEP Excerpt .docx

- HLTENNO47 Assessment 2 Practical Administration of Oral Med
- HLTENNO47 Assessment 3A Practical Prepares equipment for IV
- HLTENNO47 Assessment 3B Practical IV Fluids
- HLTENNO47 Assessment 4A Practical Correct Siting for Sub-Cut Injection
- HLTENNO47 Assessment 4B Practical SubCut Injection
- HLTENNO47 Assessment 6A Practical Correct Siting for IM Injection
- HLTENNO47 Assessment 6B Practical Oral Med and IM
- HLTENNO47 Assessment 7 High risk medicines and Tall man lettering
- HLTENNO47 Assessment 9B Practical IV Administration Secondary Set
- HLTENNO47 Assessment 10 Practical Administration of Blood Products
- HLTENNO47 Assessment 12 Peer Practice and Skills Workbook
- HLTENNO47 Assessment 13 PEP Excerpt

Photo 2

Mapping

Yes

HLTENNO40 Mapping Sept 2022
Mapping HLTENNO47

Trainers and Assessors

Trainer Skills Matrix Documents

Yes

Appendix582_CIT Staff Matrix TSM FINAL

Supporting Evidence

N/A

Amount of Training

Clause 1.1

Training Package Requirements

CIT's training and assessment strategy meets the packaging rules for the above training product.

Yes

Note: TAS section 2.0 states Core - Complete 25. This should be complete 20.

CIT's training and assessment strategy is consistent with information published on training.gov.au.

Yes

CIT's training and assessment strategy ensures that the mandated entry requirements and/or pre-requisites for the above training product will be adhered to.

N/A

Target Learners

CIT has identified a target student cohort within its training and assessment strategy for the above training product and the strategy enables each student to meet the requirements for each unit of competency in which they are enrolled.

Yes

See TAS section 3.1

CIT's training and assessment strategy defines an amount of training which enables each student to meet the requirements for each unit of competency in which they are enrolled.

Yes

See TAS section 3.1c



Photo 3

CIT's training and assessment strategy contains clear and consistent information regarding the amount of training provided to the target student cohort.

Yes

Amount of Training

The amount of training identified in CIT's training and assessment strategy allows sufficient time for the identified students to obtain, reflect upon and absorb knowledge prior to undertaking assessment.

Yes

CIT's training and assessment strategy separates training from assessment; and the amount of training is clear.

Yes

Delivery Modes

CIT's training and assessment strategy clearly describes arrangements for delivery of the above training product and enables each student to meet the requirements for each unit of competency in which they are enrolled.

Yes

See TAS section 3.1a



Photo 4

CIT's strategies are sufficiently detailed to show how they are to be implemented by the organisation to deliver and assess the above training product.

Yes

CIT's strategies clearly describe when assessment will occur.

Yes

See TAS section 3.1e

CIT's assessment methods, as described in training and assessment strategy, are consistent with the requirements of the relevant training package.

Yes



Photo 5

Resources

The resources required for delivery of the above training product, as identified in CIT's training and assessment strategy, are consistent with the requirements of the relevant training package.

Yes

CIT's training and assessment strategy clearly describes the resources required for delivery of the above training product.	Yes
---	-----

The resources identified in CIT's strategy for training and assessment are consistent with its practices and strategy for training and assessment.	Yes
--	-----

Consistent Practice

CIT's strategy for the delivery of the above training product is consistent with its demonstrated practice.	Yes
---	-----

CIT's strategy for the delivery of the above training product is consistent with other supporting learning and assessment documentation.	Yes
--	-----

CIT's documented training and assessment practices are consistent with the requirements of the training package.	Yes
--	-----

Work Placements

The work-based component for this training product, as outlined in CIT's documented training and assessment strategy, is consistent with the requirements of the relevant training package.	N/A
---	-----

CIT's training and assessment strategy clearly describe arrangements for the supervision and assessment of students whilst undertaking work placement which would enable each student to meet the requirements for each unit of competency in which they are enrolled.	Yes
--	-----

See TAS section 3.1g

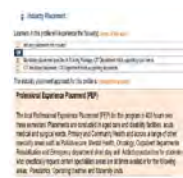


Photo 6

Finding

Overall risk of non-compliance at audit.	Low
--	-----

Impact of non-compliance to student outcomes.	Low
---	-----

Amount of Training	
Clause 1.2	
Learner Profile	
CIT has determined an amount of training for the above training product with regard to the students' existing skills, knowledge and experience.	Yes
CIT has demonstrated how the amount of training has been determined as sufficient with regard to the students' existing skills, knowledge and experience.	Yes
Mode of Delivery	
CIT has demonstrated that it has determined an amount of training that aligns to its stated mode of delivery.	Yes
CIT has demonstrated how the amount of training has been determined as sufficient with regard to the mode of delivery.	Yes
VQF Alignment	
The amount of training and other activities to be provided within the program are consistent with the AQF volume of learning guidelines.	Yes
<p>VoL hours as stated on TAS and VoL spreadsheet: Total supervised hours spent on training = 1171 hours Total supervised hours spent on assessment = 292.5 hours Total unsupervised hours = 941 hours TOTAL Volume of Learning Hours = 2404.50 hours</p> <p>The AQF guideines for a Diploma qualification are 1200 - 2400 hours.</p>	
CIT has provided a rationale which justifies why the amount of training, when considered as a subset of the overall volume of learning, is appropriate for the program.	Yes
Finding	
Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low

Resourcing and Requirements

Clause 1.3

CIT has a sufficient number of trainers and assessors, to deliver training and conduct assessment for the number of students enrolled, for the capacity requested and in line with its strategies and scheduling.

Yes

CIT has sufficient educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment.

Yes

CIT has sufficient learning resources, which are accessible to the learner regardless of the location or mode of delivery and are in line with their training and assessment strategies.

Yes

Resources sighted on eLearn and also in hard copy.



Photo 7

CIT has sufficient facilities – physical or virtual – and equipment to accommodate and support the number of learners undertaking the training and assessment, in line with their training and assessment strategies

Yes

CIT has appropriate ownership, lease or MoU agreements in place with any facility used by the RTO for training and assessment including work placement.

N/A

Finding

Overall risk of non-compliance at audit.

Low

Impact of non-compliance to student outcomes.

Low

Clause 1.4

The RTO meets all requirements specified in the relevant training package or VET accredited course.

Yes

Finding

Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low

Assessment 1 action

Clause 1.8 - Unit 1 action

Clause 1.8 - Unit 1 1 action

Code and Title HLTENN040 - Administer and monitor medicines and intravenous therapy

Fairness and Flexibility

The assessment tools accommodate the needs of individual students. **Yes**

The assessment tools provide clear information to the student to fully inform them of the assessment process and conditions. **Yes**



Photo 8

The assessment tools include a range of assessment methods which are appropriate to the context and/or conditions of assessment and the training package requirements. **Yes**

Validity and Sufficiency 1 action

Performance Criteria **Yes**

Foundation Skills **Yes**

Performance Evidence **Yes**

Knowledge Evidence **Yes**

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Knowledge Evidence
It is recommended to review the assessment process to ensure that all Knowledge Evidence requirements are addressed. See comments on BSCC mapping

Assessment Conditions **Yes**

Reliability

The assessment tools contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated.

Yes

The assessment tools contain clear and sufficient instructions to the assessor, including standard instructions on what the assessor has to say or do to get the candidate to perform the task in a consistent manner (e.g., a listing of questions to be asked by the assessor).

Yes



Photo 9

The assessment tools provide sufficient instructions for the assessor on how to collect evidence and making a judgement.

Yes

The tool provides clear information to the assessor as to how the tool is to be filled in and completed.

Yes

Authenticity

The design of the assessment system and / or tools is sufficient to ensure authenticity will be maintained.

Yes

Currency

The design of the assessment system and / or tools is sufficient to ensure the student's current competency.

Yes

RPL

CIT's assessment system for Recognition of Prior Learning (RPL) ensures that assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

N/A


AQF Level

The assessment tools are pitched at an appropriate AQF level.

Yes

The assessment tools are pitched at an appropriate AQF level.
The language used in the unit includes: identify, refer, evaluate, prepare, explain, assess, administer, report, ensure, monitor, implement and clarify.
The unit is usually packaged in Qualifications with an AQF level of V and VI.

Finding

Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low
Clause 1.8 - Unit 2	
Code and Title	HLTENN047 - Apply nursing practice in the primary health care setting
Fairness and Flexibility	
The assessment tools accommodate the needs of individual students.	Yes
The assessment tools provide clear information to the student to fully inform them of the assessment process and conditions.	Yes
	
Photo 10	
The assessment tools include a range of assessment methods which are appropriate to the context and/or conditions of assessment and the training package requirements.	Yes
Validity and Sufficiency	
Performance Criteria	Yes
Foundation Skills	Yes
Performance Evidence	Yes
Knowledge Evidence	Yes
Assessment Conditions	Yes
Reliability	
The assessment tools contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated.	Yes

The assessment tools contain clear and sufficient instructions to the assessor, including standard instructions on what the assessor has to say or do to get the candidate to perform the task in a consistent manner (e.g., a listing of questions to be asked by the assessor).

Yes



Photo 11

The assessment tools provide sufficient instructions for the assessor on how to collect evidence and making a judgement.

Yes

The tool provides clear information to the assessor as to how the tool is to be filled in and completed.

Yes

Authenticity

The design of the assessment system and / or tools is sufficient to ensure authenticity will be maintained.

Yes

Currency

The design of the assessment system and / or tools is sufficient to ensure the student's current competency.

Yes

RPL

CIT's assessment system for Recognition of Prior Learning (RPL) ensures that assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

N/A

Supervisors and Third Parties

If the tool is a practical observation or a third-party report (i.e. checklist) does it adhere to the theme and requirements described by the ASQA Fact Sheet (Third Party Reports)?

N/A

AQF Level

The assessment tools are pitched at an appropriate AQF level.

Yes

The assessment tools are pitched at an appropriate AQF level.
 The language used in the unit includes: apply, identify, provide, perform, confirm, ensure, implement, initiate and evaluate.
 The unit is usually packaged in Qualifications with an AQF level of V and VI.

Finding

Overall risk of non-compliance at audit.

Low

Impact of non-compliance to student outcomes.

Low

Trainers and Assessors	6 actions
Trainer	6 actions
Trainer 1	
Trainer Name	Lisa Marie Burling
1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes
1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes
1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
Finding	
Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low
Trainer 2	1 action
Trainer Name	Dean King
1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes
1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes

1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
---	-----

Complete | Priority Medium | Created by Rainer Wilton

VET PD
It is recommended to include accurate details as to the currency of VET PD on the TSM.

Finding

Overall risk of non-compliance at audit.	Low
--	-----

Impact of non-compliance to student outcomes.	Low
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Trainer 3

Trainer Name	Fleur Louise Reynolds
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1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
--	-----

1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes
---	-----

1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
---	-----

1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes
---	-----

1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
---	-----

Finding

Overall risk of non-compliance at audit.	Low
--	-----

Impact of non-compliance to student outcomes.	Low
---	-----

Trainer 4 2 actions

Trainer Name	Hope McCudden
--------------	---------------

1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
--	-----

1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes
Complete Priority Medium Created by Rainer Wilton	
Current Industry Skills It is recommended to include the current industry skills relating to the delivery of training and assessment on the TSM.	
1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes
1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
Complete Priority Medium Created by Rainer Wilton	
VET PD It is recommended to include information regarding the trainers PD in the VET sector on the TSM	
Finding	
Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low
Trainer 5	
Trainer Name	Gemma Shannon Morgan
1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes
1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes

1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
Finding	
Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low
Trainer 6	
Trainer Name	Nadine Morton
1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes
1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes
1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
Finding	
Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low
Trainer 7	
Trainer Name	Anna Eva Birgitta Prescott
1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes

1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes
1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
Finding	
Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low
Trainer 8	1 action
Trainer Name	Jade Megan Pumphrey
1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes
1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes
1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
Complete Priority Medium Created by Rainer Wilton	
VET PD It is recommended to include information regarding the trainers PD in the VET sector on the TSM	
Finding	
Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low

Trainer 9

1 action

Trainer Name Dilsha Seethilal

1.13 a) vocational competencies at least to the level being delivered and assessed Yes

1.13 b) current industry skills directly relevant to the training and assessment being provided Yes

1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment Yes

1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education Yes

1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment Yes

Complete | Priority Medium | Created by Rainer Wilton

VET PD

It is recommended to include information regarding the trainers PD in the VET sector on the TSM

Finding

Overall risk of non-compliance at audit. Low

Impact of non-compliance to student outcomes. Low

Trainer 10

Trainer Name Kate Christine Taylor

1.13 a) vocational competencies at least to the level being delivered and assessed Yes

1.13 b) current industry skills directly relevant to the training and assessment being provided Yes

1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment Yes

1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education Yes

1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
---	-----

Finding

Overall risk of non-compliance at audit.	Low
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Impact of non-compliance to student outcomes.	Low
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Trainer 11 1 action

Trainer Name Anna Matilda Waddell

1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
--	-----

1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes
---	-----

1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
---	-----

1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes
---	-----

1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
---	-----

Complete | Priority Medium | Created by Rainer Wilton

VET PD

It is recommended to include information regarding the trainers PD in the VET sector on the TSM

Finding

Overall risk of non-compliance at audit.	Low
--	-----

Impact of non-compliance to student outcomes.	Low
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Trainer 12

Trainer Name Wendy Brookman

1.13 a) vocational competencies at least to the level being delivered and assessed	Yes
1.13 b) current industry skills directly relevant to the training and assessment being provided	Yes
1.13 c) current knowledge and skills in vocational training and learning that informs their training and assessment	Yes
1.14 holds either TAE40110, TAE40116, or a diploma or higher level qualification in adult education	Yes
1.16 has undertaken professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment	Yes
Finding	
Overall risk of non-compliance at audit.	Low
Impact of non-compliance to student outcomes.	Low

Media summary

- TG Assessment 1 Quiz Drug Calculations
- TG Assessment 2 Prac Administration of Oral Medicine
- TG Assessment 3A Prac Prepares Equipment for IV
- TG Assessment 3B Prac Administer IV Fluids
- TG Assessment 4A Prac Siting for Sub Cut
- TG Assessment 4B Prac Sub Cut Injection
- TG Assessment 5 Quiz Medications Part 1
- TG Assessment 6A Prac Siting for IM injection
- TG Assessment 6B Prac Administration of Oral and IM Medicine
- TG Assessment 7 High risk medicine and tall man lettering
- TG Assessment 8 Medications Part 2
- TG Assessment 9A Quiz IV Meds
- TG Assessment 9B Prac Administer IV Secondary Set
- TG Assessment 10 Prac Administer Blood Products
- TG Assessment 11 Quiz Portfolio

Photo 1

- HLTENN040 Assessment 2 Practical Administration of Oral Med
- HLTENN040 Assessment 3A Practical Prepares equipment for IV
- HLTENN040 Assessment 3B Practical IV Fluids
- HLTENN040 Assessment 4A Practical Correct Siting for Sub Cut Injection
- HLTENN040 Assessment 4B Practical SubCut Injection
- HLTENN040 Assessment 6A Practical Correct Siting for IM Injection
- HLTENN040 Assessment 6B Practical Oral Med and IM
- HLTENN040 Assessment 7 High risk medicines and Tall man lettering
- HLTENN040 Assessment 9B Practical IV Administration Secondary Set
- HLTENN040 Assessment 10 Practical Administration of Blood Products
- HLTENN040 Assessment 12 Peer Practice and Skills Workbook
- HLTENN040 Assessment 13 PEP Excerpt

Photo 2

c. Amount of Training

Describe the **AoT** in relation to (provide detailed description under each heading below - refer to TAS Part 2 Instructions):

- The training product:**

This is an AQF 5 level qualification consisting of 25 course units of competency, and five electives which were selected in consultation with industry. Students studying at this level are able to apply their skills and knowledge to demonstrate autonomy, judgement and responsibility in the Enrolled Nursing context. The duration of this training product is 1.5 years fulltime (or part time equivalent).
- The learner cohort:**

Learners new to the industry, with no prior experience. This cohort is of varying age groups and diverse cultural backgrounds.
International Students- these learners may be new to the industry or come with experience in health care.
Learners who have completed a Certificate III in Individual Support or the **SoA** in Introduction to Nursing
- The mode of delivery:**

Blended learning delivery comprising of online learning, face-to-face tutorials, practical skill development in the CIT nursing simulated health training facilities and application of skills and knowledge via Professional Experience Placement (PEP).

Photo 3

a. Delivery Mode Approach

The delivery mode approach for this profile includes: (describe the delivery mode approach)

This qualification is delivered in three separate stages. Learners must complete each stage prior to progressing onto the next stage. This qualification embeds the delivery of ANMAC standards (see Program Development document for further details).

CIT Health, Community and Science, Department of Human Services provides a study pathway that supports workforce development of Enrolled Nurses and professional career development for the Health Sector in the ACT, Region and beyond. The qualification covers the application of skills and knowledge required to prepare learners to provide nursing care for people across the health sector. A lifespan approach underpins this qualification, and the relevant competencies relate to the different stages of life identified within the units. Students complete the qualification by enrolling in three stages which encompass the core competencies and electives chosen in consultation with industry from the national training package HLT54121 Diploma of Nursing. Stages are listed in the program delivery structure in the first section of this document.

The delivery of underpinning knowledge and skills for this program is through a range of delivery methods including:

- Face-to-face delivery in a standard classroom
- Laboratory and simulated health care learning environments
- Practical workshops
- Online learning
- Clinical placements
- Independent study

Photo 4

The assessment approaches for this profile are: (describe the approach for each item selected above)

The following matrix provides information on the assessment approaches for this qualification. For further information on the assessment approach for this qualification, refer to the Program Development document.

Assessment Strategies used to Gather Evidence	CS	CSK	GP	I	Q	PEP	P	RP	SIM	TPR	WE	WT	WRE	WR
Letters														
CS														
CSK														
F														
GP														
Q														
PEP														
P														
RP														
SIM														
TPR														
WE														
WT														
WRE														
WR														

Photo 5

g. Industry Placement

Learners in this profile will experience the following: (select all that apply)

- Industry placement not included
- Mandatory placement specified in Training Package: CIT Department holds supporting documents
- CIT facilitated placement, CIT Department holds supporting documents

The industry placement approach for this profile is: (outline the approach)

Professional Experience Placement (PEP)

The total Professional Experience Placement (PEP) for this program is 400 hours over three semesters. Placements are conducted in aged care and disability facilities, acute medical and surgical wards, Primary and Community Health and across a range of other speciality areas such as Palliative care, Mental Health, Oncology, Outpatient departments, Rehabilitation and Emergency department short stay unit. Added opportunities for students who specifically request certain specialities areas are at times available for the following areas: Paediatrics, Operating theatres and Maternity units.

Photo 6

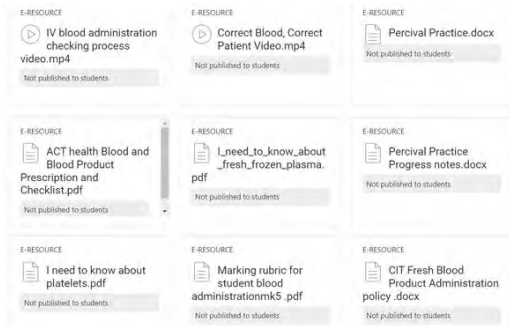


Photo 7

Guidelines for Reasonable Adjustment:

Adjustments can be made to the assessment according to the requirements and student needs as documented by student support in the student's access plan. Students do not have access to the rubric below during the assessment.

Students are to ensure they abide by and are attired appropriately for practice in the clinical environment as per SLE code of conduct.

Students are to refer to the unit subject guide for guidance to appropriate unit resources for this unit

Assessor's Instructions:

- Assessment is to be completed in the simulated learning environment.
- Prior to attempting this assessment, students will be required to have completed assessment tasks:
 - Completed Sharps Safety worksheet
 - Successfully demonstrated Sub-cutaneous siting and injection Technique
 - safe intravenous therapy administration

Equipment required:

- Manikin with ID band
- Medication chart
- Correct size needle and syringe for SC injection (1-3ml syringe and 25-30 gauge needle)
- Alcohol swabs
- Gloves
- Injection pad
- Kidney dish
- Sharps waste container

Photo 9

This assessment can be written only. If the student can't/ want to present in class. It can also be presented in front of a smaller group, just the teacher or on a video. If required the time can be extended for doing the poster and presenting it. Students can get clarification at any given time from teacher about the assessment.

Assessor's Instructions:

The student is required to participate in class and create a health promotion poster. Students will be divided in to groups of 4-5 and they can choose their own topic and the audience. They are required to do the poster in class and will present it in class the following week.

The assessor will supply butchers paper and pens.

The assessment is based on participation in health education programs and contributions to health policy in the primary health care setting.

The poster needs to be photographed and uploaded in to drop box on eLearn.

Answers may include but are not limited to:

<p>Health promotion topic:</p> <ul style="list-style-type: none"> Quit smoking Eat more vegetables Exercise more Improve your sleep Healthy eating Domestic violence Decreasing alcohol and drug consumption Prevention of STD's Cardiovascular disease Diabetes HIV/AIDS Sun smart Antibiotics awareness Gut health Immunisation 	<p>Target audience:</p> <ul style="list-style-type: none"> Community groups Primary school High school Sports groups After school care Hospital Community Health centre Prison Supermarket Day care centre
---	---

Photo 11

Assessment Task Instructions for Students

Assessment Task: In this assessment task students are to safely demonstrate the correct siting for subcutaneous injection. You will be assessed against NMBA Professional Practice Standards using the ANSAT Tool.

Covering the following topics:

- Subcutaneous injection site

Time allowed: 15 mins

Assessment range and conditions:

Adjustments can be made to the assessment according to the requirements and student needs as documented by student support in the student's access plan. Students do not have access to the rubric below during the assessment.

Students are to ensure they abide by and are attired appropriately for practice in the clinical environment as per SLE code of conduct.

Students are to refer to the unit subject guide for guidance to appropriate unit resources for this unit.

Materials provided: Students will use the lateral manikin, teacher or a colleague to do the siting.

Materials you may need: PPE.

Information for students: You may have two (2) attempts for this assessment:

- If your **first** attempt is not successful, your teacher will discuss your results with you and will arrange a second attempt.
- If your **second** attempt is not successful, you will be required to re-enrol in this unit.

Photo 8

Assessment Task: You are required to review a patient and their planned discharge and identify their potential primary health care needs. You will need to select a patient that has at least three (3) primary healthcare needs.

Examples of primary health care needs may include, but are not limited to:

- Wound care
- Stoma care
- Nutrition review
- Medication assistance

You will need to:

- Review the patient's admission notes/overview, continuous care plans and progress notes.
- You may also consult with the patient, health care professionals (multidisciplinary team)
- Consider how the patient's needs will need to be met in the primary health care setting
- What healthcare education needs to be provided to the patient prior to discharge
- You will need to complete the report template with your plan ensuring that all patient details are deidentified.

Time allowed: 1000 and on blue date.

Assessment range and conditions:

This assessment needs to be completed on clinical patient on an actual patient that is admitted during your clinical placement period. This will be evidenced by a Registered Nurse (RN).

RN Instructions:

By signing this report, you are confirming that this report was completed on an actual patient that was admitted in the clinical area during the students placement period.

You can review the example template provided on eLearn to assist you with this assessment.

Materials provided: Assessment steps.

Photo 10

Summary - CIT Scope Check

HLT54121 Diploma of Nursing / Not Ready to
Scope / 3 Feb 2023 / 1

Complete

Version 1

Document Number 000146

Prepared by Rainer Wilton

Conducted on 03.02.2023 13:20 AEDT

Summary

College / Department Education Projects

Qualification HLT54121 Diploma of
Nursing

Number of units 25

Scope Check Units

Code and Title

HLTENN040 Administer and monitor medicines and intravenous therapy
HLTENN047 - Apply nursing practice in the primary health care setting

Result Not Ready

Spot Check Units

Code and Title

HLTENN039 Apply principles of wound management

Result Ready

Outcome

Overall Not Ready to Scope

Scope Check Summary

Supporting Reports [TRIM]

HLT54121-Diploma-of-Nursing-Scope-Check-2-000122 v2.docx
HLTENN040 - Mapping - V3 - 28.11.22.xlsx
HLTENN047 - Mapping - V2 - 14.11.22.xlsx

Qualification Level Summary

TAS	Ready
Attachment 1 VoL	Ready
Handbook Entries	Ready
Trainer Skills Matrix Documents	Not Ready

Resources

Subject Guide(s)	Ready
eLearn Programs (Dev Shells)	Ready
Other Delivery Support Resources	Ready

Assessment

Teacher Guides	Ready
Assessment Tools	Ready
Mapping	Ready

Spot Check Summary

Location of Resources

The following evidence was 'spot checked' within CIT's systems to determine if it was in place and ready to deliver.

Screenshot showing resources for full qualification are available.

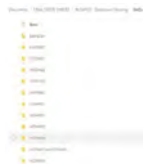


Photo 4

Location on CIT's system of these resources

ETS ES Program

The following unit was 'spot checked' to determine if all resources were in place and delivery ready.

Unit

Unit 1

Code and Title

HLTENN039 Apply principles of wound management



Photo 5

Delivery

Subject Guide

Ready



Photo 6

Photo 7

Learning Resources

Ready



Photo 8

Photo 9

Photo 10

Assessment

Assessment Tools

Ready



Photo 11

Photo 12

Teacher Guides

Ready



Photo 13

Mapping

Ready



Photo 14

Assessment tools and learning resources available for all remaining units

Yes

Appendix

Documents > FINAL SCOPE CHECKS > HLT54121 - Diploma of Nursing > Program Development documentation

- Name
- TSMs
- Appendix229_CIT Training and Assessment Strategy 2204.docx
- Handbook entry.docx
- HLT54121 Program Delivery Outline Template-Core and elective.docx
- HLT54121 VET Program Development and Scope Request.docx
- Transition - HLT54121 Diploma of Nursing.docx
- VOI - HLT54121 FINAL.xlsx

Photo 1

Documents > FINAL SCOPE CHECKS > HLT54121 - Diploma of Nursing / Program Development documentation > TSMs

Name	Modified
Appendix582_CIT Staff Matrix TSM FINAL.docx	10/18/2023 12:21
TSM Teacher Allocation HLT54121.docx	10/18/2023 12:21

Photo 2

Documents > FINAL SCOPE CHECKS > HLT54121 - Diploma of Nursing > UoCs

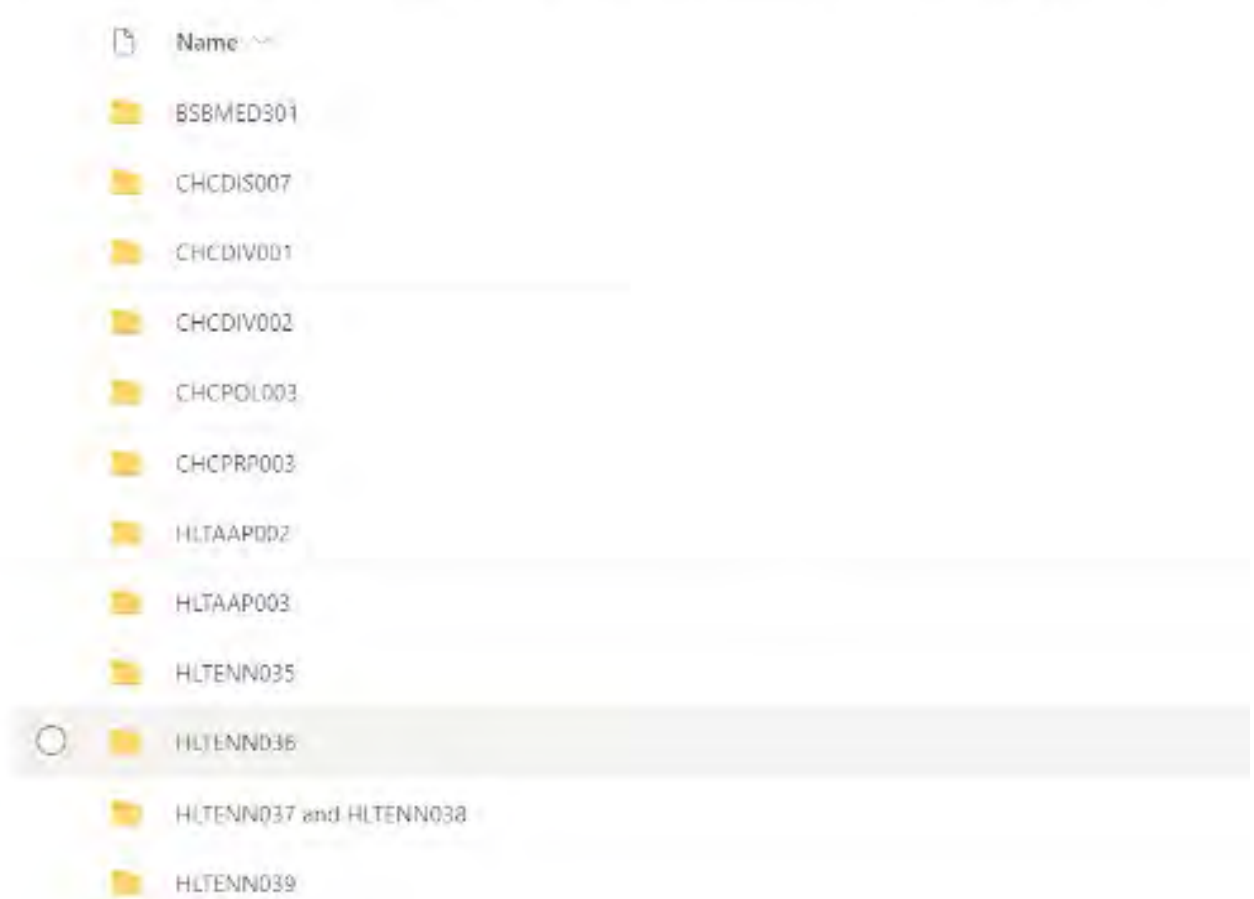


Photo 3

Documents > FINAL SCOPE CHECKS > HLT54121 - Diploma of Nursing > UoCs

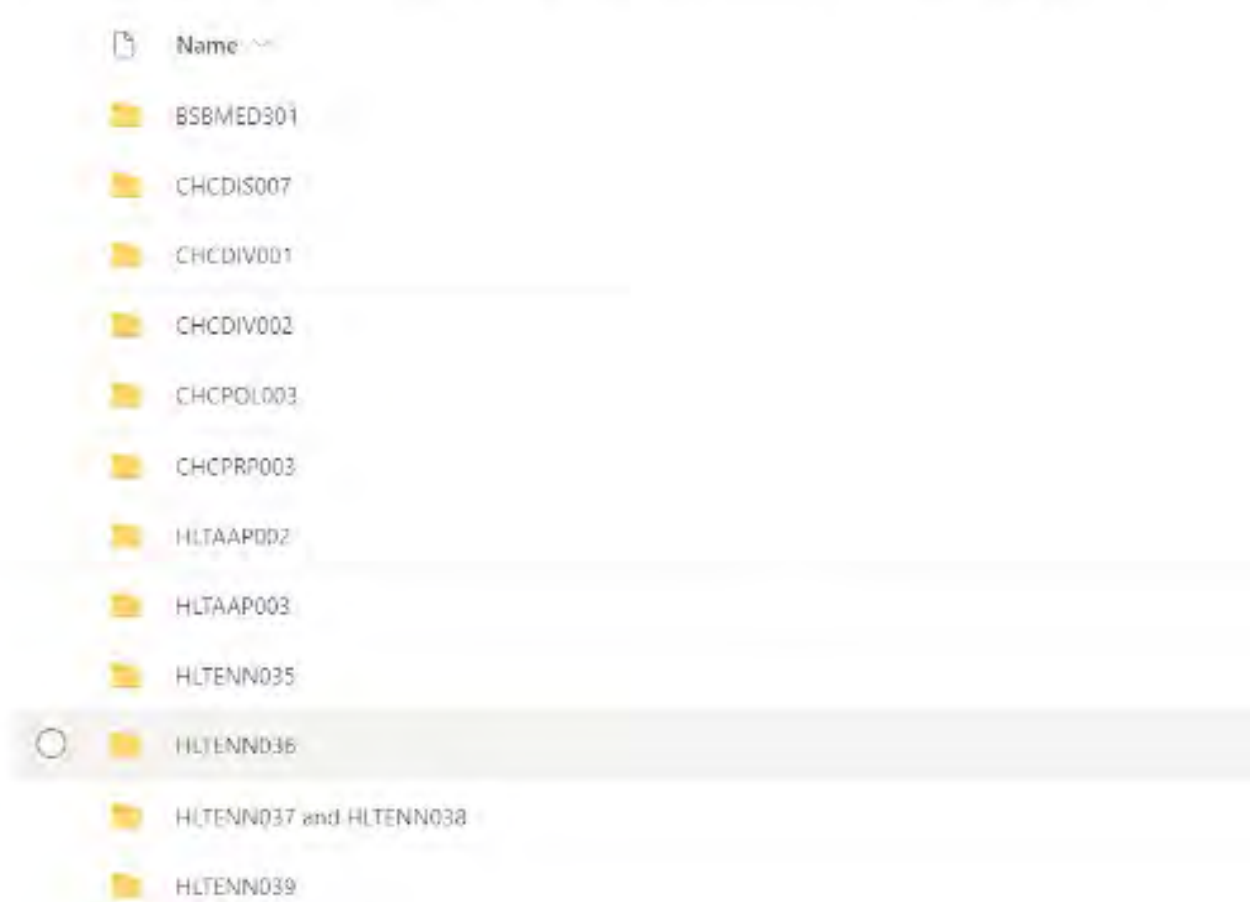


Photo 4

Documents > FINAL SCOPE CHECKS > HLT54121 - Diploma of Nursing > UoCs > HLTENN039

 Name
 Assessments
 Mapping
 Resources
 Subject guide
 Teacher Guides
 Updated powerpoints
 elearn.tit.edu.au/ur/

Photo 5

Documents > FINAL SCOPE CHECKS > HLT54121 - Diploma of Nursing - UoCs > HLTENN039 - Subject guide





Name	Modified
Appendix248_Subject Guide HLTENN039 ver 2.docx	Wednesday
Appendix248_Subject Guide HLTENN039.docx	Wednesday

Photo 6

SUBJECT GUIDE: Apply Principles of Wound Management

National ID	CIT Banner Code	Unit of Competency (UoC) Name	CRN
HLTENN039		Apply Principles of Wound Management	

For additional information – see [Training.gov.au](http://training.gov.au) link

 Year and Semester:	
 Prerequisites:	
 eLearn:	http://elearn.cit.edu.au for eLearn assistance call 02 6207 3833
 Teacher Name(s) and Contact Details:	

CIT acknowledges that we are meeting on land traditionally owned by the Ngunnawal people, traditional custodians of the ACT and region. We pay respect to their Elders both past and present, their continuing customs and contribution to the ACT. We particularly acknowledge their representative body – The United Ngunnawal Elders Council.

Subject Summary:

Photo 7

HLTENN039 Apply principles of wound management

My Classes | HLTENN039 Wound management - 202210 DEV

TABLE OF CONTENTS

Teacher Information

Webex link

Subject Information

Progress: 0 / 1

START YOUR SUBJECT

Progress: 0 / 1

Resources

Assessments

Progress: 0 / 4

Introduction to wounds

The wound healing process and factors that affect healing

Arterial and Venous ulcers and Skin Tears

Incontinence - Associated Dermatitis (IAD)

Breaking down Pressure Injury assessment

Patient and wound Assessment

Complex Wounds

Wound Care Products and Documentation

Introduction to combined skills station

Introduction to Aseptic Technique

Clinical Placement

Session 11: Complex Wounds

Progress: 0 / 5

Course Dashboard



FORUM

Teacher Announcements

HLTIENN006 Apply principles of wound management in the clinical environment

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

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

NEXT SECTION
Teacher Information



Photo 8


 Name
 1210973 Wound Drains Brochure.pdf
 fact_sheet_-_preventing_pressure_injuries_and_wound_management_oct_2020.pdf
 Group work wound care terminology.docx
 Pressure Injuries Updated.pptx
 standards-for-wound-prevention-and-management-2016.pdf
 Wound Care Class notes 2019.docx
 Wound Care Class notes 2019.pdf
 Wound care plans.docx
 Wound care review.docx
 Wounds_Australia_Aseptic_technique_2018.ppt

Photo 9

Learning Objectives

- Identify the causes of pressure injuries
- Identify the stages of pressure injuries
- Identify risk factors of pressure injuries
- Explain the wound assessment of pressure injuries

Photo 10

-  Name ~
-  HLTENN039 Assessment 1 Combined Skills Station .docx
 -  HLTENN039 Assessment 2 Pressure Injury Case Study.docx
 -  HLTENN039 Assessment 3 Practical Wound Care assessment.docx
 -  HLTENN039 Assessment 4 Wound care quiz.docx
 -  HLTENN039 Assessment 5 PEP Clinical Skills (extra1).docx

Photo 11

Teacher Guide

Assessment 3

This is your marking key and recording sheet for this assessment and should not be distributed to students. Please also refer to the [How to Complete a Teacher Guide](#)

Competency Title, Code and Banner Code CRN:	Apply Principles of Wound Management in the Clinical Environment HLTE/NND039
Assessment Type:	Practical
Assessment Name:	Assessment 3 Wound care assessment (m.SLE)
Assessment Date:	

Guidelines for Reasonable Adjustment: if needed, time may be extended by 15 min.

Assessor's Instructions:

Student is to:

- Interpret wound management plan and
- Choose the appropriate dressing and cleaning solution.
- establish and prepare sterile field as per ANTT guidelines.
- perform wound care using aseptic non touch technique.
- document and report relevant information using correct terminology

- Working in pairs to practice and peers validate one another
- The skills sheet assessment completed by 2 assessors prior to attempting the assessment

Photo 13

Mapping HLTENND39 Apply principles of wound management (Release 3)	
Banner code and CRN (list all if clustered)	HLTENND39 Apply Principles of Wound management
List all current programs the unit is included in	
Teacher name and date	October 2022
Instructions to teachers	<p>When click to begin, enter the national ID number when prompted and wait for the details to be auto-generated.</p> <p>Write each assessment name at the top of the columns, using the exact same names as you have provided to students on eLearn pages.</p> <p>Add assessment columns as needed (do not remove), convert to landscape if you prefer.</p> <p>Include all assessments needed to meet the criteria – assignments, on-the-job tasks etc.</p> <p>Show where each aspect of the unit is assessed, in the table.</p> <p>The assessments you use should match the assessment strategy that is outlined in the Training and Assessment Strategies (TAS) document.</p>

Mapping HLTENND39 Apply principles of wound management (Release 3)						
Performance Criteria	Assessment 1 Combined skills relation		Assessment 2 Pressure injury case study	Assessment 3 Practical Wound care assessment	Assessment 4 Online Quiz Wound care	Assessment 5 Clinical Skill PEP
1. Prepare for wound care management.						
1.1. Use infection control principles to minimise cross-infection during nursing assessment and implementation of wound management plans.	This criterion will map to all practical assessments OS 5			OS4, 5, 6, 7, 11-15		PEP Clinical skills book Wound 1, 2, 3 1/16-16
1.2. Interpret wound management plan relating				OS6		PEP Clinical skills book

Photo 14

Program Performance Assessment (PPA)

Quality Advisor Name:	Rebecca Jarrett	Date Commenced (Initial Contact): 05/12/2023
Qualification Name and National ID:	Diploma of Nursing	
Date of Request for Evidence Emailed to HoD:	05/12/2023 01/02/2024 Requested link to Share Point with access to TSM's and assessment suites. 05/02/2024 Resent email again no access to folders. 06/02/2024 Access given to folders, but student check was completed. Asked for access to CRN's so that I can check eLearn for the unit check as the folders were incomplete. Received CRN's 19/02/2024	
Date Completed Report emailed to HoD:	Click or tap to enter a date.	
Date of Feedback Meeting:	12/03/2024	
Attendees:	Lisa Burling, Susan Hart, Angela Bardas, Anna Lagerlof, Sue-Ann Martiniello, Rebecca Jarrett	
Date Rectifications are due:	12/4/2024	
Date Rectifications are received:		
Reference Documents	Received/Located	
List of UoC's in the program		

	Unit of Competence	CIT Code	CRN	Semester Enrolled
STAGE ONE	First semester of study			
	HLTAID011 Provide First Aid – pre-requisite to course Credit Transfer	HESC 586		
	HLTAAP002 Confirm physical health status	HESC 502		
	BSBMED301 Interpret and apply medical terminology appropriately	ADMN 177		
	HLTENN045 Implement and monitor care of the older person	HESC 603		
	HLTENN035 Practise nursing within the Australian health care system * (1 term)	HESC 593		
	HLTENN036 Apply communication skills in nursing practice	HESC 594		
	CHCCCS038 Facilitate the empowerment of people receiving support.	HUSE 525		
	HLTINF006 Apply basic principles and practices of infection prevention and control (1 term)	HESC 614		
	HLTENN037 Perform clinical assessment and contribute to planning nursing care	HESC 595		
	HLTENN038 Implement, monitor and evaluate nursing care plan	HESC 596		
	HLTWH5002 Follow safe work practices for direct client care (1 term)	WPHS 114		
	eLearn information page	ELRN 100		
	3 weeks of clinical placement to be completed for Stage 1			
STAGE TWO	Second semester of study			
	HLTENN041 Apply legal and ethical parameters to nursing practice	HESC 599		
	HLTENN042 Implement and monitor care for a person with mental health conditions	HESC 600		
	HLTENN039 Apply principles of wound management	HESC 597		
	HLTAAP003 Analyse and respond to client health information	HESC 503		
	CHCDIV001 Work with diverse people (1 term)	CLTS 145		
	HLTENN044 Implement and monitor care for a person with chronic health problems	HESC 602		
	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety (1 term)	YURA 101		
	HLTENN043 Implement and monitor care for a person with acute health problems (Part 1)	HESC 601		
	HLTENN040 Administer and monitor medicines and intravenous therapy (Part 1)	HESC 598		
eLearn information page	ELRN 100			
4 weeks of clinical placement to be completed for Stage 2				
STAGE THREE	Third semester of study			
	HLTENN043 Implement and monitor care for a person with acute health problems (Part 2)	HESC 601		
	HLTENN040 Administer and monitor medicines and intravenous therapy (Part 2)	HESC 598		
	CHCPOL003 Research and apply evidence to practice	HUSE 504		
	CHCPRP003 Reflect on and improve own professional practice (1 term)	WELF 469		
	HLTENN057 Contribute to the nursing care of a person with diabetes * (1 term)	HESC 627		
	HLTENN068 provide end of life care and a palliative approach in nursing practice	HESC 626		
	HLTENN047 Apply nursing practice in the primary health care setting	HESC 604		
eLearn information page	ELRN 100			
4 weeks of clinical placement to be completed for Stage 3				

All CRN's for the past 6 months	Stage 1					
	Unit of Competence	CIT Code	UOC	A- July 2023	B-July 2023	C-Oct 2023
	Follow safe work practices for direct client care	WPHS 114	HLTWHS002	CRN 33910 T1 Dean	CRN 33919 T1 Amanda D	CRN 34782 T4 Anna W
	Comply with infection prevention and control policies and procedures	HESC 513	HLTINF001			
	Perform clinical assessment and contribute to planning nursing care	HESC 560	HLTENN003			
	Implement, monitor and evaluate nursing care plan	HESC 561	HLTENN004			
	Attendance CRN for HLTENN003 and HLTENN004					
	Apply communication skills in nursing practice	HESC 559	HLTENN002			
	Implement and monitor care of the older person	HESC 570	HLTENN013			
	Practise nursing within the Australian health care system	HESC 558	HLTENN001			
	Implement and monitor infection prevention and control policy and procedures	HESC 543	HLTINF003			
	Confirm physical health status	HESC 502	HLTAAP002	CRN 33908 202320 Dilsha	CRN 33916 202320 Anna L	CRN 34780 T4 2023 & T1 2024 Sushma

	Apply basic principles and practices of infection prevention and control	HESC 614	HLTINF006	CRN 33894 202320 Sujatha	CRN 33899 202320 Hope	CRN 34773 T4 2023 & T1 2024 Gemma
New Training Package HLT54121 (DP-HS39)						
	Perform clinical assessment and contribute to planning nursing care	CRN 33895 202320 Sujatha	CRN 33900 202320 Hope	CRN 34774 T4 2023 & T1 2024 Gemma		
	Implement, monitor and evaluate nursing care plan	CRN 33897 202320 Sujatha	CRN 33901 202320 Hope	CRN 34775 T4 2023 & T1 2024 Gemma		
	Apply communication skills in nursing practice	CRN 33904 202320 Sujatha	CRN 33913 202320 Dean	CRN 34778 T4 2023 &T1 2024 Dean		
	Implement and monitor care of the older person	CRN 33906 202320 Dean	CRN 33914 202320 Gemma	CRN 34779 T4 2023 & T1 2024 Anna W		
	Attendance CRN for HLTENN037 and HLTENN038	CRN 33898 202320 Sujatha	CRN 33902 202320 Hope	CRN 34777 T4 2023 & T1 2024 Gemma		
	Practise nursing within the Australian health care system	CRN 33909 T4 Gemma	CRN 33917 202320 Dean	CRN 34781 T4 2023 Simiya		
	Interpret and apply medical terminology appropriately	CRN 33911 T3 AnnaW	CRN 33920 T4 Gemma	CRN 34783 T4 2023 Anna L		
	Facilitate the empowerment of people receiving support	CRN 33907 T4 TBA	CRN 33915 T4 TBA	Term 1 2024		
	Elearn Noticeboard	CRN 33912 202320	CRN 33912 202320	CRN 34784 T4 2023 & T1 2024		

List of educators delivering and assessing the program Highlighted teacher taught in the last 6 months	CIT Number	Name	Position details	TSM
	CIT210985	BURLING Lisa	TL2 Acting HOD TAE ACT Government Health 2016, Diploma in VET CIT 2018	ANMAC
	CIT239870	DAHAL Sushma	TL1 TAE CIT Solutions 2019	ANMAC
	CIT015534	IMMARAJ Lavanya	TL1 TAE CIT2021	ANAMC
	CIT276336	KING Dean	TL1 TAE 2006 outsource Services & 2015 Major Training, CIT	ANAMC
	CIT207161	LAGERLOF Anna	TL1 TAE ACT Health 2015 Diploma VET CIT 2019	Updated 3/11/23
	CIT019988	MARTINUSSEN Fleur	TL1 TAE CIT 2019 Diploma VET CIT 2015	Updated 20/10/23
	CIT276491	MCCUDDEN Hope	TL1 TAE 2020 Inspire Education	Updated 15/11/23
	CIT181581	MORGAN Gemma	TL1 TAE CIT 2019	Updated 16/10/23
	CIT234616	MORTON Nadine	TL1 TAE CIT 2020	Updated 9/10/23
	CIT133779	MUTHURAJAH Lily	HOD – On extended leave until 2024	
	CIT131132	PUMPHREY Jade	TL1 TAE CIT 2020	Updated 1/12/23

CIT254510	SANDWALIA Pooja	TL1 TAE CIT2021	Updated 24/11/23
CIT223164	SEETHILAL Dilsha	TL1 TAE CIT2018	Updated 24/11/23
CIT249744	SONY Simiya	TAE CIT 2020	ANMAC
CIT228310	TAYLOR Kate	TL1 TAE Open Colleges Integrated Care and Management Training 2017	Updated 23/11/23
CIT212997	VENKATARAMAN, Sujatha	TL1 – Now with teacher capability – TAE CIT 2019	ANMAC
CIT230319	WADDELL Anna	TL1 TAE CIT 2019	Updated 20/10/23
CIT068486	WILLINGTON Linda	FT TL2 – Acting HOD until 2024 on leave – TAE CIT 2011 Diploma VET 2015	ANMAC
CIT263528	WILSON, Monika	TL1 – TAE CIT 2022	Updated 15/11/23

Casual Teacher/ Facilitator

CIT Number	Name		TSM
CIT287023	ALEX Prabha	Full TAE – ACG Global College 2022	Not updated
CIT263241	BARRATT Macey	Full TAE – Pinnacle Safety and Training Australia June 2020	Not updated - ANMAC
CIT245782	BAYANI Roger	Full TAE – CIT 2020	Not updated - ANMAC
CIT255547	CASTELINO Leedia	Full TAE – CIT 2021	Not updated
CIT264279	CHEN Lijing	Full TAE – NSW TAFE 2021	Not updated - ANMAC
CIT240140	DALE Amanda	Full TAE – CIT 2020	Not updated - ANMAC
CIT254614	DEVASSY Meera	Full TAE - CIT 2021	Not updated - ANMAC
CIT262977	DEVASSY Pushpa	Full TAE – CIT 2021	Not updated
CIT282761	FRANCIS Maria	Skill Set – CIT 2023	
CIT267683	GHIMIRE Suvechha	Full TAE – CIT2022	Not updated - ANMAC
CIT271043	JOSE Divya	Full TAE - CIT 2022	Not updated - ANMAC
CIT192904	LILLIE Amanda	Full TAE - CIT 2019	Not updated - ANMAC

	CIT271964	MATHEW Shanty	Full TAE – CIT2021	Not updated
	CIT270647	MORRISON Lauren	FULL TAE – CIT 2022	Not updated - ANMAC
	CIT262969	PEREIRA Deepa	Full TAE CIT 2021	Not updated - ANMAC
	CIT291389	O'TOOLE Michelle	Skill Set – CIT 2023	Not updated
	CIT219717	PETER Sherin	Full TAE – CIT 2017	Not updated
	CIT277708	RICHTER Michelle	Skill set – CIT working towards full TAE	Not updated
	CIT274670	SCOTT Courtney	Skill set only – CIT 2022	
	CIT110039	SPENCE Deborah	Full TAE – CIT 2017	Not updated
	CIT283575	SWAN Kayla	Full TAE – CIT 2023	
	CIT286397	TAYLOR Kylee	Full TAE – Diverse Training Concepts 2023	Not updated
	CIT161020	THOMAS Raichel	Full TAE CIT 2022	Not updated - ANMAC
	CIT276176	THOMPSON Laura	Skill set – CIT 2022	Not updated
	CIT251226	THOMSON Ming	Full TAE CIT 2021	Not updated - ANMAC
	CIT276161	VARGHESE Divya	Skill set only – working towards full TAE	Not updated
	CIT282116	VINCENT Molamma	Full TAE – CIT 2023	
	CIT292515	LIMBU Damayanti	Full TAE – All Australian Training	
	CIT275194	SEBASTIAN Lijo	Skill Set – CIT 2023	
List of RPL's granted in the past 12 months	RPL 216 students have received credit transfers and or RPL's , most are the updated 1 st aid unit HLTAID011 - Provide First Aid			

Documented Evidence	Location	Comments/ Further Investigation or Rectifications Required:	Rectifications Completed:
Educators Evidence			
TSM's for all Educators	Trainer Skills Matrix TSM	Received access 06/02/2024 CIT239870 Sushma Dahal Not completed. CIT276336 Dean King. Not completed. CIT207161 Anna Lagerlof. Completed CIT276491 Hope McCudden. Not completed. CIT181581 Gemma Morgan . Completed CIT223164 Dilsha Seethilal. Completed CIT249744 Simiya Sony Not completed CIT212997 Sujatha Venkataraman Not completed CIT230319 Anna Matilda Waddell completed CIT240140 Amanda Gail Dale Not completed	
Evidence of industry qualifications (certified)	Teacher Quals examples Nursing	Gemma Morgan – Nursing accreditation, manual handling training, nursing qualification. In teacher quals examples CIT276491 Hope McCudden. CIT Transcript CIT239870 Sushma Dahal No evidence CIT276336 Dean King. No evidence CIT207161 Anna Lagerlo. No evidence CIT276491 Hope McCudden. CIT Transcript CIT181581 Gemma Morgan . No evidence CIT223164 Dilsha Seethilal. No evidence CIT249744 Simiya Sony No evidence CIT212997 Sujatha Venkataraman No evidence CIT230319 Anna Matilda Waddell No evidence CIT240140 Amanda Gail Dale No evidence	
Evidence of Cert IV TAE	Teacher Quals examples	Gemma Morgan – Nursing accreditation, manual handling training, nursing qualification. In teacher quals examples	

Documented Evidence	Location	Comments/ Further Investigation or Rectifications Required:	Rectifications Completed:
(certified if not awarded by CIT)	Nursing	CIT276491 Hope McCudden. CIT Transcript CIT239870 Sushma Dahal No evidence CIT276336 Dean King. No evidence CIT207161 Anna Lagerlo. No evidence CIT276491 Hope McCudden. CIT Transcript CIT181581 Gemma Morgan . No evidence CIT223164 Dilsha Seethilal. No evidence CIT249744 Simiya Sony No evidence CIT212997 Sujatha Venkataraman No evidence CIT230319 Anna Matilda Waddell No evidence CIT240140 Amanda Gail Dale No evidence	
Training Plans for teachers under supervision (if applicable)	Teacher List and Information	Michelle O'Toole CIT291389 Lijo Sebastian CIT275194 Well documented notes have been taken on both teachers	
Industry Evidence -			
Evidence of Industry engagement in past 12 months	Industry Engagement	Extensive documented detailed evidence of industry engagement	
Training and Assessment Evidence			
TAS document	TAS	Handbook entry- Has 3-4 days. Is it 3 or 4? Is 3 the part time option? c. Entry Requirements: Have completed Year 12 (within the last 10 years at an accredited or tertiary level). What if you are a mature age student?	

Documented Evidence	Location	Comments/ Further Investigation or Rectifications Required:	Rectifications Completed:
		<p>d. Regulation and or Licensing: Up for reaccreditation in June 2023 has this been done?</p> <p>Profile 1 Summary: only have 1 profile, there should be a full time and part time pathways. Or students that have experience, like the ones that have completed individual support</p> <p>a. Delivery Mode Approach: Why is it 3 or 4 days? Should it be 4 days for stage 1 and 2 and 3 days for stage 3? (example) F. VOL = 2404.5 hours 1.0 Program Summary say 1795 hours. Why the difference?</p> <p>h. Equipment and Facilities SLE 5 (which will be built in term 2 2022) Has this been built?</p> <p>i. Language, Literacy, Numeracy. Learners are required to have completed Year 12 (within the last 10 years, what if a student is mature aged?</p>	
Timetable/s and Volume of Learning	TAS Timetables and CRNs	<p>VOL document found at the bottom of the TAS. 2404.5 hours = different to the program summary in the TAS</p> <p>Timetables= 3 days with 6 hours per day training x 54 weeks (3 semesters) = 972 hours of face-to-face training. VOL has 2404.5 hours of training. Difference between Timetable and VOL is 1432.5 hours.</p>	
Complete assessment suite for all units in the program	Diploma of nursing UOC check HLT54121 Diploma of Nursing 202023 units.docx	<p>HLT54121 Diploma of Nursing 202023 units.docx</p> <p>An extensive check has been completed on 10 units of competency there are some common errors that need to be rectified and the department is encouraged to continue the checks on the remaining units.</p> <ul style="list-style-type: none"> Naming conventions across, subject guides, assessments and mapping differ. 	

Documented Evidence	Location	Comments/ Further Investigation or Rectifications Required:	Rectifications Completed:
		<ul style="list-style-type: none"> Few or no CIT assessment templates have been used especially for assessments and teacher guides. Assessment instructions are not clearly written, I feel that many of the assessments are discussed in class. This needs to be documented as well. Superseded NAT ID's used on documents Teacher guides templates not used, no reasonable adjustments, teacher instructions or benchmarks for many assessments. CIT resit policy not followed, up to 4 attempts allowed. Assessment conditions not mapped. Many of the UOC were found in eLearn not in SharePoint. <p>Please see the link above for units that have been checked and rectifications that should be made.</p>	
Validations		Not provided	
Student Attendance Records	Banner https://banprod.cit.edu.au/applicationNavigator/seamless	CRN33919 Follow safe work practices for direct client care CRN34782 Follow safe work practices for direct client care CRN 33916 Confirm physical health status CRN 34780 Confirm physical health status. No attendance CRN 33899 Apply basic principles and practices of infection prevention and control. No attendance CRN 34773 Apply basic principles and practices of infection prevention and control. No attendance CRN 33900 Perform clinical assessment and contribute to planning nursing care Attendance for 1 person only CRN34774 Perform clinical assessment and contribute to planning nursing care No attendance CRN 33913 Apply communication skills in nursing practice CRN 34778 Apply communication skills in nursing practice CRN 33914 Implement and monitor care of the older person	

Documented Evidence	Location	Comments/ Further Investigation or Rectifications Required:	Rectifications Completed:
		CRN 34779 Implement and monitor care of the older person CRN 33917 Practise nursing within the Australian health care system CRN 34781 Practise nursing within the Australian health care system No attendance CRN 33920 Interpret and apply medical terminology appropriately CRN 34783 Interpret and apply medical terminology appropriately	

Assessor Decision Review					
Names and CIT ID for ten (10) students with UP, F, RG results	1.		Result: RG	CRN 1:	
	2.		Result: UP	CRN 2: 33919	
	3.		Result: UP	CRN 3: 33919	
	4.		Result: UP	CRN 4: 33919	
	5.		Result: UP	CRN 5: 33916	
	6.		Result: UP	CRN 6: 33916	
	7.		Result: UP	CRN 7: 33916	
	8.		Result: UP	CRN 8: 33899	
	9.		Result: UP	CRN 9: 33899	

	10.	CIT 286986 Riley EASON	Result: UP	CRN 10: 33899
--	-----	------------------------	------------	------------------

		Rectifications identified / Comments:				Rectifications Completed:	
Are all assessments for each student available?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Student 1	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Student had completed all the required quizzes and had not completed the placement in time, therefore received a WA grade. This was updated once the student completed his placement	Click or tap to enter a date.
		Student 2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	8 Assessment tasks Assessment 1,2,3,6,7,8 No instructions on eLearn about what to do or where to find the paperwork that is to be filled out for this assessment. Assessment 4 and 5 are online quizzes, these have basic instructions but not on CIT templates. Assessment 6 has 3 attempts	Click or tap to enter a date.
		Student 3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	See above comments	Click or tap to enter a date.
		Student 4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	See above comments	Click or tap to enter a date.
		Student 5	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Different order in the eLearn page to the subject guide Yes 1, 2,3,4,5,7. Yes Assessment 6 very few instructions full template has not been filled. Yes assessment 8. Yes assessment 9	Click or tap to enter a date.
		Student 6	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Different order in the eLearn page to the subject guide	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:	
					Yes 1, 2,3,4,5,7. Yes Assessment 6 very few instructions full template has not been filled. Yes assessment 8. Yes assessment 9		
	Student 7	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Different order in the eLearn page to the subject guide Yes 1, 2,3,4,5,7. Yes Assessment 6 very few instructions full template has not been filled. Yes assessment 8. Yes assessment 9	Click or tap to enter a date.	
	Student 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Yes 1,2a, 2b,3, skill 1, skill 2, skill 3, skill 4, skill 5, skill 6	Click or tap to enter a date.	
	Student 9	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Yes 1,2a, 2b,3, skill 1, skill 2, skill 3, skill 4, skill 5, skill 6	Click or tap to enter a date.	
	Student 10	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Yes 1,2a, 2b,3, skill 1, skill 2, skill 3, skill 4, skill 5, skill 6	Click or tap to enter a date.	
Has the teacher guide been used to mark student assessments?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Student 1	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Self-marking quizzes on eLearn and placement sign off. No teacher guide was given for the placement	Click or tap to enter a date.
		Student 2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Teacher guides were not supplied in eLearn, access was asked, as no permission was given to have access to the Share point folders Assessment 4 and 5 are self-marking quizzes	Click or tap to enter a date.
		Student 3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	See above comments	Click or tap to enter a date.
		Student 4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	See above comments	Click or tap to enter a date.
		Student 5	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5,7 self-marking eLearn quiz. 6,8,9 no access to the teacher guide	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:	
		Student 6	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5,7 self-marking eLearn quiz. 6,8,9 no access to the teacher guide	Click or tap to enter a date.
		Student 7	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5,7 self-marking eLearn quiz. 6,8,9 no access to the teacher guide	Click or tap to enter a date.
		Student 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2a, 2b,3, Skill 1,2,3,4,5,6 No teacher guide provided	Click or tap to enter a date.
		Student 9	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2a, 2b,3, Skill 1,2,3,4,5,6 No teacher guide provided	Click or tap to enter a date.
		Student 10	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2a, 2b,3, Skill 1,2,3,4,5,6 No teacher guide provided	Click or tap to enter a date.
Has student NOT completed all questions or assessment criteria as shown on the teacher guide but still been marked as satisfactory?	<input type="checkbox"/> Yes	Student 1	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	All quiz questions were completed	Click or tap to enter a date.
	<input type="checkbox"/> No	Student 2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1,2,3,6,7,8 have been uploaded to eLearn and marked satisfaction on elearn. No teacher guide provided, it is a tick box logbook All questions in assessment 4 and 5 were attempted and passed and marked by eLearn	Click or tap to enter a date.
		Student 3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1,2,3,6,7,8 have been uploaded to eLearn and marked satisfaction on elearn. No teacher guide provided, it is a tick box logbook All questions in assessment 4 and 5 were attempted and passed and marked by eLearn	Click or tap to enter a date.
		Student 4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1,2,3,6,7,8 have been uploaded to eLearn and marked satisfaction on elearn. No teacher	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:
					guide provided, it is a tick box logbook All questions in assessment 4 and 5 were attempted and passed and marked by eLearn	
	Student 5	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5,6,7,8,9 all questions answered. All sections have been answered	Click or tap to enter a date.
	Student 6	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5,6,7,8,9 all questions answered. All sections have been answered	Click or tap to enter a date.
	Student 7	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5,6,7,8,9 all questions answered. All sections have been answered	Click or tap to enter a date.
	Student 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1, 3 rd party assessment to receive a certificate. 2a. 2b self-marking eLearn quiz completed. 3. Answered all questions Skill 1 demonstrated all skills. Skill 2 demonstrated all skills. Skill 3 demonstrated all skills. Skill 4 demonstrated all skills. Skill 5 demonstrated all skills. Skill 6 demonstrated all skills.	Click or tap to enter a date.
	Student 9	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1, 3 rd party assessment to receive a certificate. 2a. 2b self-marking eLearn quiz completed. 3. Answered all questions Skill 1 demonstrated all skills.	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:	
						Skill 2 demonstrated all skills. Skill 3 demonstrated all skills. Skill 4 demonstrated all skills. Skill 5 demonstrated all skills. Skill 6 demonstrated all skills.	
		Student 10	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1, 3 rd party assessment to receive a certificate. 2a. 2b self-marking eLearn quiz completed. 3. Answered all questions Skill 1 demonstrated all skills. Skill 2 demonstrated all skills. Skill 3 demonstrated all skills. Skill 4 demonstrated all skills. Skill 5 demonstrated all skills. Skill 6 demonstrated all skills.	Click or tap to enter a date.
Has student completed all questions or assessment criteria as identified on the teacher guide but marked unsatisfactory?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Student 1	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Correct grade was given	Click or tap to enter a date.
		Student 2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Correct grade was given	Click or tap to enter a date.
		Student 3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Correct grade was given	Click or tap to enter a date.
		Student 4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Correct grade was given	Click or tap to enter a date.
		Student 5	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1, 2,3,4,5,7Correctly marked 6, 8,9 No access to the teacher guide	Click or tap to enter a date.
		Student 6	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1, 2,3,4,5,7Correctly marked 6, 8,9 No access to the teacher guide	Click or tap to enter a date.
		Student 7	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1, 2,3,4,5,7Correctly marked 6, 8,9 No access to the teacher guide	Click or tap to enter a date.
		Student 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1. Received a certificate of completion 2a.2b No teacher guide self-marking quiz 3. No teacher guide Skill 1. No teacher guide.	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:	
						Skill 2. No teacher guide. Skill 3. No teacher guide. Skill 4. No teacher guide. Skill 5. No teacher guide. Skill 6. No teacher guide.	
		Student 9	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1. Received a certificate of completion 2a. 2b No teacher guide self-marking quiz 3. No teacher guide Skill 1. No teacher guide. Skill 2. No teacher guide. Skill 3. No teacher guide. Skill 4. No teacher guide. Skill 5. No teacher guide. Skill 6. No teacher guide.	Click or tap to enter a date.
		Student 10	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1. Received a certificate of completion 2a. 2b No teacher guide self-marking quiz 3. No teacher guide Skill 1. No teacher guide. Skill 2. No teacher guide. Skill 3. No teacher guide. Skill 4. No teacher guide. Skill 5. No teacher guide. Skill 6. No teacher guide.	Click or tap to enter a date.
Is there evidence that the student has been informed that they have been deemed satisfactory/unsatisfactory?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Student 1	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Automated response is sent via eLearn Can not see if the student was notified on successful completion of placement	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:	
		Student 2	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Automated response is sent via eLearn	Click or tap to enter a date.
	Student 3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Automated response is sent via eLearn	Click or tap to enter a date.	
	Student 4	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Automated response is sent via eLearn	Click or tap to enter a date.	
	Student 5	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5,6,7,8,9 Automated response is sent via eLearn	Click or tap to enter a date.	
	Student 6	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5,6,7,8,9 Automated response is sent via eLearn	Click or tap to enter a date.	
	Student 7	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5,6,7,8,9 Automated response is sent via eLearn	Click or tap to enter a date.	
	Student 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2a,2b,3, skill 1,2,3,4,5,6 Automated response via eLearn	Click or tap to enter a date.	
	Student 9	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2a,2b,3, skill 1,2,3,4,5,6 Automated response via eLearn	Click or tap to enter a date.	
	Student 10	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2a,2b,3, skill 1,2,3,4,5,6 Automated response via eLearn	Click or tap to enter a date.	
	Has the teacher marked/ticked every question for each assessment?	<input type="checkbox"/> Yes	Student 1	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Self-marking quizzes
<input type="checkbox"/> No		Student 2	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Logbook was marked and quizzes are self-marking	Click or tap to enter a date.
		Student 3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Logbook was marked and quizzes are self-marking	Click or tap to enter a date.
		Student 4	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Logbook was marked and quizzes are self-marking	Click or tap to enter a date.
		Student 5	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5 self-marking 6. A teacher signed at the bottom 7. self-marking quiz 8,9 Individual questions were not marked but assessment criteria is marked with feedback.	Click or tap to enter a date.

		Rectifications identified / Comments:			Rectifications Completed:		
		Student 6	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5 self-marking 6. A teacher signed at the bottom 7. self-marking quiz 8,9 Individual questions were not marked but assessment criteria is marked with feedback	Click or tap to enter a date.
		Student 7	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5 self-marking 6. A teacher signed at the bottom 7. self-marking quiz 8,9 Individual questions were not marked but assessment criteria is marked with feedback	Click or tap to enter a date.
		Student 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1 Can not see the quiz as it is a 3 rd party but students receive a certificate on completion 2a. 2b Self-marking quiz 3. Yes marking criteria Skill 1 Yes marked all criteria. Skill 2 Yes marked all criteria. Skill 3 Yes marked all criteria. Skill 4 Yes marked all criteria. Skill 5 Yes marked all criteria. Skill 6 Yes paper based marked all criteria.	Click or tap to enter a date.
		Student 9	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1 Can not see the quiz as it is a 3 rd party but students receive a certificate on completion 2a. 2b Self-marking quiz 3. Yes marking criteria Skill 1 Yes marked all criteria. Skill 2 Yes marked all criteria.	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:	
						Skill 3 Yes marked all criteria. Skill 4 Yes marked all criteria. Skill 5 Yes marked all criteria. Skill 6 Yes paper based marked all criteria.	
		Student 10	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1 Can not see the quiz as it is a 3 rd party but students receive a certificate on completion 2a. 2b Self-marking quiz 3. Yes marking criteria Skill 1 Yes marked all criteria. Skill 2 Yes marked all criteria. Skill 3 Yes marked all criteria. Skill 4 Yes marked all criteria. Skill 5 Yes marked all criteria. Skill 6 Yes paper based marked all criteria.	Click or tap to enter a date.
Has the teacher marked all assessments and provided their signature if hard copy?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Student 1	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Hard copy is dated but no signature on the page I received	Click or tap to enter a date.
		Student 2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1,2,3,6,7,8 is a logbook, an RN has signed assessment 1 the rest were peers that signed off on the assessment Assessor should co-sign at the end Assessment 4 and 5 marked by eLearn	Click or tap to enter a date.
		Student 3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1,2,3,6,7,8 is a logbook, an RN has signed assessment 1 the rest were peers that signed off on the assessment Assessor should co-sign at the end Assessment 4 and 5 marked by eLearn	Click or tap to enter a date.

		Rectifications identified / Comments:			Rectifications Completed:	
	Student 4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1,2,3,6,7,8 is a logbook, an RN has signed assessment 1 the rest were peers that signed off on the assessment Assessor should co-sign at the end Assessment 4 and 5 marked by eLearn	Click or tap to enter a date.
	Student 5	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5 self marking 6. Yes signed 7 self-marking quiz 8,9. Marked on eLearn	Click or tap to enter a date.
	Student 6	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5 self marking 6. Yes signed 7 self-marking quiz 8,9. Marked on eLearn	Click or tap to enter a date.
	Student 7	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5 self marking 6. Yes signed 7 self-marking quiz 8,9. Marked on eLearn	Click or tap to enter a date.
	Student 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1, satisfactory grade given when upload the certificate. 2a.2b self-marking quiz 3. Marked in eLearn Skill 1 Marked in eLearn. Skill 2 Marked in eLearn. Skill 3 Marked in eLearn. Skill 4 Marked in eLearn. Skill 5 Marked in eLearn. Skill 6 Marked in eLearn.	Click or tap to enter a date.
	Student 9	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1, satisfactory grade given when upload the certificate. 2a.2b self-marking quiz	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:	
						3. Marked in eLearn Skill 1 Marked in eLearn. Skill 2 Marked in eLearn. Skill 3 Marked in eLearn. Skill 4 Marked in eLearn. Skill 5 Marked in eLearn. Skill 6 Marked in eLearn.	
		Student 10	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1, satisfactory grade given when upload the certificate. 2a.2b self-marking quiz 3. Marked in eLearn Skill 1 Marked in eLearn. Skill 2 Marked in eLearn. Skill 3 Marked in eLearn. Skill 4 Marked in eLearn. Skill 5 Marked in eLearn. Skill 6 Marked in eLearn.	Click or tap to enter a date.
Have students been provided with detailed feedback for each assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Student 1	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Feedback was only given for the NYS quizzes	Click or tap to enter a date.
Is the feedback consistent across assessments?		Student 2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	No written feedback was given to any student	Click or tap to enter a date.
Is feedback provided relevant and detailed eg; why something was good/not good and ways to improve?		Student 3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	No written feedback was given to any student	Click or tap to enter a date.
		Student 4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA	No written feedback was given to any student	Click or tap to enter a date.
		Student 5	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5 self-marking quiz no feedback was given. 6. No feedback given. 7 self-marking quiz no feedback.	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:
					8. Feedback was given for this assessment NYS- Resit well done feedback only copy past. 9. Good constructive feedback given for NYS assessment- Resit basic feedback.	
	Student 6	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5 self-marking quiz no feedback was given. 6. No feedback given. 7 self-marking quiz no feedback. 8. Feedback was given for this assessment NYS- Resit well done feedback only copy past. 9. Good constructive feedback given for NYS assessment- Resit basic feedback.	Click or tap to enter a date.
	Student 7	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	1,2,3,4,5 self-marking quiz no feedback was given. 6. No feedback given. 7 self-marking quiz no feedback. 8. Feedback was given for this assessment NYS- Resit well done feedback only copy past. 9. Good constructive feedback given for NYS assessment- Resit basic feedback.	Click or tap to enter a date.
	Student 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1 No feedback. 2a.2b No feedback. 3. Minimal feedback given. Skill 1 No feedback. Skill 2 No feedback.	Click or tap to enter a date.

		Rectifications identified / Comments:				Rectifications Completed:
					Skill 3 No feedback. Skill 4 No feedback. Skill 5 No feedback. Skill 6 No feedback.	
	Student 9	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1 No feedback. 2a.2b No feedback. 3. Minimal feedback given. Skill 1 No feedback. Skill 2 No feedback. Skill 3 No feedback. Skill 4 No feedback. Skill 5 No feedback. Skill 6 No feedback.	Click or tap to enter a date.
	Student 10	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	Assessment 1 No feedback. 2a.2b No feedback. 3. Minimal feedback given. Skill 1 No feedback. Skill 2 No feedback. Skill 3 No feedback. Skill 4 No feedback. Skill 5 No feedback. Skill 6 No feedback.	Click or tap to enter a date.

Rectification Plan and Support:

Follow safe work practices for direct client care

Written feedback needs to be given to each student.

Peers can sign however an assessor must co-sign as they are the assessor, not the student.

CRN 33916 Confirm physical health status

The order of the assessments is different in eLearn to the subject guide Assessment must be consistent across subject guides, eLearn and mapping.

CRN 33899 Apply the principals of infection control.

No feedback given to the students and no access to the teacher guides when undertaking the check

Please note the student checks were completed and SharePoint access had not been granted therefore was going off the evidence that was available.

UOC detailed checks began in Share Point and there was a lot of discrepancies. Access was then given to eLearn so checks were made up of a combination of eLearn and Share Point folders.

An extensive check has been completed on 10 units of competency there are some common errors that need to be rectified and the department is encouraged to continue the checks on the remaining units.

Quality Advisor Signature: Rebecca Jarrett

Date: 22/02/2024

Rectification sign-off:

Comments:

Quality Advisor Signature:

Date: Click or tap to enter a date.

PRI – Continuous Improvement Action Plan (optional)

College:	Health Community and Science
Department:	CIT Human Services
Date of PRI:	Last PRI 2 Feb 2024 - July 2024

Minutes - comments	Issues Identified	Required Actions	Person nominated to complete action	Due Date for completion	Completed Yes/No
	E.g. Assessment, Missing Results, Completion Rates, Evaluation Findings (ISU advised of any international students' concerns including interventions and EGs) Learner Engagement Survey results – decline in overall satisfaction rate, TAS review needed, TSM updates	<ul style="list-style-type: none"> Investigate reasons for decline Review subject/UoC evaluations Implement strategies for improvement Monitor 	Name of staff members	End of Semester 1	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Elearn update has been challenging when teachers returned from leave in January.				<input type="checkbox"/> Yes <input type="checkbox"/> No
Review processes in Nursing	Sick leave, students at risk, Working remotely,	Nursing teachers meet and discussed and updated.	Anna Lagerlof	31 January 24	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
C3IS	Industry Placement/workplace assessment book needs to be updated to reflect CHC 07	All workplace assessments were reviewed by a CIT Education Advisor and/or external auditor, new book drafted, circulated to all teachers for review and finalised early Feb 2024	Karen Noble, Yoshie Lettie		<input type="checkbox"/> Yes <input type="checkbox"/> No
C3IS Study Skills and Student support	Due to low student attendance at Study skills sessions in 2023 and high volume of Resubmissions, the process needed to be strengthened for 2024	New schedule developed with teachers and Laura, from CIT Learning Centre. Session 1 is a comprehensive two hour Orientation. Future sessions are 1.25 hours on Monday mornings, topics listed for students on elearn noticeboard. Start	Karen Noble and team	Commenced 5/2/224, constant review	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

		time is later, 10.30 and works better with timing of afternoon class. Each week one teacher will also attend and later sessions are fully for broad assessment support.			
C3IS	Implementation of CHC 07. Need to review and adjust the nine new competencies delivered in 202320.	Teachers are conferring and making notes on the form, Record of Competence Changes located in CHC 07 Competencies. Teachers are then implementing the changes for 202410.	Each teacher, as noted on the Team Meeting document	ongoing	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
C4DS	Need to develop all competencies for scope	Working with Education Advisor to complete by end of Feb 2024	Karen, Heidi, Greg, Danielle		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
International Students, C3IS	Need to be clear about their competence to study in English, regardless of their PTE or IELTS scores	Required all International students to complete CIT paper task at enrolment. Advised CIT International of one student at risk due to language issues	Karen Noble	ongoing	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
C3IS	To reduce duplication created 14 Knowledge Blocks and trialled in Term 4, 2023	Edits and updates needed for 202410	Greg Burgess Heidi Duncan	Review is ongoing	Yes for Term 1
Diploma of Nursing	Communication subject	Removed the admission form assessment as this was not necessary. Changing back to the old patient scenarios Updated teacher guides, mapping document and development course page on eLearn to reflect changes.	Gemma Morgan and Kate Taylor	7/2/2024	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Diploma of Nursing	Primary Health	One assessment in Primary Health was the same and Australian Health Care Systems. It has been removed. Teacher Guide being updated	Anna L	18/3/2024	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

PRI – Director Report for Academic Council

College Directors are required to submit one (1) report from their College to Academic Council at the conclusion of Semester 2.

College:	Health, Community and Science
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Item	Comments
Achievements	<p>List the major achievements in your College that have improved programs and enhanced the student experience, for example, industry relationships established/maintained, PRI improvements.</p> <ul style="list-style-type: none"> • Online industry consultation in November 2021 for the new Training Package in the Diploma of Nursing – industry input for selecting electives • Staff consultation online for renovation of B209 & B210 to become the additional lab – this was achieved successfully. Capital works completed in June 2022. Currently using the additional lab. • Online industry consultation with Aged Care sector in November – regarding post graduate qualifications in gerontology for Enrolled Nurses • Collaboration online with [REDACTED] and participation in online moderation for 2 X UoCs for the Diploma of Nursing program , which contributed to continuous improvement. • Online collaboration with Education Directorate, with positive outcomes in 2022 with Health Starter Pack – Pilot groups of 2 completed in 2022. • F2F meetings with [REDACTED] – collaboration on the role of AINs (C3 Health Services Assistance) – with positive outcomes of Calvary Hospital developing new position profiles and advertised new positions. This provides job opportunities for CIT graduates. • Modified multiple information and enrolment sessions for Aged Care & Disability courses using a booking process, maintaining social distancing and following COVID restrictions – highly successful with 60 + enrolments with 49 being Job Trainer places. • Celebrated Student success online. • Careful and well informed management of student placements for nursing/aged care/ disability students. • Regular meetings with CHS and other educational institutions for placement opportunities and planning placements. • Reconfigure completion dates for all students – work still in progress • Work on ANMAC submission commenced in August 2021 – made the submission in May 2022 – anticipate ANMAC site visit in November 2022. Much work is currently being undertaken for ASQA compliance and CRICOS Registration
Trends	<p>List any trends identified, for example, enrolment numbers – increases and decreases, impact of Government initiatives on course offerings.</p> <ul style="list-style-type: none"> • Despite COVID disruptions work within HS continued, with much reconfirmation and careful planning. Traditional model of measuring completions was not used as it was deemed ‘not fit for purpose’ during the time of Pandemic. • Efforts were channelled to support staff in online development and delivery of course contents – the work for this is ongoing • Online delivery was a struggle to some teachers, others thrived. Now is the time to reflect and focus on lessons learnt and focus on planning for the future. • We are in the “New Normal Space” now. • The next phase is to focus more on various ways to engage students in online learning

<p>Risks</p>	<p>If any major risks have been identified during the semester:</p> <ul style="list-style-type: none"> • list the risks, for example, industry relationships, regulatory environment, reputation, human resources • describe the measures implemented to mitigate/manage the risk(s). <ul style="list-style-type: none"> • The major risk was staff burn out as switching from F2F classes to online delivery was a challenge to all. • All industry collaboration was managed successfully by engaging online, there were no threats to reputation or relationships during this semester. • Industry relationships strengthened and expanded through regular online collaborations relating to COVID matters and exchange of requirements and ideas across all health facilities and other educational institutions.
<p>Issues</p>	<p>If any formal complaints have been received during the semester:</p> <ul style="list-style-type: none"> • give brief details of the complaint • state whether the complaint has been satisfactorily resolved. <ul style="list-style-type: none"> • Technology has been a challenge to both students and teachers – teachers worked through these difficulties and still produced positive outcomes for students • Complaints that came as a result of COVID delays were resolved in 202210
<p>Other (Optional)</p>	<p>List any additional comments/feedback.</p> <ul style="list-style-type: none"> • A formal PRI was not carried out at the end of 2021, due to uncertainties relating to COVID. • HS department focussed on maintaining and updating the COVID plan and a plan for student completions, which was achieved in February 2022. • Much was gained through COVID experiences in 202120 – thank you for giving us the opportunity to reflect on 202120 through this report. • The focus for HS is to build the New Normal.

<p>Director's Signature:</p>	<p>Enter first and last name. This will be regarded as your electronic signature.</p>	<p>Date</p>	<p>Click or tap to enter a date.</p>
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