CLINICAL FACILITATOR GUIDE

for Clinical Facilitators of EQUALS nursing students
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Introduction

Thank you for supporting our student/s during their professional practice placement/s. The Clinical Facilitator is a vital part of a successful professional practice placement. We trust that the placement will be a mutually rewarding experience.

For the purposes of this document, the Host is the employer or health site who accepts an EQUALS student for professional practice placement. Host facilitator/s are employed by the Host and may also be known as a Preceptor or a Buddy.

This document has been designed to provide important and useful information relating to professional practice placements undertaken by EQUALS nursing students. Students will undertake two or more professional practice placements as part of their Diploma studies at EQUALS. Professional practice placements may be completed in a variety of health care settings, including aged care, acute care and mental health care sites. We trust that the placement will be a mutually rewarding experience.

Important:

This Guide is intended to be used in conjunction with the following:

- **Staff & Educator Guide**, available on EQ-Online Moodle
- **Professional Practice Placement Program Books (Student Logbook)**
  - Acute Care, Mental Health Care
  - Aged Care

Contacts

Operations & General

Placements Team at EQUALS
placements@equals.edu.au
8210 8401 (direct)
08 8110 1200 (general)

Management

Yvette Williams, Clinical VET Coordinator
ywilliams@equals.edu.au
8210 8401 (direct)

Accounts

Khyati Gajjar, Principal Finance Officer
kgajjar@equals.edu.au
8110 1204 (direct)
Course Content

Our Diploma of Nursing (HLT54115) program includes the following units of competency:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Core</th>
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<tbody>
<tr>
<td>1</td>
<td>CHCDIV001 Work with diverse people</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>CHCPRP003 Reflect on and improve own professional practice</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>HLTAAP002 Confirm physical health status</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>HLTAAP003 Analyse and respond to client health information</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>HLTENN001 Practise nursing within the Australian health care system</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>HLTENN002 Apply communication skills in nursing practice</td>
<td>✓</td>
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<tr>
<td>8</td>
<td>HLTENN003 Perform clinical assessment and contribute to planning nursing care</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>HLTENN004 Implement, monitor and evaluate nursing care plans</td>
<td>✓</td>
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<tr>
<td>10</td>
<td>HLTENN005 Contribute to nursing care of a person with complex needs</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>HLTENN006 Apply principles of wound management in the clinical environment</td>
<td>✓</td>
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<tr>
<td>12</td>
<td>HLTENN007 Administer and monitor medicines and intravenous therapy</td>
<td>✓</td>
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<tr>
<td>13</td>
<td>HLTENN008 Apply legal and ethical parameters to nursing practice</td>
<td>✓</td>
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<tr>
<td>14</td>
<td>HLTENN009 Implement and monitor care for a person with mental health conditions</td>
<td>✓</td>
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<tr>
<td>15</td>
<td>HLTENN011 Implement and monitor care for a person with acute health problems</td>
<td>✓</td>
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<tr>
<td>16</td>
<td>HLTENN012 Implement and monitor care for a person with chronic health problems</td>
<td>✓</td>
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<tr>
<td>17</td>
<td>HLTENN013 Implement and monitor care of the older person</td>
<td>✓</td>
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<tr>
<td>18</td>
<td>HLTENN015 Apply nursing practice in the primary health care setting</td>
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<tr>
<td>19</td>
<td>HLTINF001 Comply with infection prevention and control policies and procedures</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>HLTWHS002 Follow safe work practices for direct client care</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>HLTENN010 Apply a palliative approach in nursing practice</td>
<td>✓</td>
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<tr>
<td>22</td>
<td>HLTENN025 Implement and monitor care for a person with diabetes</td>
<td>✓</td>
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<tr>
<td>23</td>
<td>HLTWHS006 Manage personal stressors in the work environment</td>
<td>✓</td>
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<tr>
<td>24</td>
<td>CHCPOL003 Research and apply evidence to practice</td>
<td>✓</td>
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<tr>
<td>25</td>
<td>BSBLDR403 Lead team effectiveness</td>
<td>✓</td>
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<th>Code</th>
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<th>Core</th>
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The total number of units is 20, with 5 units being elective options.
Support from EQUALS

EQUALS Clinical Facilitators must contact the student on a regular (i.e. weekly) basis to check and monitor progress. Onsite facilitation visits (arranged in consultation with the host facilitators (or their delegate) and students) should occur weekly or required. Clinical Facilitators should contact the Host Facilitator on a weekly basis to discuss progress and any support required. We work in accordance with the Host for student support and encourage both students and Host Facilitators (and other staff) to contact us at any time. Each Student will have a designated Clinical Facilitator.

EQUALS will conduct on-site assessments during the placement.

Graduate Outcomes & Attributes

Graduates of the Diploma of Nursing program will:

- Achieve the training package and regulatory authority course requirements;
- Meet the requirements of the NMBA Enrolled Nurse Standards for Practice.

They will demonstrate the following graduate attributes:

- Demonstrate a commitment to the service of humanity through an expression of humility and compassion;
- Advocate for diversity, justice, and equality and seek to empower others;
- Demonstrate professional competence in all aspects of human services and community work delivery;
- Strive to maintain the highest professional standards of care and personal integrity;
- Are committed to continuing to improve their own professional practice through learning and the acquisition of new knowledge and skills
Learning Framework

GOALS

- Independent, active, conscious thinkers
- Motivated and inspired to excellence in their field of study
- Ethically and socially aware and responsible
- Excellence in required and desirable skills, knowledge and attitude

HOW

- Training & Assessment in Training Package Units of Competency for the Qualification
- Value added training and formative assessment
- Modelling of EQUALS values, behaviours, and attitudes by all EQUALS staff and representatives
- Industry engagement and consultation

OUTCOME

- Achieve the training package and regulatory authority course requirements.
- Meet the requirements of the NMBA Enrolled Nurse Standards for Practice.
- Achieve the EQUALS graduate attributes
The Learning Process

All nationally recognised programs conducted by EQUALS use the principles of adult and competency based learning. Adult learning means that the student takes significant responsibility for his or her own learning.

It is the job of the Host Facilitator to liaise with the EQUALS Clinical Facilitator and actively encourage students to take responsibility for their own learning while maintaining their availability to provide additional coaching or learning support as required. The Host Facilitator may be required to provide the following examples of learning support:

- Formal Training Sessions or Workshops or Small Group Discussions
- Clinical Work Experience within the Acute or Aged setting
- One to One support and Coaching
- Mentoring
- One to One Demonstrations and Instruction
- Reference and Learning Materials where applicable

A balanced approach to learning incorporating the intellectual, social, physical and spiritual development needs of individuals should always be employed. This may involve the Host Facilitator not only assisting the student in developing the task requirements of the course but also:

- Guiding individuals towards recognising and achieving direction and purpose in their lives.
- Assisting individuals to successfully initiate steps towards fulfilling their goals and pursuing all avenues of opportunity and advancement.
- Empowering and supporting individuals to believe that they have the ability to maximise their capacity.
- Providing ongoing support.
Professional Practice Placement Hosts

Professional practice placement learning and assessment is essential for students to achieve overall competency in the course. The Host Facilitator should also ensure their organisation’s facilities are appropriate for the purposes of the course. Health care sites that may be appropriate include:

- Acute care environments
- Residential Aged care sites
- Primary health care sites
- Domiciliary nursing services
- Community health services
- Mental health care facilities
- Rural health care environments
- Indigenous health care facilities

If facilities are not available in the organisation, the Host Facilitator should notify EQUALS so alternative arrangements can be made.

Role of the Host Facilitator

The Host Facilitator is a staff member, within the same workplace of the student studying to become an enrolled nurse, who facilitates the delivery Diploma of Nursing in the workplace.

Their qualifications must include:

- A minimum of 2 years experience as a registered nurse.
- Demonstrated high standards of safe nursing practice.
- Demonstrated effective interpersonal skills.
- Commitment to supporting/teaching students.
- Willingness to participate in any associated training.
- Willingness to participate in the evaluation process.
- A well-developed understanding and skill in assessment processes.

It is the responsibility of the Host Facilitator to create an environment where quality learning and assessment can take place within the workplace. The Host Facilitator should be friendly,
respectful, encouraging and supportive of the participants in setting goals, monitoring progress and achieving outcomes. In particular, the Host Facilitator should:

- organise appropriate experience for the students.
- supervise directly and indirectly the student’s practice.
- recommend strategies for improvement for individual student’s practice.
- liaise with the facility and facility staff and delegate preceptorship responsibilities as appropriate.
- liaise with the staff of EQUALS International.
- be an advocate for the students whilst placed within the facility.
- maintain a log of the student’s time spent at the facility.
- debrief the students at regular times and following any critical incidents.
- orientate the students to the facility e.g. resources, workplace health and safety issues.
- negotiate with the students appropriate starting and finishing times.
- assess the students for competence within certain clinical activities.
- ensure learning and assessment is conducted in a safe, secure, open, flexible and consistent manner.
- ensure students understand the learning and assessment process, their options, rights and obligations.
- ensure students understand the Assessment Outcomes and the reasons for decisions.

**Role and Responsibilities of the Clinical Facilitator**

This section should be read in conjunction with the Educator & Facilitator Position Description.

Clinical Facilitators are Registered Nurses with current AHPRA registration, and have additional qualifications and skills as required by the national regulator (ASQA) and the Standards for RTO’s 2015. Clinical Facilitators must hold Certificate IV in Training and Assessment (or its successor) and maintain their professional currency.

While this is not intended to be an exhaustive list, the responsibilities of Clinical Facilitators is summarised below:

- Familiarity with the unit objectives related to the qualification.
- Identify and assist students to experience relevant learning opportunities in a safe, supportive and appropriate environment.
- Assist students to reflect on experiences to facilitate deep learning.
- Provide constructive, objective and timely feedback to students to foster professional behaviours.
- Provide conscientious and fair assessment of student performance.
• Complete timely assessment documentation associated with the placement.

• Inform Clinical VET Coordinator if the particular host is no longer able to provide the requisite experience needed by students.

• Remove students from the placement who, despite guidance, are considered not safe, or who have an unsatisfactory knowledge base for safe practice or are deemed unfit to practice; such actions should be undertaken following consultation with the Clinical VET Coordinator and be supported by appropriate documentation.

• Comply with the EQUALS guidelines related to WHS during Student placements including:
  o Providing students with information about safe working procedures;
  o Ensure students are provided with an appropriate induction to the workplace including monitoring that students complete any required induction documentation on their first day at the Host Facilitator site;
  o Completing timely incident reports and notifying the Clinical VET Coordinator.

• Maintain EQUALS guidelines regarding health and safety as they apply to professional practice placements.

• Where applicable, provide guidance, instruction, demonstration and debriefing sessions during the placement.

• Provide feedback to EQUALS staff on the quality of the preparation of the student for clinical placements.
Clinical Facilitator Allocation Process

Summary

<table>
<thead>
<tr>
<th>Part &amp; Stage</th>
<th>Responsible Party</th>
<th>Key Tasks</th>
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<tbody>
<tr>
<td>Allocation and Offers</td>
<td>EQUALS Placement Team, Administration</td>
<td>Send an offer of clinical facilitation to the Clinical Facilitator</td>
</tr>
<tr>
<td>Acceptance</td>
<td>Clinical Facilitator</td>
<td>Clinical Facilitators are required to accept the offer of clinical facilitation within 24hrs of receipt of the offer.</td>
</tr>
<tr>
<td>Confirmation</td>
<td>EQUALS Placement Team, Administration</td>
<td>Once an acceptance of the offer has been received from the Clinical Facilitator to <a href="mailto:placements@equals.edu.au">placements@equals.edu.au</a> the Clinical Facilitator R is then sent a confirmation email. The confirmation email will provide to the Clinical Facilitator the following –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Name of the student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contact email address</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contact mobile number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Site contact</td>
</tr>
</tbody>
</table>
- Contacts email address
- Site phone number

The confirmation email sent with this information identifies that it is an expectation that the Clinical Facilitator will contact the site prior to the student starting to introduce themselves.

<table>
<thead>
<tr>
<th>Introduction – Host Site</th>
<th>Clinical Facilitator</th>
<th>Email to the site to introduce themselves to the clinical managers, address any questions or concerns and request that in the first week they are able to make a time to meet with the student face to face.</th>
</tr>
</thead>
</table>

| Introduction – Student | Clinical Facilitator | Email an introduction to the student. This introduction should reiterate and clarify student expectations of the Clinical Facilitator throughout the program. Expectations to address include but are not limited to, –  
- Sending the roster on the first day;  
- Reminder to send the host site agreement where applicable back to placements@equals.edu.au  
- What students can expect when they visit;  
- The need to sight student placement documents; and  
- Expectations regarding attendance, timesheets, placement goals and so on. |
|------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**IMPORTANT**

Do not provide the student with your personal contact number. Only provide external parties with your contact email from EQUALS and the EQUALS number, 8210 8401 or 8110 1200.

In case of emergency you can provide the Clinical VET Coordinator after hours contact number or 0487 875 000.
Visiting Guidelines

Clinical Facilitators must arrange visits in consultation with the Host Facilitator and in accordance with the clinical roster.

Clinical Facilitators will provide visits to the students as outlined below or otherwise as approved by EQUALS;

- Aged care x 3 times over the 4 week clinical placement in aged care
- Primary care x 1 times over the 40 hour placement
- Mental health placement x 2 over the 80 hour placement
- Acute care placement x 5 times over the 120 hour placement

During the visits the Clinical Facilitator should provide guidance, instruction, debriefing/counselling to the student.

The Clinical Facilitator is expected at every visit to make time to see the Host Facilitator (site manager, CNC or equivalent) to discuss feedback in relation the student’s clinical progress and feed this back directly to the student.

Prior to meeting with them watch them undertake nursing tasks and processes.  It is strongly suggested with approval from the Host that the Clinical Facilitator is able to spend some time with the student assessing them on ability to complete nursing tasks.

Students are to be visited individually, not in groups.

During consultation with the student the Clinical Facilitator must:

- Check the time sheet and sign as required for the shifts that have occurred
- Review the logbook and check progress of having competencies signed off.
- Review feedback sheets from nursing staff to the student re progress.
- Review goals set by student and discuss new ones.
- Review the reflective journal ensuring the students are spending time reflecting on their clinical journey and experiences.
- If during the discussion with the Host Facilitator and assessing the student their student is deemed unsafe they are to be removed from placement immediately.
- Dress code – white shirt, badge, duty shoes, hair tied back, no jewellery, black pants/skirt
- Placement documents – DCSI/NPC; SFA; MH; CPR; HH; Blood safe certificates; Immunisation; TB; SA Online health orientation package; Fit for practice, EPAS training dependent on the site.
Students are required to complete a minimum of 400hrs of placement to meet qualification requirements and be eligible for registration with AHPRA. However, some students may require extra time to ensure they meet the competencies required for registration. If a student is seeking to complete a placement early after having achieved all competencies the Clinical Facilitator must still ensure that student meets the hours for the allocated placement otherwise the student will not meet the requirements of the qualification and will therefore not be eligible for registration.

Total of hours per placement -

- Aged Care – 160hrs
- Mental Health – 80hrs
- Primary Health Care – 40hrs
- Acute Care – 120hrs

The Clinical Facilitator will liaise with the Host Facilitator if the student is short of hours to ensure they meet not just competency but hours. Both the Clinical Facilitator and the student should advise the Clinical VET Coordinator and the placement team of any extra shifts and changes that have been negotiated. Each visit is to be recorded in a carbon copy book. At the end of each meeting with the student the Clinical Facilitator should sign the book as should the student as evidence that a visit occurred.

After each onsite visit the Clinical Facilitator is expected to complete a placement feedback sheet and scale the student’s progress via the Bondy’s scale.

If a student is as per the scale of Bondy’s tracking at a level 4 in Week 2 in any area the student is deemed as unsafe to practice and should be removed from clinical practice.

If a student is as per the scale of Bondy’s tracking at a level 3 from Week 2 of clinical placement then the student should be placed on a clinical contract and provided with a chance to improve. The Clinical Facilitator will liaise with the Host Facilitator and the student to agree on specific goals to support the student to demonstrably improve within the agreed time frame.

**Verification & Competency Assessment**

Students are signed off for clinical placement at the completion of clinical placement and not before. Sign off must never be undertaken prior to the end date. Students cannot be signed off as competent unless the following is completed in the clinical log book:

- Time sheet is complete and meets the required placement hours.
- Each competency is signed off by the Host Facilitator.
• Clinical Facilitators need to ensure all required questions have been answered satisfactorily by the student and the student has completed a reflective journal of at approximately 250 words per page.
• If there are areas that are incomplete then the student needs to complete each of these prior to being signed off.

If all areas are completed then the Clinical Facilitator will sign the back page and date and advise the student to retain a copy of the log book and submit the original logbook to EQUALS.

Orientation to Sites

• Clinical Facilitators are expected to attend all orientations at acute care sites.
• Clinical Facilitators are not expected to attend orientations at other sites however this is dependent on the location and site.
• The Clinical Facilitator should visit the student within the first 2 days of the student commencing to introduce themselves to the organisation and student.
• Information in relation to the site is sent to the student by the placement team however the Clinical Facilitator should also provide specific site information that is required to be reviewed prior to commencing.
• Some sites will request the Clinical Facilitator have clinical privileges to then attend on site and support students.
• Important: Some Host sites will request the Clinical Facilitator provides evidence of a SAPOL, current Manual Handling, Provide First Aid and practising certification. The placement team will advise which site will request this information.

Invoicing

Contracted Clinical Facilitators are required to send invoices for clinical facilitation weekly or fortnightly. Invoices are to be sent to ywilliams@equals.edu.au and kgajjar@equals.edu.au and must have attached feedback sheets.

The feedback sheet should identify when the student was visited, time spent, brief review of the discussion and concerns or area of improvement. They should correspond with the invoice.
Clinical Privileges Requests

Requests for Clinical Privileges at SA Health and other health sites is available from the EQ-Online Moodle document centre.

What to do if there is a problem?

From time to time students may fail to progress in accordance with expectations or unexpected concerns may arise. There may be occasions on clinical placement when a student’s performance is not reaching the expected standard. Early identification and intervention is important to support the student’s learning.

In the first instance, an informal discussion may be all that is needed. The Host should contact the EQUALS Clinical Facilitator at the earliest opportunity to notify them of the issue. Commonly, the EQUALS Clinical Facilitator may approach the Host Facilitator to raise identified issues. The EQUALS Clinical Facilitator will record any updates to goals as well as strategies for improvement.

While it is important to make the EQUALS Clinical Facilitator immediately aware of any concerns, Host Facilitators may contact the Clinical VET Coordinator at any time. Contact details are provided above.

When problems persist

In the event that the issues are more serious or the informal discussion has not been effective, (allow a day or two), a more structured process is required:

A written plan must be documented in the form of a clinical performance contract (see section below for additional information). The clinical placement contract is a documented implementation plan with action steps (including additional training or support as required) and performance measures and consequences.

The main aim of the clinical performance contract is to ensure that any professionalism, behaviour or clinical practice deficits are identified and a corrective action plan developed. This maximises the success rate for the student. As such, students should look upon the review process as a positive learning strategy.

If the student is unable to successfully achieve the clinical contract requirements within require timeframes and is unable to demonstrate appropriate levels of knowledge, skills and professional conduct within the domains outlined in the NMBA’s Enrolled Nurse Standards for Practice, the student placement will be cancelled.

The EQUALS Clinical Facilitator will notify the Clinical VET Coordinator as early as practicable in writing and the student will be asked to attend a meeting with the Clinical VET Coordinator.
The purpose of this meeting will be to address the reason for not achieving competency and to explore future options.

**Safety Concerns**

If at any time there is a safety concern regarding:

- The student themselves
- The patients/clients
- Other staff

the student must be supported somewhere safe, and the Clinical VET Coordinator and facility staff must be notified immediately. They will advise on course of action.

Unsafe behaviours or practices may include: Administering IV medications without site-approved supervision, leaving a client unattended, failure to attend a shift without notification etc.

**Clinical Placement Contracts**

The Clinical Facilitator will then arrange a time with the student and the Clinical VET Coordinator to consult on the practice identified as not safe, and an action plan formulated which is to be recorded on the student’s enrolment record.

**BONDY’S SCALE AVERAGE 3 at Week 2**

If a student is identified at Week 2 to be tracking as a Level 3 then the Host Facilitator supervisor and the Clinical Facilitator may, in consultation with the student, initiate a clinical placement contract.

The clinical placement contract is an agreement with all parties to address areas of deficit within 1 week using agreed goals and objectives to ensure this occurs.

The clinical contract must be signed by relevant parties and sent to the Clinical VET Coordinator. The contract is recorded on the student's file.

After 1 week the parties will review the contract and the student’s progress since the initiation of the clinical contract.
If the student has improved, then the Clinical Facilitator will initiate a redemption of clinical contract. This is signed by all parties and again forward to the Clinical VET Coordinator so this can be uploaded into the student’s profile.

If the student has partially improved the clinical contract may be amended and date extended. If the student has shown no improvement, then a Fail Contract is completed and forwarded to the Clinical VET Coordinator. The Clinical VET Coordinator will record this in the student management system.

The Clinical Facilitator and the Clinical VET Coordinator will then meet the student and discuss ways to provide support for the student and areas of improvement. The meeting must be held within a week of placement being cancelled.

Incidents on Placement

If the student has an incident during placement such as medication error, injury, hit by client the student (in conjunction with Clinical Facilitator if available) is required to complete an incident form for EQUALS as well as the host site.

The student is to send the incident report to placement team/ Clinical VET Coordinator for review and follow up with the site.

The incident form should be completed as soon as practicable, ie within 24 hours of the incident occurring.

The incident form will be filed into the student’s profile on the student management system (wise.net).

Managing Risks

EQUALS’ risk management approach seeks to identify and assess potential risks, and to act swiftly in mitigating risk impact through consultation with key stakeholders and measurable action. For a copy of the Risk Management Statement, please contact EQUALS.
Student Concerns

The following diagram is a simple reference tool that should be used to identify the appropriate contact if a student reports a concern.

![Diagram of Student Concerns]

**Illness**

If the Clinical Facilitator is unable to visit the student due to illness then there is an expectation that the Clinical Facilitator advises all parties via email.

The Clinical Facilitator must advise the site when they will next visit the student.

Clinical Facilitators are also required to advise the Clinical VET Coordinator of inability to visit the student and when they will be attending to ensure we are supporting the sites and our students as needed.

If the student is sick and unable to attend placement they are required to advise the site, the Clinical Facilitator and the Professional Practice Placement team.

Clinical Facilitators should ensure the student has a medical certificate if leave duration is more than 1 day. The Clinical Facilitator should sight this and ensure a copy is sent to the placements team for recording on to the student’s profile as evidence.

Students are required to make up the hours they miss to ensure they achieve the required hours for qualification requirements and NMBA registration requirements.
Assessment Flow Chart

The following chart provides a guide for Host Facilitators for the assessment of student nurses on professional practice placement. The EQUALS Clinical Facilitator will keep informed of students’ progress and significant safety concerns reported.

First Week: Early Indicators:
Is the Student performing to the required standard (safe, ethical practice)?

- Yes
  - Provide weekly or more regular feedback and encouragement.
  - Half way point of placement:
    - discuss and review goals
    - review reflective journal

- No
  - Identify specific issue & discuss with student.
  - If issues persist, the Clinical Facilitator will place the student on a Clinical Contract. The contract will document action steps, performance measures and consequences.
  - Clinical Facilitator reports to the Clinical VET Coordinator, advising of Clinical Contract.
  - Copy of contract provided to Clinical VET Coordinator for filing.

Half way point of placement:
- Provide weekly or more regular feedback and encouragement.
- Halfway point of placement:
  - review reflective journal
  - link from theory to practice.

Issue resolved

Redemption of clinical contract:

In final week:
- Complete student self-assessment
- Complete Final Assessment Section on Assessment tool
- Discuss with Student

Issue resolved

Yes

Clinical Contract Failure Review:
- Cease placement
- Obtain documented feedback from the Host Facilitator detailing reasons for failure to achieve contract goals.
- Clinical Facilitator to notify Clinical VET Coordinator in writing.
- Meeting with student, Clinical Facilitator and Clinical VET Coordinator
- Identify action plan and review time frame.
- Inform Host Facilitator

No

Student will be required to attend additional training where required.

- Intervention plan may be established with Student Adviser.

Return to normal assessment path

Student to submit the original logbook to Student Services on campus and retained scanned copy for their records.

Clinical VET Coordinator checks and validates the completed logbook before it is approved for final processing.

If at any time there is a significant safety concern, please contact the Clinical VET Coordinator, as soon as possible. If not available, contact the Nursing Risk & Quality Coordinator on 8110 1200.
Assessing the student

Formative assessment occurs throughout the professional practice placement. Students are responsible for ensuring their tasks and relevant performance evidence is recorded and regularly updated in their Professional Practice Placement Logbook.

The Professional Practice Placement Logbook includes detailed information regarding assessment requirements and allows space for documentation. Additional pages can be added where required. The Clinical Contract (where relevant) will also provide additional records of performance evidence, measures and learning strategies.

A final assessment will be conducted with the student during their last stages of professional practice placement (usually in the last week), to ensure they have met all of their placement requirements as per their log book and have achieved the minimum placement hours.

During this time an evaluation is conducted with the Host Facilitator (or their delegate) and student, suggestions and/or improvements are forwarded to the Clinical VET Coordinator for recording and implementation as necessary. EQUALS Management will send an electronic survey to the Host contact from time to time.

EQUALS’ approach is to ensure consultation with relevant stakeholders occurs promptly following identification of a potential or existing concern.

Assessment: Principles and Process

Assessment involves collecting information or evidence on a student’s understanding and ability to perform specific activities and comparing their outcomes to the relevant standards or assessment criteria. Based on the comparison, a decision or a judgement is then made to whether the student has demonstrated competency or not. It is the job of the Host Facilitator to determine this within the workplace.

To be assessed as ‘Competent’ a student needs to demonstrate knowledge of and ability to practice all relevant activities at the standard prescribed by the course competencies (outlined in end table). If the student is unable to achieve this, they will be assessed as ‘Not yet competent’. It is important to the overall success of the placement that all assessment stakeholders reflect the following qualities:

1. Flexibility and Fairness

The assessment process works on an individual basis, to ensure that the assessment process is fair and equitable. Students must keep their Professional Practice Placement Logbook up to date and secure at all times. Students are required to have their Logbook during an assessment process.
2. Valid and Reliable Assessment

Assessments conducted by the EQUALS Clinical Facilitator will be conducted in accordance with the performance requirements of the qualification. All assessments are to be based on evidence gathered from observation of the student at work under typical work conditions, time constraints and with the usual workload pressures. It must cover the broad range of skills and knowledge needed to demonstrate competency. Once the Student has been advised that Assessment has commenced, no further advice or guidance should be provided by the Host Facilitator.

3. Holistic Assessment

Assessments must be holistic and check the way a range of skills, knowledge and understanding are combined together to successfully complete practical workplace tasks. Assessment evidence may be gathered by context related questioning of the student about the work situations observed and observing the results of work.

4. Maintaining Records

The student is responsible for maintaining an up-to-date and secure copy of their Professional Practice Placement Logbook. The EQUALS Clinical Facilitator will retain their own records of visits, support activities and completed assessments.

5. Communicating Results

Students must be provided with the results of the assessment as soon as a decision has been made on whether competency has or has not been achieved.

6. Maintaining Log Books

All parties must use the Professional Practice Placement Logbook/s provided by EQUALS. The Logbook must be current.

7. Facilitating Appeals

A student may appeal an assessment decision. The appeals process is available on our website at www.equals.edu.au/policies-page.

8. Review/Monitoring

The Student should be provided with ongoing monitoring. This review/monitoring process should be built into the assessment process to ensure quality improvement and to assure the quality of assessment outcomes.
Professional Practice Assessment Process

Professional Practice Placements involve work based assessment, that is they include assessments that take place within the workplace. In this case the work based assessment will occur at the Host site. This is the method of assessment that applies to the Diploma of Nursing.

For the purposes of this process, the Assessor is the Clinical Facilitator.

Assessment has four primary stages:

1. Assessment Briefing

The purpose of this stage is to provide preparatory briefing. This stage is essential to ensure that the student understands:

- The standards they are being assessed against and the number of attempts allowed
- The time, date and venue of assessment
- How the assessor will be introduced
- The sequence of events during and after assessment
- What the assessor can and cannot do during assessments
- How and when the assessor may be required to intervene
- How evidence will be gathered
- The intent of range statements
- The scope of the assessment evidence required
- The arrangements for feedback
- The options available in the event of an unfavourable outcome
- Their rights and obligations

2. Gathering Evidence

The purpose of this stage is to gather evidence to support the assessment. The Assessor should collect and obtain evidence by the following techniques:

- Written presentation
- Short answer/multiple choice questions
- Assignments
- Projects
- Case studies
• Oral presentations
• Workplace performance
• Simulation
• Role-play
• Questioning (oral or written)
• Visual presentation
• Work-based assignment/project
• Skills folio, demonstrating prior experience
• Third party reports

3. Make the Assessment Decision

The purpose of this stage is to determine whether each performance standard or activity has been achieved competently and to provide the reasoning behind each outcome. Adequate assessment documentation must also be maintained. The following points must be followed during the assessment documentations:

• The EQUALS Clinical Facilitator is required to initial and date the performance requirements and appropriate box and include comments where required in each logbook.
• Any performance standard that does not apply to the student should be marked ‘N/A’ and signed and dated.
• The student must sign relevant section of the logbook.
• The Assessor is responsible for ensuring that the Logbook is accurately completed and returned to EQUALS.

4. Give Feedback and Document Assessment Outcomes

The purpose for this stage is to ensure that the student, the Host Facilitator and the EQUALS Clinical Facilitator are able to consult and discuss the assessment outcome in a supportive and fair environment. The student must:

• Receive their feedback in a timely and confidential manner
• Understand the decision and the reason the decision for each standard addressed
• Know their options for appeal or re-assessment
• Know the outcome is accurately documented for credentialing and audit purposes.
It is the mutual responsibility of the Host Facilitator and the EQUALS Clinical Facilitator to facilitate this process.

Feedback about Professional Practice Placement

We are always grateful for your feedback. Clinical and Host Facilitators, and Diploma of Nursing students will be provided with the opportunity of evaluation following each professional practice placement.

Host Facilitators will be asked for feedback on the EQUALS Clinical Facilitator and the preparedness and skill level of the student. They will also be asked to provide information regarding the administration and organisation of the professional practice placement.

Students will be asked for feedback on their Host Facilitator as well as the site (ward/unit) at which they were placed. This is an important way for students to evaluate and offer constructive feedback about their experience.

EQUALS will use feedback constructively and endeavour to address any areas of concern identified by students.

If, at any stage, you would prefer to contact EQUALS directly to discuss your feedback, please contact:

Kimberlene Weston  kweston@equals.edu.au  08 81101200
Coordinator – Nursing Quality & Risk

Marie Chittleborough  mchittleborough@equals.edu.au  0487 875 000
Chief Operating Officer

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