BACHELOR OF NURSING

PROFESSIONAL EXPERIENCE

PLACEMENT INFORMATION

BOOKLET
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ACRONYMS AND DEFINITIONS

AHPRA  Australian Health Practitioner Regulation Agency
BN  Bachelor of Nursing
SHS  School of Health Sciences
DHHS  Department of Health and Human Services
FH  Faculty of Health
NMBA  Nursing and Midwifery Board of Australia
PEP  Professional Experience Placement
RN  Registered Nurse
NM  Nursing and Midwifery
UTAS  University of Tasmania

“academic coordinator of PEP” is the academic member of staff who has overall responsibility for the development and implementation of professional experience placement procedures.

“bachelor of nursing coordinator” is the academic member of staff who has responsibility for the operation of all learning and teaching components of the BN program.

“professional experience placement facilitator” is employed by the school to teach, facilitate and generally oversee students' PEP.

“direct supervision” means that the activity undertaken by the student is totally monitored by a Registered Nurse.

“health care agency” is any hospital, clinic or other community health care provider that makes available professional experience places for students of nursing.

“preceptor” is a Registered Nurse employed by the health care agency who is educationally prepared to undertake supervision of students of nursing during PEP.

“professional experience placement” is an external placement opportunity provided to students at designated times throughout the BN program.

“PEP coordinator” is the administrative member of staff who has responsibility for all administrative processes relating to PEPs.

“registered nurse” is a health care worker who has professional registration with the Australian Health Practitioner Regulation Agency.

“stakeholder” is the term for persons effected by or participating in PEPs.

“student” is a person who is currently enrolled in the undergraduate Bachelor of Nursing course at the University of Tasmania.

“unit coordinator” is the academic member of staff who has responsibility for the learning and teaching components of individual subject units of the BN program.
INTRODUCTION

The PEP Information Booklet has been developed in accordance with University of Tasmania’s (UTAS) ‘Work Integrated Learning Policy’, the Partners in Health ‘Affiliation Deed’, and the Nursing and Midwifery Board of Australia codes and guidelines as established by the Australian Nursing and Midwifery Accreditation Council. This booklet provides information relating to PEPs for staff, undergraduate students of nursing, and health care agency staff.

The Academic Coordinator of PEP has responsibility for the implementation, biennial review and the maintenance of content currency of this document, including references and linkages to the most recent version of the policies of external organisations.

Implementation and Dissemination

The PEP Information Booklet original document will at all times remain located on the website. To aid implementation and to ensure all stakeholders receive concise information relating to their area of responsibility, the following features have been included within the web function of the document.

Links are provided within the document to:

- Federal and state legislation;
- UTAS policies and procedures;
- Peak community health care profession policies and codes;
- related forms for students; and
- Checklists that explicitly relate to different stakeholders’ areas of responsibility.

The School of Health Sciences undertakes to disseminate relevant policy and procedural information to stakeholders involved in PEPs.
CONTACT DETAILS FOR KEY PEP STAFF

TASMANIA

PEP Administrator SHSPEP.Tasmania@utas.edu.au

SYDNEY

Darlinghurst and Rozelle Campuses

PEP Administrator Sydney.Placements@utas.edu.au

PEP Emergency Contact

Individual Unit Coordinators of professional experience practice units have a mobile telephone. This telephone is used for the duration of the students’ placement, and details of the number will be included in relevant PEP documentation which is forwarded to individual agencies. This telephone is to be used for emergency use only. Day to day correspondence with unit coordinators occurs via email, MyLO site interaction and land line calls.
PROFESSIONAL EXPERIENCE EDUCATION IN THE BN

The SHS developed the professional experience education curriculum in the BN program with reference to and in accordance with the following professional codes and guidelines:

1. National framework for nursing in Australia, which consists of the ANMC:

2. Partners in Health:
   - Faculty Practice Agreement, 2004.
   - Guidelines for Students on Clinical Placement with the DHHS, 2005.

The broad professional experiential curriculum of the BN aims to graduate safe beginning level registered nurses who have developed an ability to consistently apply a substantive framework of knowledge and skills pertinent to nursing people in a variety of health care locations. Professional experience education forms an integral part of the BN program at the SHS with all students undertaking practice in laboratory settings and PEPs in a variety of health care agencies throughout Australia.

To satisfy the requirements of Australian Nursing and Midwifery Accreditation Council accreditation processes and University course award requirements, students are required to complete PEPs. These placements are allocated by the SHS which has a responsibility to ensure that students are adequately prepared and assessed prior to undertaking PEPs.

Student PEP occurs in accordance with the following:

1. Students must have successfully completed all pre-requisite academic units.
2. Prior to the commencement of PEP students must complete all requirements contained in the Faculty of Health Safety in Practice Agreement Form.
3. Placements are determined by health care agency agreements, the availability of appropriate teaching sites and availability of PEP facilitators and preceptors. Health care agencies that participate in the BN are located statewide, and therefore students may need to travel or relocate to a different region to undertake placements.
4. Students are not permitted to directly approach facilities to organise their own placements. Any student who attempts to organise their own placement will be directed back to the SHS PEP Coordinator.
5. Students are allocated professional placements according to information which will be clearly outlined on the Student Placement Management System (SPMS).
6. Students are informed of their practice placement location via SPMS.
7. If students have any issues or concerns that relate to their placement location they should notify the Academic Coordinator of PEP, in writing, within seven days of receiving their location of placement.
8. Students are generally expected to be available for placement on a seven day/week basis in order to accommodate agency demands, and may be expected to be rostered for a variety of shifts (mornings, evenings or nights, as per roster).

Placements in Health Care Agencies

Students are placed within a wide range of health care agencies including community, acute care, rural and remote and aged care settings to undertake PEP. Placements available to students are dependent upon the SHS’s negotiations with individual health care agencies. Students will be expected to travel and/or relocate for their placements. Details and dates pertaining to PEP will be clearly documented in specific Unit Outlines. It is important to note that days and dates of practice may be subject to change in accordance with Health Care Agency requirements.
CODE OF CONDUCT DURING PEP

When undertaking a PEP, students are expected to abide by University of Tasmania rules under, University Ordinance 9; adhere to the Faculty of Health Code of Professional and Ethical Conduct; and develop the behavioural practice of health care professionals in accordance with the Nursing and Midwifery Board of Australia:

- **Code of Ethics for Nurses in Australia 2008; and**
- **Code of Professional Conduct for Nurses in Australia 2008.**

The Code of Ethics focuses on the ethics and ideals of the profession, whilst The Code of Professional Conduct identifies the minimum requirements for practice in the profession and focuses on the clarification of professional misconduct and unprofessional conduct. These Codes, together with the NMBA National Competency Standards for the Registered Nurse 2006 provide the framework for nursing in Australia.

The following excerpts from the Codes and the UTAS Rules for Misconduct and Discipline provide clear guidelines for student conduct during PEP.

**Code of Ethics for Nurses in Australia**

The Code of Ethics outlines the nursing profession’s intention to accept the rights of individuals and to uphold these rights in practice. The purpose of this Code of Ethics is to:

- identify the fundamental moral commitments of the profession;
- provide nurses with a basis for professional and self-reflection on ethical conduct;
- act as a guide to ethical practice; and
- indicate to the community the moral values which nurses can be expected to hold.

The Code of Ethics contains eight broad value statements, each with a number of Explanatory Statements provided to assist in the interpretation of the value statements. Students of nursing are encouraged to use these statements as a guide in reflecting upon the degree to which their practice demonstrates those values.

**Code of Ethics Value Statements**

1. Nurses value quality nursing care for all people.
2. Nurses value respect and kindness for self and others.
3. Nurses value the diversity of people.
4. Nurses value access to quality nursing and health care for all people.
5. Nurses value informed decision making.
6. Nurses value a culture of safety in nursing and health care.
7. Nurses value ethical management of information.
8. Nurses value a socially, economically and ecologically sustainable environment promoting health and well-being.
Code of Professional Conduct for Nurses in Australia

The Code of Professional Conduct for Nurses in Australia 2008 is a set of national standards of nursing conduct for Australian nurses. Nurses have a responsibility to the individual, society, and the profession to provide safe and competent nursing care which is responsive to individual, group and community needs, and the profession.

Code of Professional Conduct Provisions

There are Explanatory Statements for all provisions of the Code of Professional Conduct which clarify the meaning and scope of operation of each provision listed below.

To act in accordance with the Provisions of the Code of Professional Conduct, a nurse must:

1. Practise in a safe and competent manner.
2. Practise in accordance with the standards of the profession and broader health system.
3. Practise and conduct themselves in accordance with laws relevant to the profession and practice of nursing in accordance with laws relevant to the nurse’s area of practice.
4. Respect the dignity, culture, ethnicity, values and beliefs of people receiving care and treatment, and of their colleagues.
5. Treat personal information obtained in a professional capacity as private and confidential.
6. Provide impartial, honest and accurate information in relation to nursing care and health care products.
7. Support the health, wellbeing and informed decision making of people requiring or receiving care.
8. Promote and preserve the trust and privilege inherent in the relationship between nurses and people receiving care.
9. Maintain and build on the community's trust and confidence in the nursing profession.
10. Practise nursing reflectively and ethically.

University of Tasmania Rules for Misconduct and Discipline

University of Tasmania rules and procedures for addressing cases of general misconduct are listed under Ordinance No. 9 Student Discipline. The following excerpt from Ordinance No. 9 is relevant to PEP and provides examples of general misconduct and possible disciplinary action relating to risk of injury to self or others, occurrence of damage to property or continued disruption to others.

2.1. Acts of general misconduct

2.1.1 A student commits an act of general misconduct if the student:

(a) fails to comply with a reasonable direction of a member of staff of the university, given in order to ensure the safety of any person,
the preservation of any property or the maintenance of good order; or

(b) breaches an ordinance or the university's rules; or

(c) harasses or discriminates against any person on university premises; or

(d) obstructs or interferes with the proper use of any of the facilities, resources or equipment of the university by any student or staff member or any other person duly authorised to use the facilities, resources or equipment; or

(e) disrupts or causes unreasonable interruption to a lecture, tutorial, or any other form of teaching, learning or research activity.

Withdrawal from PEP

A student may be withdrawn from PEP, in accordance with SHS Assessment Guidelines, by the Academic Coordinator of PEP in consultation with the relevant Unit Coordinator in situations where:

- the student has committed an act of misconduct as defined within University Ordinance No. 9;
- the student’s behaviour has breached the professional conduct, discipline requirements or other rules of the PEP agency;
- there is an increased risk of injury or misadventure involving the student;
- they are consistently unable, after due guidance and instruction, to perform the skills required at an appropriate standard as determined by supervising university or PEP supervisors;
- the Associate Head of Learning and Teaching considers them to have contravened practice placement rules;
- their performance in practice is below a satisfactory standard; and
- their behaviour is disrupting either students, colleagues, or the practice setting.

The student must be withdrawn from placement via the Professional Experience Placement Risk Management Procedure.

Social Media Guidelines

The University has strict Social Media Guidelines for staff and students engaging in online communication via:

1. Services that are centrally managed and supported by UTAS.
2. Services that are not centrally managed and supported by UTAS.
3. External social media services or applications.

All UTAS staff and students should read and clearly understand the Social Media Guidelines prior to engaging in online communication.

Hints for Using Social Media
1. **Personal use of external social networking services:**
   - Content published on external social networking services in a private capacity by UTAS staff and students may be publicly available on a permanent basis. Users therefore need to clearly indicate that the contribution is as a private individual and not as a representative of UTAS.
   - Always remember that, once content is published online, no control can be exercised over how this content is used or modified or where it may become available.

2. **Responsible practice:**
   - Being impartial and professional.
   - Participating and editing other contributor's work with respect and sensitivity.
   - Explaining why edits were made to other contributor's work.
   - Signing and dating contributions and edits.
   - Protecting personal privacy and that of others by not including identifiable personal information (such as full names, email addresses, private addresses or phone numbers).
   - Being positive, polite and giving constructive feedback to other contributors.
   - Keeping comments relevant to the issues currently being discussed.
   - Saving contributions and edits in format and/or location before posting, in case of technical glitches.
   - Using inclusive language.

3. **Irresponsible practice:**
   - Deleting or damaging the contributions of others.
   - Infringing copyright or intellectual property rights.
   - Posting confidential or proprietary information.
   - Using insulting, provocative or hateful language or posting offensive, obscene, inflammatory, demeaning, defamatory, threatening or libellous comments.
   - Posting multiple versions of the same view.
   - Pretending to be someone else when posting comments and content.

*Irresponsible use of social media by a student* is addressed under [Ordinance No. 9 Student Discipline](#).

**Useful Links:**
- [Social Media Guidelines for Nurses](#), Royal College of Nursing Australia
- [Social Media and the Medical Profession - A guide to online professionalism](#), Australian Medical Association
PROCEDURE CHECKLISTS FOR PEP STAKEHOLDERS

PEPs involve a number of stakeholders, each with responsibilities for ensuring the occurrence of optimal learning experiences within a safe, professional working environment. It is important that each stakeholder is aware of what is expected of the SHS, health care agency, PEP facilitator, preceptor and student.

The School of Health Sciences has the responsibility to:

☐ Formalise PEP agreements with health care agencies to ensure that placement arrangements include all components listed in the UTAS Work Integrated Learning Policy.

☐ Provide the health care agency with:
  ☐ Contact details for the relevant PEP Unit Coordinator;
  ☐ Contact details for an SHS administrative staff member;
  ☐ All SHS documents relating to professional experience practice and placement;
  ☐ Arrangements for communication such as structured site visits by academic staff and phone contact during student placements for the purposes of PEP assessment, feedback and preceptor mentoring;
  ☐ A process for discussing the student’s PEP evaluation.

☐ Provide PEP facilitators and preceptors with:
  ☐ Copies of relevant SHS student PEP Workbooks where relevant;
  ☐ Course and unit outlines, which clearly state PEP learning and assessment procedures;
  ☐ Notice of any students requiring individual support; and
  ☐ A list of names of students attending PEP.

☐ Ensure adequate communication between the student, unit coordinator and PEP coordinator in the lead up to and during PEP.

☐ Provide all stakeholders with the SHS Communication Guidelines for the resolution of issues relating to academic progress that occur during placements.

☐ Confirm placement numbers and arrangements with the health care agency at least one month prior to students beginning placement.

☐ Ensure that academics, who are Registered Nurses, act according to their obligations under the Registered Nurses Code of Conduct in the occurrence of any unsafe practice by a student.

The Health Care Agency has the responsibility to:

☐ Implement the arrangements identified within the UTAS/Agency Work Integrated Learning Agreement or Memorandum of Understanding.

☐ Provide students with orientation to their workplace (including any special conditions).
Aim to provide professional experience practice learning opportunities that relate to the learning objectives and assessment procedures identified in the students’ unit outlines.

Provide the required level of supervision and guidance for students on placement.

Where applicable, provide a mechanism for academic staff to liaise with registered nurses for the purposes of PEP assessment, feedback and preceptor mentoring.

**PEP Facilitators have the responsibility to:**

- Comply with the Nursing and Midwifery Board of Australia codes and guidelines.
- Abide by the [Decision Making Framework 2010](#), when delegating to Students of Nursing.
- Work under the supervision of the SHS Unit Coordinator.
- Become familiar with the PEP learning objectives and assessment procedures listed in the course and unit outline.
- Become familiar with relevant SHS student PEP Workbooks/Portfolios.
- Sign off student Attendance Sheets.
- Assist students to access patient caseloads which provide a safe learning experience that is relevant to their course learning objectives.
- Role model professional practice behaviour in accordance with the principles and rules identified within the Code of Conduct. Provide constructive, timely guidance and professional feedback to students to assist in their development during placement.
- Assist students to critically reflect upon PEP learning experiences in order to facilitate learning.
- Provide accurate, realistic and fair assessment of student performance.
- Conduct debriefing sessions on a regular basis during student placement.
- Complete all marking of student PEP work and assessment documentation in a timely manner.

**Students have the responsibility to:**

- Complete the requirements contained in the BN [Safety in Practice Agreement Form](#) prior to PEP.
- Become familiar with the professional experience learning objectives and assessment procedure listed in their unit outline.
- Become familiar, and act in accordance with the health care agency’s policies and procedures in relation to the [Work Health and Safety Act 2012](#), in particular:
  - Occupational Health & Safety; and
☐ Harassment & Discrimination.

☐ Clear any conflicting work commitments for the duration of PEP.

☐ Arrive for each shift at least 5 minutes prior to commencement and advise the supervisor regarding departure from the workplace.

☐ Adhere to the individual health care agency’s guidelines as they relate to personal presentation.

☐ Adhere to the dress code and wear the identification badge at all times.

☐ Exhibit professional behaviour, in accordance with the principles and rules identified within the Code of Conduct in PEP of this booklet, and be accountable to self, the patient/client, the preceptor, the nursing profession and the health care agency.

☐ Discuss the implementation of any individual support requirements with PEP facilitators and preceptors.

☐ Be proactive in identifying learning opportunities relevant to the learning objectives of their unit and seek sign off on completed practice requirements in a timely manner.

☐ Be familiar with and undertake practice in accordance with the NMBA Decision Making Framework.

☐ Receive constructive guidance and professional feedback from PEP facilitators and preceptors in a professional manner.

☐ Critically reflect upon their own performance in order to optimise all learning experiences.

☐ Maintain self-motivation, employ stress management techniques and ensure adequate rest is taken (Seek support from UTAS Student Services if required).

☐ Notify the appropriate people when unable to attend placement.
SAFETY IN PRACTICE AGREEMENT

The School of Health Sciences aims to ensure that students of nursing are afforded quality PEPs, and are not discriminated against whilst on placement. Some students may have extenuating circumstances which require accommodating through the development of individual strategies. The University also has to ensure that any student on placement does not present a potential threat to the health or well-being of patients, health care agency staff and the general public.

In order to assist the school to meet its duty of care obligations and for students of nursing to be aware of their rights and responsibilities, students are required to read, complete and sign a Safety in Practice Agreement Form. Where required, the relevant SHS Unit Coordinator will discuss and negotiate with individual students any additional arrangements and support that may be needed, and then also sign the agreement.

IMMUNISATION REQUIREMENTS FOR STUDENTS

The Faculty of Health Infectious Disease Guidelines and Procedures provide direction related to infectious diseases and immunisation protocols for students undertaking PEPs in health care settings. The onus to comply with the Guidelines rests solely with the students, who will be required to sign a declaration that states they have both read and understood the Guidelines and comply with the Immunisation Requirements. The student declaration form must be completed before the students will be permitted to commence PEP.

Students undertaking professional experience practice within NSW must comply with the Occupational Assessment, Screening and Vaccination Policy which states that students cannot undertake employment or PEP within health facilities unless they can demonstrate complete protection against all the specified infectious diseases covered by this Policy and have documentation of their TB status as outlined in Appendix 1 Occupational TB screening strategy.

CONFIDENTIALITY

Bachelor of Nursing students will be exposed to confidential records and discussions relating to patient/client care. This information must not be divulged or discussed in any manner that does not relate directly to that person’s care. Breaches of confidentiality are subject to legal action. Some health care agencies will require students to sign a declaration that they will ensure confidentiality is maintained. The SHS supports and approves of this process where required. Furthermore, all students are required to read and sign a Student Placement Agreement, which outlines information related to confidentiality.

Students have the responsibility to ensure confidentiality of information, including patient, staff and other. Students must also take care to ensure the anonymity of clients/patients when writing notes, episodes of practice and any other document produced as part of their course.

This responsibility is clearly identified in the following conduct statement and explanation from the Code of Professional Conduct for Nurses in Australia 2008

‘Conduct Statement 5’
Nurses treat personal information obtained in a professional capacity as private and confidential

**Explanatory Statements**

1. Nurses have ethical and legal obligations to protect the privacy of people requiring care. This encompasses treating as confidential information gained in the course of the relationship between those persons and nurses and restricting the use of information gathered for professional purposes only.

2. Nurses, where relevant, inform a person that in order to provide competent care, it is necessary to disclose information that may be important to the clinical decision making by other members of a health care team or a nominated carer.

3. Nurses where practicable, seek consent from persons requiring or receiving care or their representatives before disclosing information. In the absence of consent, nurses use professional judgement regarding the necessity to disclose particular details, giving due consideration to the interests, wellbeing, health and safety of the person in their care. Nurses recognise that they may be required by law to disclose certain information for professional purposes.

**STUDENT REGISTRATION**

A National Law, the ‘Health Practitioner Regulation National Law Act 2009’ came into effect on July 1st 2010. Ten health professions, of which nursing and midwifery is one, are now regulated by a consistent piece of legislation. As a result, from March, 2011, all students will be included in the national scheme for registration. This means that undergraduate students of nursing will be registered as students within their first year of the course prior to undertaking any PEP. It is important to note that the Australian Health Practitioner Regulation Agency (AHPRA), under the national law, requires mandatory notification by Education Providers about nursing and midwifery students:

1. Whose health is impaired to such a degree that there may be risk to the public
2. Who have been found guilty of an offence punishable by 12 months imprisonment or more (Australian Health Practitioner Regulation Agency, Fact Sheet: Student Registration, [www.ahpra.gov.au](http://www.ahpra.gov.au)).

Please access the AHPRA website as listed above for further information about your obligation as a student.

**UNIFORM REQUIREMENTS AND ESSENTIAL EQUIPMENT**

The Bachelor of Nursing has a professional dress code that conforms to Tasmanian Department of Health and Human Services [Nurses and Midwives Dress Code Guidelines, 2013](http://www.ahpra.gov.au), which must be adhered to by students who undertake PEP in most health care agencies. The dress code is designed to be practical for delivering care, minimising potential cross infection, promoting safety for patients and promoting UTAS.

Prescribed uniform is to be worn by students undertaking PEPs in the BN program, with the exception of some mental health and community placements where there may be no
uniform requirement. In these instances the PEP Coordinator will advise those students who are not required to wear the uniform.

Any student who is dressed inappropriately may be sent home from PEP, with time lost having to be made up at a later stage.

The prescribed uniform is as follows:

Essentials:

☐ Identification badge. The UTAS student photo ID card, placed in a clear plastic sleeve, is used for this purpose.

☐ Name badge issued by UTAS.

☐ White or navy polo shirt. Polo shirts can be purchased from the Uni-Shop on the Launceston campus. Tel: 03 6324 3754 Mon to Fri 8.30am – 3:30 pm or Email: launcestonshop@site.compass-group.com.au

☐ Navy blue trousers, tailored shorts, culottes or skirt.

☐ Navy blue or black flat enclosed toe shoes.

Optional:

☐ Navy blue jacket or blazer.

☐ Navy blue cardigan.

☐ Navy blue ‘V’ neck jumper.

➢ Non-wool garments are recommended to reduce carriage of harmful bacteria.

➢ Hospital gowns are not considered to be a part of the uniform, and as such should only be worn when health care agency procedures dictate.

Personal presentation:

Students must adhere to individual health care agency guidelines. The purchase of 2 uniforms is recommended for hygiene purposes. Uniforms must be washed, and ironed appropriately. Most Health Care Agencies have policy related to the wearing of jewelry, as rule students should not wear rings that could potentially injure a patient (e.g. large stones), dangly earrings that can be ripped from ears, or excessive piercings.

Essential items to be taken on PEP:

Students are required to carry the following items at all times during PEP:

☐ Identification badge affixed to the front of the uniform in a position where it is clearly visible.

☐ Watch with a sweep second hand.

☐ Blue or black pen and a pocket-sized notepad.

☐ Calculator.

☐ Learning objectives for the current PEP.

☐ Unit workbook.

☐ Medicare Card.

➢ Mobile phones can only be used in accordance with the relevant health care agency policy.
PEP ATTENDANCE

Private Work Commitments and PEP
Students who have private employment are advised that attendance and performance in PEP must take precedence over their work commitments. Wherever possible, work commitments should be cleared for the duration of the placement.

Attendance Requirements
The attendance requirement for PEPs is set at 100% to ensure that students have optimum exposure to the learning environment.

Students’ Attendance Sheets must be signed by the PEP facilitator or preceptor on completion of the PEP.

Missed Attendance
In the event of being unable to attend a placement, the student has the responsibility to:

☐ Notify the PEP facilitator and the health care agency administration office prior to the commencement of the shift to be missed.
☐ Notify the Unit Coordinator the same day.
☐ Obtain a medical certificate or supporting documentation and submit it to the UTAS Unit Coordinator.

Completing a Period of Missed Attendance
Students are not automatically permitted to make-up missed PEP time. If a student has missed any of the allocated time for PEP for any reason, including illness or extenuating circumstances, they may be required to repeat the unit of study.

Attendance in PEP during Statutory/Public Holidays
If a public holiday falls on the first Monday of PEP, students will begin the placement on a Tuesday and the duration of the placement will be reduced by one shift. If a public holiday falls on any other day during the PEP students may be required to attend PEP if supervision can be maintained, thus ensuring that each student is able to complete the required PEP hours as stated in individual unit outlines. If a student is unable to complete the required hours due to placement availability and appropriate supervision during a statutory holiday – this must be noted in the PEP Workbook/Portfolio: Student Log of Hours.

NSW students do not attend PEP on any Public Holiday.
ACCIDENTS OR INJURIES ON PEP

The University of Tasmania’s Student Insurance program provides public liability and personal accident cover for SHS students participating in PEPs. Health care agencies have obligations to students under the Work Health and Safety Act 2012. Students on placement should act in accordance with the individual agency’s workplace policy and procedure in the event of an accident or injury occurring.

In the event that a student experiences accident or injury while on PEP the student must follow the incident/injury reporting procedures within the particular workplace and ensure the incident/injury has been reported as soon as practicable to the Placement Coordinator and Unit Coordinator. The student must complete a University of Tasmania Online Incident Record.

The following procedure will then occur:

☐ The Unit Coordinator will forward a copy to the PEP Coordinator and Safety Representative

☐ The SHS Safety Representative will investigate and make recommendations regarding suggested controls following the incident

☐ The SHS Safety Representative will forward the completed Incident Form to the Responsible Officer

☐ The Responsible Officer will complete the section regarding actions to be taken and then forward this completed form to the UTAS WH&S unit.

☐ If medical treatment is required, costs incurred by students beyond that covered under the Medicare Scheme may be available through the student body – Tasmanian University Union (TUU). Please contact the TUU for further advice and guidance.

CONFLICT RESOLUTION

Health care agencies operate no differently to other community environments where people have to work in close proximity, sometimes under stressful circumstances in which unequal power relationships are involved. Issues relating to personal interaction can arise during PEP. Students should attempt to resolve these issues on an individual basis with the other person or with the assistance of the PEP Facilitator or Unit Coordinator.

Harassment or Discrimination

Students are afforded the same rights as employees of health care agencies in relation to harassment and discrimination under the Work Health and Safety Act 2012. If an incident occurs, students should refer to and act in accordance with the relevant health care agency’s workplace policy and procedures for dealing with harassment and discrimination.

Issues Effecting Academic Progress

In the event that conflict impacts upon the learning experience within a particular practice environment, students should seek to resolve the issue in accordance with the Communication Guidelines.
Issues Resolution Process
To ensure that issues which impact on students' progress through their course are addressed and resolved in a timely manner, Bachelor of Nursing students are expected to notify the Unit Coordinator via email as to the nature of the issue. These issues include:

1. Personal, family or health issue effecting attendance or performance.
2. Assessment.
3. Health condition or disability effecting attendance or performance.
4. Interpersonal or communication misunderstanding on PEP.

Once notified the Unit Coordinator will respond via email to students to:

• address the issues, with other staff as necessary; and/or
• arrange a meeting with the student; and/or
• refer the student to appropriate UTAS support services for students.

MEDICATION MANAGEMENT

PEP Facilitators, Preceptors and students must be aware of and abide by the NMBA Decision Making Framework.

Bachelor of Nursing students undertaking PEP must at all times be directly supervised by a Registered Nurse when undertaking Medication Management.

3 Key elements requiring compliance by students on PEP in relation to medication management are:

1. Activities should not be delegated to or be accepted by students that require them to function beyond their level of educational preparation or competence.
2. Activities undertaken by the student, including administration of medications, should be documented by the student and must be countersigned by the registered nurse/preceptor supervising the student in accordance with individual organisation policy.
3. Whilst a student may undertake some activities for which they have been observed and assessed as competent to undertake under indirect supervision, all activities that are invasive, complex and/or involve medication management must be undertaken under direct supervision of a registered nurse.
**ASSESSMENT IN PRACTICE**

In order to achieve a pass in BN practice units students are required to achieve a satisfactory result for the assessment that relates to performance in practice.

**Procedures** for student assessment within the Bachelor of Nursing program, including assessment in PEP, are documented in the *Assessment Guidelines*. The criteria for assessment relate directly to National Competency Standards for the Registered Nurse.

Learning objectives and assessment tasks are linked to specific ANMC competencies and identified in each unit outline during the six semesters of the Bachelor of Nursing program. The student is expected to attain those specific competencies relevant to the placement.

Students must be able to meet all of these competencies in order to graduate with a Bachelor of Nursing degree and thus become a Registered Nurse. Students should be aware of the competencies and be working towards their achievement in all PEP areas.

The School of Health Sciences Associate Head of Learning and Teaching may defer the commencement of a student in PEP where the pre-requisite theoretical studies have not been satisfactorily completed by the student. If the period of deferral is of such length as to effect the academic progress of the student, the Associate Head of Learning and Teaching shall write to the student to provide notice of the reasons for deferral and advise the student as to the requirements for satisfactory completion of the practice unit.

**Course Structure/Progression**

Candidates for the BN degree must complete the final year PEP practice units within two consecutive years of study in order to be eligible to graduate. Please refer to the University Handbook for further information. Additional hours undertaken in any PEP unit may not be transferred and/or used as credit towards another (or the same unit, in the case of a student repeating a unit) PEP unit.

**Unsatisfactory Assessment in PEP**

In accordance with the Assessment Guidelines, a PEP facilitator may assess a student’s performance in practice as unsatisfactory for a number of reasons. These may include unsafe practice, poorly developed PEP skills, or illness during the placement making achievement of unit objectives difficult. Unsatisfactory PEP assessments are considered at the end of the semester, in conjunction with other results in that unit. It is important to note that the School of Health Sciences has the responsibility for determining final assessment results.
BIBLIOGRAPHY

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