Level 3, 312 St Kilda Road
Melbourne VIC 3000
Ph: 03 9761 2156
admin@employease.com.au
www.employease.com.au

RTO No. 6832

PP006 Enrolment Policy and Procedure

All EmployEase courses.

- **Additional information is provided for Diploma of Nursing - refer to page 9.**

Purpose

To ensure that, prior to enrolment EmployEase can:

- ensure candidates are provided with sufficient information to make an informed decision about the course.
- ensure learners are provided with sufficient information to make an informed choice of training provider.
- ensure candidates eligible for a training entitlement, understand and value their entitlement.
- ensure all applicants considering study with EmployEase meet entry requirements or pre-requisites, have the capacity to benefit and are fully informed of course requirements and potential vocational outcomes.

Scope

This Policy relates to the process undertaken with each individual candidate prior to their enrolment with EmployEase.

Policy Principles

EmployEase has a responsibility and a commitment to the provision of services to all eligible participants. Disabled access and facilities are available and people with a disability are encouraged to apply. Admission procedures will be free of discrimination, and if an individual does not meet entry requirements, attempts will be made to assist them to identify alternative options.

EmployEase has developed an Indigenous Collaboration Strategic Plan to ensure that all stakeholders, including Indigenous and non-Indigenous people, have access to growing opportunities within EmployEase, and the sharing of Indigenous knowledge and culture.

All Pre-enrolment and Enrolment activities are conducted in accordance with:

- Victorian VET Student Statistical Collection Guidelines
- Standards for Registered Training Organisations 2015
- Current Guidelines about Determining Student Eligibility with State funded contracts
- Skills First Quality Charter (Department of Education and Training)

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Enrolment Procedure

Course Information

EmployEase will provide a course information to all interested candidates either in a group or individual setting. Candidates will receive and be guided through the following information as part of course information.

- Course Outline (including) entry requirements)
- COVID-19 Vaccination requirements
- Work Placement Information (where applicable)
- Police Check and Working with Children Check (where applicable)
- Fees and Charges (a Statement of Fees is also issued)
- Government funding and how enrolment will impact their access to further government funded training
- Credit Transfers and RPL
- Supports available
- Enrolment process including Pre-Training Review and,
    - Language, Literacy, Numeracy & Digital Literacy Review (VIC),
    - Upfront Assessment of Need (SA)

Candidate Enrolment Interview

EmployEase will conduct a one-to-one interview with each candidate, either face-to-face or via Zoom or telephone. The interview will include:

- Identifying individual Government funding eligibility and relevant fee payable
- COVID-19 Vaccination requirements for adult education classes delivered face-to-face

Candidates wishing to register for a course will then be emailed a link to complete the required forms and provide relevant documentation via the VETenrol system and complete a Pre-Training Review.

Pre-Training Review (Victorian enrolments)

Prior to enrolment, each candidate will be guided through a comprehensive Pre-Training Review, which the prospective student will complete as part of the registration process. All Pre-Training Reviews are conducted by a suitably qualified member of staff (minimum holds TAELLN411 - Address adult language, literacy and numeracy skills). EmployEase does not engage in third party arrangements.

The purpose of the Pre-Training Review is to:

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- Inform EmployEase in making an informed judgement as to the suitability of the program for the candidate, and if deemed not appropriate, provide suitable alternative pathways.
- Inform EmployEase in identifying that the proposed learning strategies and materials are appropriate for the candidate

Pre-Training Review Background Information and Phone Interview

Candidate will provide information about their background (relevant to their interests, existing knowledge skills and experience) as part of online registration.

The Course Advisor will conduct an interview and will refer back to the information previously given to gain a greater understanding of the candidate's background and needs as well as their short and long-term goals. This is also an opportunity for EmployEase to measure the candidate's communication skills against the ACSF.

LLN Assessment

The purpose of the assessment is to measure the candidate's current literacy and numeracy levels against the ACSF by the candidate undertaking a range of tasks which involve oral communication, reading, writing, numeracy, and activities which identify the candidate's learning style and learning strategies.

Course Advisor will measure the candidate's responses against a set of criteria (indicators) which reflects the relevant ACSF entry levels.

Candidate Declaration

Students will read and sign a declaration as a part of their online registration. The purpose of this declaration is to verify that the candidate has received all required information and understands the requirements relating to COVID-19 Vaccination requirements; Police Checks; Working with Children Checks; Statement of Fees; Funding eligibility CT/RPL etc.

Judgement

The Course Advisor in partnership with the candidate will examine the information gathered as part of the interview, LLN Assessment and follow up telephone interview and compare it to specific enrolment criteria. At this point an informed judgment will be made as to whether or not the course is appropriate for the candidate and if so, if any additional support is required. Candidates who do not meet the enrolment criteria will not be immediately excluded.

Should a Pre-Training Review show a gap involving;

- more than two indicators in one skill area (other than oral communication)

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- digital literacy skills
- one indicator in two or more skill areas (other than oral communication) or,
- meeting one or more indicators/criteria attached to oral communication

The Course Advisor will refer the application to either Quality and Administration Manager or Student Liaison for a 2nd review as further consideration to determine and explore the candidate's specific skill/s gap in being able to meet course requirements.

The purpose of this second level of analysis is to determine the candidate's specific skill/s gap and to explore what additional support might be needed to ensure the candidate has every opportunity to successfully complete the course, prior to the final enrolment judgement being made. If it is decided that an appropriate level of support can be successfully incorporated into the student's training plan, the candidate will be offered the opportunity to enrol and the application will be referred back to the Course Advisor for further processing and an Individualised Training Plan will be developed through Student Liaison. Where it is found that the program is not appropriate for the candidate, information about alternative pathways for training will be provided.

Where deemed appropriate a Course Advisor may refer an application for a 2nd review at any time in response to specific information gathered as part of the enrolment process.

Enrolment Event - Should an issue be identified through the pre-training review or enrolment process which may pose a challenge for the student or necessitate some additional support being required e.g., health factor, personal/welfare issue, disability, the Course Advisor will create an 'Event' on the student's enrolment. Student Liaison will act on the Event by conducting a post enrolment interview/review leading to the development of an Individualised training plan. *Refer Student Welfare & Academic Support Policy.*

Upfront Assessment of Need (South Australian Enrolments)

Prior to enrolment, each learner will be guided through a comprehensive assessment process. All Upfront Assessment of Need applications are conducted by a suitably qualified member of staff (minimum holds TAELLN411 - Address adult language literacy and numeracy skills). EmployEase does not engage in third party arrangements.

The purpose of the assessment is to:

- Ascertain the candidate's eligibility for funding and their ability to meet eligibility criteria and assess the individuals learning and support needs.

Upfront Assessment of Need involves four (4) steps:

Step 1: Written Response Task

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Designed to gather information about the candidate's goals, aspirations, understanding of the sector and of the course, this task also provides evidence of the candidate's written communication skills, grammar and comprehension

Step 2: Upfront Assessment of Need (UAN)

This will be conducted under the supervision of a member of EmployEase Business Development team using the Department/s approved tool **the Core Skills Profile for Adults (CSPA) either the SRNI or/and the LaNCA.**

Note: The CSPA does not assess English language capability and therefore will not be used where an individual candidate has difficulty understanding others or making themselves understood in English either in written or oral communication. For example:

- Inability to read, understand the complete basic forms
- Very limited vocabulary in English and inability to respond to questions, follow a discussion or requires others to interpret into first language
- Very low prior level of education in first language, or illiterate in first language.

Candidates who need to develop their English language capabilities will be referred to the TAFE SA English Language Program, or to their SEE Program or AMEP (where eligible).

The purpose of the CSPA is to:

- Measure candidate literacy and numeracy assessment against course entry levels
- Identify support needs

Candidates applying for enrolment into this program will complete the Snapshot **Reading and Numeracy Indicator Report (SRNI)** approach and must achieve a result equal or greater than ACSF exit 2 for Reading and Numeracy. The SRNI takes approximately 15 minutes to complete.

The candidate will be provided with an opportunity to practice using the SRNI prior to their formal assessment.

Where the candidate meets the required level, enrolment will proceed.

Where a candidate does not meet the required ACSF level using the SRNI, this will be discussed with the candidate.
The candidate will then be offered the opportunity to undertake further assessment using the Literacy and Numeracy Comprehensive Assessment (**LaNCA) tool.** Where the candidate chooses not to

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undertake further assessment and therefore exit from the UAN process at this point, they may re-sit the SRNI with EmployEase once 3 months have lapsed.

The LaNCA assessment must be conducted under supervision. Again, the candidate must achieve a result equal or greater than ACSF exit 2 for Reading and Numeracy. The LaNCA takes approximately 1.5 hrs-2 to complete.

Where a candidate is unable to meet the required reading and numeracy levels using the LaNCA tool, the results must be interpreted to determine what literacy and or numeracy supports are needed to support a successful training outcome in the course of choice. The Interpretation Report (LaNCA interpretation) is completed online and will be interpreted by LSS Provider Madec through a third-party arrangement.

Where the candidate meets the entry requirements via the SRNI or the LaNCA, but does not commence the training, the results are valid for 12 months from the date of assessment

Learning and Support Report (LSR)

This report will be completed for each applicant who undertakes the UAN and contains a summary of the findings of the UAN process and serves as a checklist of completion of the UAN process. EmployEase will use the link on the last page to download a copy for their files.

Results from the Interpretation Report

Where the UAN process has identified the need for specific literacy and/or numeracy bridging units, the individual must sign an agreement to undertake these (fee free) as a condition of accessing this program. Engagement and completion of the bridging units will be monitored by the Department and non-compliance may result in the withdrawal of subsidy for the candidate's training account.

Where significant gaps in basic skills are identified which warrant a **foundation skills qualification,** can be reconsidered once they have completed the foundation skills qualification. Access to future vocation training will be subject to them completing the foundation skills qualification.

*Note: EmployEase will not establish a training account for any individual in a vocational qualification if the UAN has identified significant gaps in their basic skills which requires a **foundation skills qualification.***

Note: If, as part of the referral process, the job seeker is found as eligible for the Skills for Education and Employment (SEE) Program, they are not entitled to access funded training in the Foundation Skills Training Package (FSK) certificate qualifications.

Step 3: Candidate Declaration

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Students will read and sign a declaration as a part of their online registration. The purpose of this declaration is to verify that the candidate has received all required information and understands the requirements relating to COVID-19 Vaccination requirements; Police Checks; Working with Children Checks; Statement of Fees; Funding eligibility CT/RPL etc.

Step 4: Assessment Summary or Learning Support Plan

This document is completed by the Course Advisor. The document formalises the decision as to whether the course is suitable for the candidate and documents a learning support plan where required.

A current Police Check with no disclosures is a requirement of all courses, except Advanced Diploma in Community Sector Management. Information about the police check is provided to candidates at the Course Information Session and at the RTS Course Orientation and is described in the Placement Information, Student Handbook, Course Handbook and Placement Guide.

The Candidate Declaration also confirms that the student has received and has had the opportunity to discuss Credit Transfer and Recognition of Prior Learning, collection and use of personal information and has received other important information which EmployEase is obliged to provide prior to enrolment.

Upskilling

Where a student is upskilling (i.e., has completed Certificate III in Individual Support and is now wishing to enrol in Certificate IV in Disability) a further Pre-Training Review will be undertaken to ensure the higher-level course is appropriate for them.

The Course Advisor will sign the Information Session checklist to validate that all information and processes have been completed.

Enrolment (also refer to: Credit Transfer (National Recognition) & RPL Policy and Procedure)

- The Course Advisor will provide prospective candidates with a registration link for VETenrol to complete the relevant registration forms, along with all Pre-Training Review information and steps required. On receipt of completed registration form and documents, the Course Advisor will review all documentation in the VETenrol portal prior to processing the enrolment (Web enrolment) through to VETtrak (SMS) for entry of candidate information and enrolment documentation upload. The Course Advisor will ensure that all sections of the enrolment registration form, funding declaration, identification documents and all Pre-Training Review steps have been completed and meet the enrolment requirements (as applicable).
- Once reviewed and accepted as an enrolment, the documents will be processed through VETtrak and upload under the 'Documents' tab for the student.

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- The Course Advisor will complete an Enrolment checklist which forms a coversheet for the enrolment documents and acts as a summary of the enrolment documentation requirements for administration purposes. This document is uploaded to student's VETtrak profile.
- The candidate will pay a minimum deposit of $80 to confirm their enrolment.
- The candidate will pay the balance of fees or enter a payment plan agreement, prior to course commencement
- The completed Enrolment checklist, enrolment form, Pre-Training Review documents and ID documents will be lodged with administration for review and processing.
- A student may not commence a course until their enrolment is complete, processed and the student appears on the class role. Alternatively, where a late enrolment is received, the student may commence class once the trainer is advised of the student's enrolment by Administration.
- Students will receive their Training Plan on the first day of Return to Study – Course Orientation.

Enrolment in two (2) courses at the same time

EmployEase will not actively promote or encourage a student to enrol into further studies until such time as they have successfully completed their current program.

Where a student independently requests the opportunity to enrol in a 2nd course before they have successfully completed their current program, no credits will be applied until such time as they can show evidence of successful completion of relevant units (refer Credit Transfer and National Recognition Policy and Procedure).

Where a student independently requests the opportunity to enrol in a 2nd course before they have successfully completed their current program, the student must not commence studies until such time as their enrolment is complete and processed and the student appears on the class role.

Enrolment in two (2) courses at the same time – *COVID-19 response only*

Where a student has successfully completed all on-line theory and in class assessments but is unable to complete the placement component of their course due to restrictions of COVID-19, the student may enrol into a 2nd course using the following process:

- The student's on-line campus will be checked by the Course Advisor to ensure they have achieved an outcome of satisfactory for all on-line assessment tasks and in class assessments.

- The Placement Coordinator will confirm that the student's placement is currently postponed due to COVID-19 and a note will be recorded on VETtrak.
- The student will sign an Enrolment in Dual Course Candidate Declaration when enrolling, to show that they have been fully informed and understand the conditions which apply to the 2nd course enrolment.

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- The student will be enrolled in the 2nd course.

- The student will be charged and timetabled for non-common units only.

- Following the successful completion of their original placement and workplace tasks, the student will be issued with a Certificate and Statement of Results.

- Using the Statement of Results, the student will receive a credit transfer for all common units relevant to their 2nd enrolment.

Where a student is unable to achieve a satisfactory outcome for placement in their original course, after two (2) attempts, the student will not achieve a satisfactory outcome for any common units and will therefore not be able to claim credit transfers. In this situation the student will be charged and timetabled for the common units as part of their 2nd course enrolment.

Where placement becomes available to the student whilst they are undertaking theoretical studies as part of their 2nd course enrolment, their timetabled training will be rescheduled to enable them to complete placement. Placement in their original course will remain the priority and must not be postponed or re-structured to enable a student to attend training in their 2nd course enrolment.

Should the student withdraw from their first course enrolment whilst awaiting placement, no credit transfers will be applied.

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For HLT54121 Diploma of Nursing, the following information applies:

The Head of Nursing or Course Advisor will speak with the candidate and conduct a pre-qualifying conversation by providing basic course details, entry requirements and commitment. Candidates will be booked into an Information Session.

Course Information Session

- EmployEase will provide a course information session to all interested candidates either in a group or individual setting. The Course Advisor will deliver all information necessary.

Candidates will receive and be guided through the following information as part of an information pack:

- Course Outline
- Course entry requirements (including English skills requirements)
- Work Placement Information
- Police Check and Working with Children Check (where applicable)
- COVID-19 Vaccination requirements
- Immunisation requirements
- Fees & Charges (a Statement of Fees is also issued)
- Government funding and how enrolment will impact their access to further government funded training
- Credit Transfers & RPL
- Supports available
- Enrolment process including BKSB and panel interview.
- Assessment and Submission
- Current NMBA information about Student Registration
  Nursing and Midwifery Board of Australia - Fact sheet: Student registration (nursingmidwiferyboard.gov.au) (Updates to this are monitored by the Quality and Administration Manager, in line with the Compliance Calendar).

Our Diploma of Nursing program has an entry requirement set by the Australian Nursing and Midwifery Accreditation Council (ANMAC). All students entering this program must demonstrate they have achieved the Nursing and Midwifery Board of Australia (NMBA) specified level of English Language Skills prior to commencing the program.

To demonstrate this, students must complete a HLT54121 Diploma of Nursing NMBA English Language Skills Student Declaration. This declaration asks the student to nominate the appropriate required pathway that enables them to enrol in the HLT54121 Diploma of Nursing.

Pathways – Note: test results will be accepted if they were obtained within two years before the date of application and students can provide a copy of their test results.

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Pathway 1 - Primary English pathway:

English is the student's primary language and they have attended and satisfactorily completed at least six (6) years of primary and secondary education taught and assessed in English in one of the recognised countries, including at least two (2) years between years 7 and 12.

Pathway 2 - English test pathway:

The student has achieved the required minimum scores in one of the following English language tests:

▪ IELTS	▪ OET
▪ PTE Academic	▪ TOEFL iBT

Candidates will be interviewed in relation to their status in meeting ANMAC and NMBA English skills requirements (using the English skills requirement checklist). Candidates who are unable to meet these requirements will not proceed to enrolment.

Entry Requirements for Diploma of Nursing

All students must:

● Be at least 18 years of age before undertaking the first clinical placement

● Prior to enrolment provide documented evidence of meeting the English language skills registration standard Nursing and Midwifery Board of Australia. Please refer to the English Skills Requirements Information sheet which is provided to students.

● Complete a literacy and numeracy assessment using Basic Key Skills Builder (BKSB) tool and have language, literacy and numeracy skills that align to exit level 3 of the Australian Core Skills Framework (ACSF)

● Provide a Police Check with no disclosures (this is an annual requirement)

● Provide a Working with Children Check (WWCC)

● Provide Immunisation records as per the Department of Health Immunisation requirements for health workers, risk Category A (e.g. influenza, hepatitis A, B, C, D, TB etc.).

● Provide Covid vaccination in line with current requirements pertaining to residential Aged Care facilities and the Health sector (see Immunisation requirements).

Shortlisted applicants will be required to attend a panel interview as part of the selection process (consideration will be given to the candidate's ability to meet the inherent requirements of working as an enrolled nurse)

Eligible candidates wishing to continue with the application process will then the be asked to undertake the Pre-Training Review process.

Pre-Training Review Background Information and Phone Interview (Diploma of Nursing)

Candidate will provide information about their background (relevant to their interests, existing knowledge skills and experience) as part of online registration.

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The Course Advisor will conduct an interview and will:

- refer back to the information previously given to gain a greater understanding of the candidate's background and needs as well as their short and long-term goals.
- measure the candidate's communication skills against the ACSF.
- Discuss inherent requirements for nursing

<u>Inherent Requirements</u>

EmployEase strongly supports the rights of all people who wish to pursue a nursing course to achieve their potential and career objectives. We are committed to making reasonable adjustments to learning and teaching, assessment, clinical practice and other activities to address the impact of students' disabilities so that they are able to participate in the course.

To support potential and current students' decision-making a set of inherent requirement statements has been developed. These statements specify the course requirements of the nursing courses for student admission and progression. The statements are clustered under seven (7) domains consisting of:

1. Ethical and legal behaviour	Nursing is a profession that is governed by industry and professional competency standards, federal and state government legislation, policies and protocols where nurses are both accountable and responsible for ensuring professional behaviour in all contexts. Nursing practice is mandated by specific legal and regulatory requirements and standards to enable the safe delivery of care. Students must demonstrate knowledge and compliance with Australian Law, professional regulations and scope of practice.
2. Behavioural stability	Behavioural stability is required to function and adapt effectively and sensitively in a demanding role. Students must demonstrate behavioural stability to work constructively in a diverse and rapidly changing academic and dynamic clinical environment. Behavioural stability is required to work individually and in teams in changing and unpredictable environments. Nursing students will be exposed to emergency situations and human suffering and will be required to have behavioural stability to manage these events objectively and professionally.

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	Students must be able to cope with their own emotions and behaviour effectively when dealing with individuals in the clinical setting.
3. Communication	This course requires effective, verbal, non-verbal and written communication skills. Effective and efficient verbal communication, in English, is an essential requirement to provide safe delivery of care. Effective non-verbal communication is fundamental to nursing and needs to be respectful, clear, attentive, empathetic, honest and non-judgmental. Effective written communication is a fundamental nursing responsibility with professional and legal ramifications. Students must demonstrate: • The ability to understand and respond to verbal communication accurately, appropriately and in a timely manner • The ability to provide clear instructions in the context of the situation • Timely clear feedback and reporting • The capacity to recognise, interpret and respond appropriately to behavioural cues • Consistent and appropriate awareness of own behaviours • Sensitivity to individual differences • Capacity to construct coherent written communication appropriate to the circumstances
4. Cognition - covered at the LLN section	This course requires knowledge of theory and the skills of knowledge cognition, literacy and numeracy. Knowledge cognition Consistent and effective knowledge and cognitive skills must be demonstrated to provide safe, effective and timely nursing services. Students must demonstrate: • Capacity to locate appropriate and relevant information • Ability to process information relevant to practice • Ability to integrate and implement knowledge in practice Safe and effective nursing care is based on comprehensive knowledge that must be sourced, understood and applied appropriately. Literacy

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	Competent literacy skills are essential to provide safe and effective professional care. Students must demonstrate: • The ability to accurately acquire information and convey appropriate, effective messages • Ability to read and comprehend a range of literature and information Numeracy Competent and accurate numeracy skills are essential for safe and effective care. Student demonstrates: • Ability to interpret and correctly applies data, measurements and numerical criteria. • Accurate preparation, calculation, administration and documentation of medications
5. Sensory abilities	Students must demonstrate sufficient visual acuity to perform the required range of skills in environments which may be difficult and hostile. Students must demonstrate sufficient aural function to undertake the required range of skills. Students must demonstrate sufficient tactile function to undertake the required range of skills and assessments. Any strategies to address the effects of vision, auditory and tactile impairment must be effective, consistent and not compromise treatment or safety.
6. Strength and mobility	Nursing practice involves physical demands and requires gross motor function. Sufficient gross motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve gross motor skills include lifting, carrying, pushing, pulling, standing, twisting and bending. Students must be able to demonstrate and perform these tasks consistently, repetitively and safely to reduce the risk of harm to self and others. Nursing practice is a profession that requires manual dexterity and fine motor skills. Sufficient fine motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve fine motor skills include being able to grasp, press, push, turn, squeeze and manipulate various objects and individuals. Students must be able to demonstrate and perform these tasks

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	consistently and safely to reduce the risk of harm to self and others.
7. Sustainable performance	Nursing practice requires physical, mental and emotional performance at a consistent and sustained level over time. Students must demonstrate: • Consistent and sustained level of physical energy to complete a specific task in a timely manner and over time The ability to perform repetitive activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately • The capacity to maintain consistency and quality of performance throughout the designated period of duty. • Sufficient physical, emotional and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care.

Many of the activities associated with the professional practice of a nursing are time sensitive,
where the capacity to perform certain activities within specified time limits is required to reduce or avoid risks to patient safety and wellbeing. The safety and wellbeing of students and others is always of paramount importance.

Students are required to undertake learning activities in mixed gender environments, which reflect the Australian health care context. The inherent requirements in the below checklist provide a guide for students and staff members when deciding whether students are able to meet these requirements and the type of reasonable adjustments that could be put in place to allow you to complete the course without compromising the academic integrity of the course.

Inherent requirements are the abilities, attributes, skills and behaviours needed to meet the
learning outcomes of the course. Students should carefully consider the following inherent requirement statements, as a:

- Indication to proceed with the enrolment application
- Guide for learning during the course
- Way to identify challenges students may have in meeting the requirements.

If a student has challenges related to a disability or health condition, they are advised to contact the Course Advisor to discuss possible strategies and reasonable adjustments, prior to enrolment.

These inherent requirements should be read in conjunction with other EmployEase course information, such as the Reasonable Adjustment Policy and Procedure, industry publications such as the Enrolled Nurse Practice Standards, the Code of Professional Conduct for Nurses, and the Code of Ethics for Nurses published by the Nursing and Midwifery Board of Australia.

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If Inherent Requirements cannot be met

EmployEase staff will provide guidance regarding other study options in the following situations:

- In the case where it is determined that any of the inherent requirements cannot be met with reasonable adjustments to course delivery and assessment,
- In the case where is it determined that there can be no employment outcome due to the inability of the student to meet the inherent requirements that are necessary to work in the role of nursing

The following checklist guides EmployEase staff as to the implications of a lack certain abilities, attributes, skills and behaviours being present and how they may impact enrolment and progression in the Diploma of Nursing. The below are discussed, and, if present are to be disclosed by the applicant, at the PTR phone interview.

Inherent Requirement	Identified disability or health condition at PTR Interview
Ethical and legal behaviour	Unethical tendencies or illegal behaviour
Behavioural stability	Unstable behaviour in relation working with teams, changing and unpredictable environments. Nursing students will be exposed to emergency situations and human suffering and will be required to have behavioural stability to manage these events objectively and professionally. Students must be able to cope with their own emotions and behaviour effectively when dealing with individuals in the clinical setting.
Communication	- Inability to understand and respond to verbal communication accurately, appropriately and in a timely manner - Inability to provide clear instructions in the context of the situation - Inability to provide timely clear feedback and reporting - Inability to recognise, interpret and respond appropriately to behavioural cues and appropriate awareness of own behaviours - Lack of sensitivity to individual differences - Inability to construct coherent written communication appropriate to the circumstances
Cognition	Unacceptable outcome of LLN assessment

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Sensory abilities	Inability to organise and interpret information received through the senses to produce a response, including visual, auditory, gustatory (taste), olfactory (smell), tactile, proprioceptive and vestibular information.
	Unable to understand the environment around us and engage in learning, to process information from different senses simultaneously. For example, being overwhelmed by several sensory inputs and unable to process thoughts.
Strength and mobility	Unable to move physically with patients and equipment including lifting, carrying, pushing, pulling, standing, twisting and bending.
	Unable to grasp, press, push, turn, squeeze and manipulate various objects and individuals
Sustainable performance	Unable to remain stable, focused, and efficient mentally and physically over the course of a shift.

LLN Assessment

The purpose of the assessment is to measure the candidate's current literacy and numeracy levels against the ACSF by the candidate undertaking a range of tasks which involve oral communication, reading, writing, numeracy (min requirement Exit level 3 (working level 4).

Candidate Declaration

Students will read and sign a declaration as a part of their online registration. The purpose of this declaration is to verify that the candidate has received all required information and understands the requirements relating to COVID-19 Vaccination requirements; ANMAC and NMBA English requirements, Police Checks; Working with Children Checks; Statement of Fees; Funding eligibility CT/RPL etc.

Judgement

The Course Advisor in partnership with the candidate will examine the information gathered as part of the interview, LLN Assessment and follow up telephone interview and compare it to specific enrolment criteria. At this point an informed judgment will be made as to whether or not the course is appropriate for the candidate and if so, if any additional support is required. Candidates who do not meet the enrolment criteria will not be immediately excluded.

2ⁿᵈ Review

Where a candidate does not meet the LLN entry requirements, or where there is a learning barrier which may require additional support, the candidate's application is referred to the Head of Nursing

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for a 2nd review. This review will include a 2nd attempt at the on-line LLN assessment. The Head of Nursing will make a judgement as to whether the candidate meets entry requirements, and any support strategies can be implemented within the training delivery and that the application can progress to the Panel Interview stage.

Initial Holding Deposit

Candidates who progress to the panel interview stage are required to pay a holding deposit of $250.00. The holding deposit is refundable if the candidate is not offered a position in the course. However, the deposit is not refundable if the student chooses not to accept the position following a letter of offer or withdraws their application prior to a letter of offer being made.

Panel Interview

All candidate information including Pre-Training Review results, together with their completed Enrolment form will be forwarded to the Interview Panel (min. 1 week prior to the scheduled interview). The candidate will be interviewed by a panel of minimum two training/industry experts e.g. Head of Nursing, RTO Operations Manager, Business Development Manager and an optional guest interviewer e.g. HCA industry representative. The purpose of the interview is to gather more in-depth information about the candidate's interests, existing knowledge, skills and experience, using a pre-defined behavioural interview with points system. Based on the points system the panel will identify the candidates to receive a letter of offer.

Provision of Evidence to Support English Skill Requirements

The candidate will provide all supportive evidence relating to the English skills requirements prior to enrolment being accepted and a letter of offer being issued.

Selection of students for the program

Once the above requirements are met, candidate applications may be approved.

Note:

Allocation of students to sites is based on:

- The specific clinical sites available for placement
- Ranking of area preferences provided by each student
- Numbers of students requesting each area
- Placements may be in either a metropolitan or regional area.
- If there are more applicants than placement availability, applicants will not be able to commence in the Diploma of Nursing until placement options are available.

Letter of Offer

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A Letter of Offer will be sent to the successful candidate/s within five business days of the Panel Interview

Acceptance of a position in the program is confirmed with either full payment of fees (as per their Individual Statement of Fees) or through the establishment of an instalment plan or payment plan.

COVID-19 Process

Candidate Enrolment Interview

Due to restrictions during COVID-19 all candidate enrolment interviews will be conducted via telephone or virtual meeting (i.e.: Zoom or similar), if required.

All enrolment registration links are provided via email and documentation will be issued and received via VETenrol and email as required.

Student Enrolling in an individual unit or units of Study (See also Credit Transfer (National Recognition) and RPL Policy and Procedure

Where a student has successfully completed an individual unit or units from a qualification, either with EmployEase or with another RTO and a Statement of Attainment has been issued, and where the student is now seeking to re-enrol in an individual unit or units of study to achieve the full qualification the standard Credit Transfer process will take place.

A check of previous study history with EmployEase will be made to ascertain if re-enrolment is appropriate.

The student will be enrolled in the full qualification and credit transfers will be applied, taking into account the authenticity and validity of the evidence provided. The student will then be charged for the remaining units against which further training and assessment will take place. Refer Credit Transfer (National Recognition) and RPL Policy and Procedure pertaining to placement hours and Manual Handling refresher.

A Pre-Training review will not be applicable where the completed units are drawn from an equivalent or higher AQF level qualification.

Unit course fees will be calculated using the following formula: Total tuition fees divided by total course nominal hours (see Course Delivery Hours and Duration document) x individual unit nominal hours (see also Fees and Charges Policy).

Roles and Responsibilities

Role/Decision/Action	Responsibility	Conditions and limitations

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This policy supports EmployEase by Healthcare Australia's commitment to upholding the highest standards of recruitment and enrolment of students.	National Vocation Training Manager	Varying State requirements

Related Documents

Legislation and Standards	
Reference Policies, Procedures and Supporting Documentation	HLT54121 Diploma of Nursing NMBA English Language Skills Student Declaration, Fees and Charges Policy, Student Handbook, Access and Diversity Policy and Procedure, Pre-Training review, Indigenous Collaboration Strategic Plan

Version control and accountability table

Accountable Area	Vocational Training			
Responsible Officer	Head of Education			
Review Date	March 2025			
Approved by				
Head of Ecuation				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2024.01	Quality and Administration Manager	Updated HLT54121 LLN and role titles	18/03/2024	18/03/2024

Definitions

Pre-Training Review	Pre-Training Review means the process undertaken between the Training Provider and a prospective Skills First Student to determine the most suitable and appropriate training for that individual, as described in Clauses 4.1 to 4.5 of Schedule 1 *(Source 2022 Standard VET Funding Contract).*
Suitable	Suitable means the training program meets the individual's needs; links to likely job, participation and/or further study opportunities; and minimises duplication of the individual's existing competencies as determined and documented through a thorough and individual Pre-Training Review; and ultimately reflected in the Training Plan. *Source: Skills First Quality Charter*

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Appropriate	Appropriate means that the student's training and assessment is delivered in an appropriate manner, including that:
	
	1. The student is provided reasonable and accessible support to facilitate their participation in training and attainment of skills; and
	
	2. The Volume of Learning, amount of training, duration, delivery modes, materials, facilities and equipment are sufficient:
	
	    a. To meet the student's needs, including as identified through the Pre-Training Review
	    b. For the student to consolidate skills and produce job-ready competencies; and
	    c. To meet requirements and guidance in the AQF, training packages and accredited courses
	
	Source: Skills First Quality Charter

Upfront Assessment of Need (SA Minister for Innovation and Skills)	The process undertaken between the RTO and the prospective student to assess: • The candidate's eligibility for funding and their ability to meet eligibility criteria and the individuals learning and support needs in line with the current Accredited Training Service Agreement between Minister for Innovation and Skills and the RTO