

Inherent Requirements Policy - HLT54121 Diploma of Nursing

1.0 Purpose

The purpose of this policy is to outline the inherent requirements of the HLT54121 Diploma of Nursing and establish a clear, fair, and inclusive process for identifying, communicating, and managing these requirements.

This policy ensures that students understand the essential skills, knowledge, and behaviours required to meet course learning outcomes and achieve registration as an Enrolled Nurse, while Acknowledge Education (AE) fulfils its obligations under relevant legislation, professional standards, and accreditation requirements.

2.0 Scope

This policy applies to:

- All prospective and enrolled students in the HLT54121 Diploma of Nursing;
- AE academic, clinical, and student support staff involved in student admission, teaching, supervision, or clinical placement; and
- Clinical placement providers engaged in student supervision and assessment.

3.0 Principles

- 4.1 AE recognises the right of all people to pursue a nursing qualification and is committed to equity, inclusion, and access.
- 4.2 To ensure public safety and the integrity of the nursing profession, students must be able to meet the inherent requirements of the HLT54121 Diploma of Nursing with or without reasonable adjustments.
- 4.3 Students must demonstrate ongoing fitness and wellness for practice to ensure the safety of clients, peers, and supervisors.
- 4.4 Inherent requirements represent essential aspects of the course outcomes. They:
 - Are non-negotiable elements of professional competence and client safety;
 - Must be satisfied for progression and graduation; and
 - Are aligned with the student capacity to meet the essential professional and safety standards associated with the NMBA Enrolled Nurse Standards for Practice and ANMAC Enrolled Nurse Accreditation Standards.

5.0 Categories of Inherent Requirements

Students must demonstrate competence across eight categories consistent with NMBA standards and national benchmarks:

- 5.1 Ethical Behaviour: Acting honestly, maintaining confidentiality, developing advocacy and upholding professional boundaries.

- 5.2 Behavioural Stability: Maintaining psycho-social and emotional resilience and professionalism under pressure whilst continuing to perform their role.
- 5.3 Legal and Professional Conduct: Understanding and complying with legislation, scope of practice, and regulatory obligations.
- 5.4 Communication: Using effective verbal, non-verbal, and written communication in English to ensure safe, person-centred care in addition to digital literacy.
- 5.5 Cognition: Applying literacy, numeracy, and critical thinking for clinical decision-making and evidence-based practice on a consistent basis.
- 5.6 Sensory Abilities: Possessing adequate visual, auditory, and tactile function to assess and respond to client needs.
- 5.7 Strength and Mobility: Performing consistently safe manual handling, dexterity and clinical procedures safely for the durations of the work allocation.
- 5.8 Sustainable Performance: Maintaining stamina and focus for extended study and clinical placement activities.

Detailed descriptions and examples of each category are provided in the *HLT54121 Diploma of Nursing Course Handbook* and are available on the AE website and LMS.

6.0 Reasonable Adjustments

6.1 Principles

- 6.1.1 AE supports students with disabilities, chronic health conditions, or other circumstances through the provision of reasonable adjustments.
- 6.1.2 Adjustments are designed to enable equal opportunity for participation while preserving course integrity and patient safety.
- 6.1.3 Adjustments are determined case-by-case, in consultation with the student, AE staff, and (if applicable) placement providers, to maintain each student's dignity, independence, and participation.

6.2 Examples of Possible Adjustments

- 6.2.1 Assistive technologies (e.g. hearing aids, screen readers).
- 6.2.2 Ergonomic supports or modified placement hours.
- 6.2.3 Adaptive assessment arrangements.
- 6.2.4 Enhanced supervision or modified clinical environments.

6.3 Limits of Adjustments

Adjustments cannot:

- 6.3.1 Replace or remove the inherent requirement itself.
- 6.3.2 Compromise patient safety or academic standards.
- 6.3.3 Create unjustifiable hardship for AE or placement partners.

Procedural guidance on requesting and assessing reasonable adjustments is provided in the *Student Support and Equity Procedure* and *Clinical Placement Procedure*.

7.0 Clinical Placement Considerations

- 7.1 All students must meet mandatory health, legal, and safety prerequisites before placement (e.g. vaccinations, police checks, Working with Children Check, first aid).

- 7.2 Students requiring adjustments for the nursing clinical simulation laboratory and for clinical placement must submit requests through Student Support Services before placement commencement.
- 7.3 Adjustments are trialled and reviewed collaboratively between AE and the placement provider.
- 7.4 If adjustments are unsuccessful in ensuring safe and competent practice, AE may:
 - Defer placement;
 - Recommend additional preparation; or
 - Advise on alternative study or career pathways.

8.0 Decision Pathway for Managing Inherent Requirement Concerns

- 8.1 Identification: Concern identified by student, educator, or placement supervisor.
- 8.2 Disclosure and Discussion: Student meets with Student Support or Course Coordinator to discuss documentation.
- 8.3 Assessment: AE reviews whether the issue relates to an inherent requirement and whether an adjustment can address it.
- 8.4 Trial and Review: Adjustment is trialled in an academic or simulated environment.
- 8.5 Placement Consultation: Proposal discussed with placement provider for feasibility and safety.
- 8.6 Decision and Documentation: Outcome recorded in the student file and communicated to all relevant parties.
- 8.7 Monitoring: Ongoing review throughout placement or study.

Students have the right to appeal a decision by providing evidence at a pre-arranged meeting. If an inherent requirement cannot be met after reasonable adjustments, the Course Coordinator and Student Support will meet with the student to explore suitable alternatives, including course deferment or withdrawal.

9.0 Roles and Responsibilities

Role	Responsibility
VET Quality and Compliance Committee	Govern the implementation and compliance of this policy in line with other requirements
Head of VET & Course Coordinator	Oversees policy implementation and compliance with NMBA and ANMAC standards.
Course Coordinator & Trainers	Communicate inherent requirements; identify potential barriers; refer students to Student Support Services.
Student Support Services	Coordinate reasonable adjustment processes; maintain confidentiality; liaise with placement providers.
Placement Providers	Support adjustment implementation within safety and supervision parameters.
Students	Review inherent requirements; disclose relevant needs early; engage constructively in adjustment processes.

10.0 Communication and Accessibility

- 10.1 The Inherent Requirements Statement will be published on the AE website, LMS, and course promotional materials.
- 10.2 This information is provided to prospective students prior to enrolment
- 10.3 Information will be provided during orientation and prior to clinical placement.
- 10.4 Staff will receive guidance and training to ensure consistent policy application.

11.0 Records and Documentation

- 11.1 All discussions, assessments, and adjustment agreements must be:
 - 11.1.1 Documented in the student's confidential record; and
 - 11.1.2 Retained in accordance with AE Records Management Policy and privacy obligations.

12.0 Review and Continuous Improvement

- 12.1 This policy is reviewed biennially or earlier if required by changes to NMBA, ANMAC, or legislative frameworks.
- 12.2 The Board (or delegated subcommittee) oversees the review and approval of this policy to ensure consistency with current accreditation and professional standards.
- 12.3 Feedback from students, staff, and placement partners informs continuous improvement.

5.0 Definitions

Term	Definition
Inherent Requirements	Core skills, knowledge, and behaviours essential for successful completion of the course and for meeting NMBA Enrolled Nurse Standards for Practice.
Reasonable Adjustment	A modification or support provided to enable equitable participation without removing the inherent requirement itself or compromising patient safety, academic integrity, or professional standards.
Fitness for Practice	The student's capacity to demonstrate the physical, psychological, and cognitive skills necessary for safe and effective practice.
Unjustifiable Hardship	A circumstance where an adjustment would impose a significant financial, operational, or safety burden on AE or a placement provider.
Clinical Placement	A period of supervised practice within a health or community care setting that forms a mandatory component of the Diploma of Nursing.

6.0 Relevant Policy, Legislative and Regulatory Documents

- Health Practitioner Regulation National Law (Victoria) Act 2009
 - Equal Opportunity Act 2010 (VIC)
 - Disability Discrimination Act 1992 (Cth)
 - Disability Act 2006 (VIC)
 - Occupational Health and Safety Act 2004 (VIC)
- 7.0 Nursing and Midwifery Board of Australia – Enrolled Nurse Standards for Practice (2016)
 - 8.0 Australian Nursing and Midwifery Accreditation Council (ANMAC) Enrolled Nurse Accreditation Standards (2017)

- 9.0 2025 Standards for Registered Training Organisations
- 10.0 2.2.1 Diversity, Equity and Inclusion Policy (AE)



13.0 Policy Information

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Approving authority:	VET Quality and Compliance Committee

16.0 Change Log

Date	Version	By	Notes
	1.0	AE	New policy for HLT54121 Diploma of Nursing Inherent Requirements