

## MINUTES

**Nursing Department**  
**Diploma of Nursing Student Representative Council Minutes**  
**Thursday 8 September 2022 3.00pm-4:00pm**  
**via Webex**

**Present:** Lindsay Bava (Chair), Kamini Pillay, Will Kok, Zoe Newman, Lincoln Brannan, Meredith Maynard  
**Apologies:** Megan Haworth, Zara Rothery  
**Not Present:** Muhammad Sarwar, Theon Pantheon, Logan Noble, Alexander Antaras  
**Minute Secretary:** Rebecca Wolk

Item	Discussion	Unit/s	Responsibility	Action
<b>1. Welcome &amp; Apologies</b>	Lindsay welcomed all to meeting.			
<b>2. Acknowledgement of Country</b>	In the spirit of reconciliation, Holmesglen recognises and celebrates the traditional owners of the lands throughout Victoria and beyond on which we educate and train. We pay our respects to Elders past and present and acknowledge our emerging leaders.			
<b>3. Introductions</b>	Rebecca Wolk – Dip Nursing AO at Moorabbin Campus and Nursing SRC Minute Secretary Zoe Newman – A22 Stage 1 Moorabbin student rep Will Kok – F22 Stage 2 Bourke St student rep Meredith Maynard – J22 Stage 1 Bourke St student rep Lincoln Brannan – J21 Stage 3 Moorabbin student rep Lindsay Bava – Education Manager Bourke St campus Kamini Pillay – Education Manager Moorabbin campus			

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<b>4. SRC Connection – Presentation from Michaela Hosking Student Engagement Manager</b>	<p>Michaela Hosking, Manager of Student Engagement discussed with Nursing student reps regarding purpose of Holmesglen Student Rep Council and how this links with other departments and their committee meetings. The purpose of creating Student Rep Councils is to capture student voice and create authentic partnership between Holmesglen and its learners and improve the student learning experience.</p> <p>Holmesglen Student Rep Council meets every 6 weeks, select a discussion theme and open up the floor to all student reps. This is then relayed back to student communities and discussed at following SRC meeting. This is to promote robust discussion with a solution-based focus. Topics are then raised with Holmesglen Executive and decisions reported back to SRC.</p> <p>Terms of Reference - This is a guide for student reps to refer to, when meetings become side tracked or vague. It should outline purpose, membership, quorum requirements (50% + 1 for majority. SRC meetings should also have a minute secretary to record meetings and a chairperson to guide meeting agenda. Meeting dates recommended to be published in advance and meeting documents should be received/actioned in a timely manner.</p> <p>Building student community – DN reps have created Whatsapp group with each other as well as with fellow class mates/cohort. Recommended for student reps to invest time in crafting questions to elicit most amount of information from fellow learners. If not able to connect digitally, creating a feedback wall/box or running a morning tea with survey feedback suggested. If funding required to run a class event, requests can be emailed to Student Engagement Manager:  <a href="mailto:studentassociation@holmesglen.edu.au">studentassociation@holmesglen.edu.au</a></p> <p>Sponsorship funding also available for professional development ie. Acknowledge This! online training which provides deeper understanding of Acknowledgement of Country which will be useful for future skills assessment. Please email Michaela and she can</p>			

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	<p>sponsor/support your application:  <a href="mailto:michaela.hosking@holmesglen.edu.au">michaela.hosking@holmesglen.edu.au</a></p> <p>Holmesglen online community also available as a student voice/reference. Contains Holmesglen directory, complaints procedure, mental health case management process, student wellbeing references and TAFE acronyms listing.  <a href="#">Holmesglen Support Services</a></p> <p>Dip Nursing Student Rep members page accessible via Holmesglen Community and in Brightspace as a link:  <a href="https://community.holmesglen.edu.au/landing-page/student-representative-resource-hub">https://community.holmesglen.edu.au/landing-page/student-representative-resource-hub</a></p>			
<b>5. Update on Action Items from Previous Meeting</b>	<ul style="list-style-type: none"> <li>Concerns regarding disruptive students. EMs have discussed with teaching staff and have been requested to escalate any disruptions to EMs to action. HSYCS Dean liaising with Student Wellbeing to offer professional development for teaching staff in 2023 to combat this.</li> <li>Late release of Stage 4 content. Addressed with Unit Coordinators and all Stage 4 material has now been released</li> <li>Student feeling targeted in class. No further information received therefore matter is now closed.</li> <li>Rubrics marking by teachers is not aligning with assessment task instructions for HLTAAP002/HLTAAP003 subjects. A holistic rubric was also developed and implemented and students were sent an email regarding changes. All staff have been reminded that answers to be graded using answer guide recommendations. The assessments are then resulted using the holistic rubrics which will give the students the overall grade. Curriculum EM to monitor.</li> <li>Extension requested by all students in order to complete AT4 Endocrine assessment as no rubric had been released. Extensions were granted and all students that passed assessment were graded as 100% in equity and fairness. Student</li> </ul>	HLTAAP002	EMs	EMs to check results

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	<p>rep advised that old result is still showing and has not been amended.</p> <ul style="list-style-type: none"> <li>• Lack of teacher response to student emails. Teachers requested to initiate automatic reply when unavailable and reminded to respond to email within 48-72hr time period.</li> <li>• Concerns regarding teaching style. Issues being addressed and assisting teacher concerned.</li> <li>• APA7 referencing style discrepancies. Correct link now uploaded. Found that generators were not correctly referencing to APA7. Student reps directed to Library link on website for correct guide. Teaching staff also received refresher training by student learning support.</li> <li>• F21 &amp; J21 cohorts concerned regarding completion of placement. Currently still behind on placements. Meetings held fortnightly with HSYCS Dean to discuss numbers and placement availability. J21 cohort up to date as advised by student rep. Placement status for 2022 cohorts are as follows: <ul style="list-style-type: none"> <li>○ F22 all placements released but students yet to complete required paperwork</li> <li>○ A22 documentation upload to Inplace successful. Awaiting response from 8 students</li> <li>○ J22 cohort sent reminder email to upload required documentation within Inplace by 30/9/22.</li> </ul> </li> </ul>			
<b>6. Discussion on:</b>				
<b>6.1. What is working well in Diploma of Nursing course</b>	<ul style="list-style-type: none"> <li>• Student feedback being heard and actioned accordingly.</li> <li>• Comradery between staff and teachers in Stage 3 good. Content heavy but teachers are understanding and supportive</li> <li>• Library staff also very helpful</li> <li>• Clinical key a useful resource</li> <li>• Lab classes to support reading extremely beneficial</li> </ul>			

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6.2 What is not working well in Diploma of Nursing course	<p><b>Subject Delivery</b></p> <p>Marking inconsistency enquiry for gastro assignment. Majority of students received 50-60% and only 2 received 78%. Students have compared submissions and responses generally similar. Student rep requested if this is due to harsh grading system or improper marking. Assignments consistent with rubrics. Holistic rubrics description posted on Brightspace.</p> <p>Reporting of Absences and Unit issues. Student cohort seeking clarification regarding reporting absences as they are being reprimanded for not communicating to all staff. Students currently reporting to group contact teacher and assuming messages are relayed to remaining teachers. EMs confirmed that if the matter is unit related to email teacher directly. Absences and personal issues to be referred to group contact teacher and request to pass on to remaining stage teachers. Incident report of group contact teacher advising student cohort as their class is not running they are not the person to report to. Student rep to email EMs with further information.</p>	HLTAAP002/ HLTAAP003	EMs/Teachers	EMs to check rubrics
	<p>Practical assessment for Mental Health subject quite traumatic experience for students. Simulated patients charged at student, jumped on chair, held onto curtain rail and damaged the roof of the lab. Students found patient behaviour overly aggressive and were not prepared as was not scripted. Assessor reported to patient that behaviour was not acceptable. Students aware this may occur in a work situation but felt unprepared as had no team support as well as being under assessment conditions. Topics including admission forms for involuntary admissions and student preparation for this situation in labs would be beneficial.</p>	HLTENN009	EMs/Teachers	EMs to investigate

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	<p>Unit coordinator as well as teaching style has recently changed for medications unit. Preparation is vague and students feel confused in class. Students given powerpoint presentation/research/scenarios to complete rather than offered either group discussions, activities, or revision opportunities. EMs advised that unit will be reviewed by Head of Department.</p> <p>Stage 3 students feel research unit is redundant in the current stage and would be more beneficial in Stage 1 when commencing studies. Particularly for referencing when students have already been applying this over the current 12 months of their studies. EMs advised that research unit is useful for Nursing program as it is centred on evidence-based practice but will note to validate and review.</p> <p>When old HLT54115 training package was released discussions amongst teaching staff found unit to be too content heavy for Stage 1 and allocated to Stage 3 where students have adapted and transitioned into course. In the new HLT54121 training package this unit will be undertaken in Stage 4. In terms of content must follow training.gov.au guidelines. Content also covered in Stage 1 CHCPRP003 Reflective unit as an introduction. EMs to review and perhaps simplify assessments.</p> <p>EMs reiterated to student reps that they are welcome to email any urgent issues to address immediately rather than waiting until next SRC meeting.</p>	<p>HLTENN007</p> <p>CHCPOL003</p>	<p>EMs/Teachers</p> <p>EMs</p>	<p>EMs to discuss with unit coordinator/HOD</p> <p>EMs noted subject to be validated and reviewed</p>
	<p><b><u>Student Resources</u></b></p> <p>Student reps receiving complaints from classmates attending labs with acrylic nails are being removed from class. This results in students having to attend makeup labs and concerned they are falling behind schedule.</p> <p>EMs advised that presentation/uniform requirements for labs are discussed at orientation. As students are learning in a simulated working environment, they are expected to abide by these requirements.</p>			

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	<p><b><u>Classroom Etiquette</u></b></p> <p>Combined classes sizes proving difficult to properly interact with teachers as well as dealing with disruptive students.</p> <ul style="list-style-type: none"> <li>• Large class sizes difficult for 1 teacher to control. Noted that message sent to J21 class reps to remind students of classroom etiquette and behaviour towards teachers/fellow students.</li> <li>• Students conversing while teachers discussing topics.</li> <li>• Conscientious students feel it is difficult to ask questions in class with constant disruptions and leaving class confused. EMs advised students are welcome to send/ask private questions to teachers.</li> </ul> <p>This feedback is from students as well as teachers. EMs advised that currently dealing with a lot of sick leave and those with COVID symptoms advised not to attend campus. As classes are running face-to-face, other classes are running concurrently. Therefore, if a teacher is absent, then able to run simultaneous classes together. This only occurs with tutorials and not labs. If a group of students are finding combined classes difficult, please email EMs to address.</p>			
	<p><b><u>Clinical Placement Office</u></b></p> <p>Student cohort feel pressured to organise placement documentation for CPO but feel courtesy is not reciprocated with student enquiries. Several students reported being approached by several CPO staff as well as teachers regarding missing documents when already actioned by student and having to repeat answers, when one person would suffice. Better communication between staff members recommended.</p> <p>EMs advised student reps that they receive a report of students who have not uploaded documents which is then passed onto teachers to follow up. Noted that students may have already actioned by the time message received.</p>			

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	<p>Other issues encountered include</p> <ul style="list-style-type: none"> <li>uploading documents. Misunderstanding/confusion in A22 cohort regarding submission of documents via email or uploading to Inplace. This resulted in staff having to double check across two systems which became messy.</li> <li>assigned placements removed. Placements are published on the assumption that student is successfully progressing academically. If this is not the case, then the assigned placement is removed. Other instances may be facility related. Students recommended to follow up with CPO as usually a legitimate reason for removal.</li> <li>no placement books for students going on placement. EMs advised students that more books will be ordered and can be collected in workshops from teachers not from CPO.</li> </ul>			
<b>7. Brainstorm future Agenda items</b>	No update			
<b>8. Next Meeting and Meeting Topic</b>	<p>Meeting closed 4:21pm</p> <p>Next Meeting 20<sup>th</sup> October 2022</p>			Minute Secretary to send next meeting invite