School of Health
Nursing Professional Experience Placement (PEP)

# Clinical Practice Framework
# Scope of Practice

University of the Sunshine Coast
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## Purpose of Professional Experience Placement

Professional Experience Placement (PEP) provides Bachelor of Nursing Science students with the opportunity to transfer and consolidate the knowledge, skills, and professional behaviours developed through university-based theoretical learning and Simulated Learning Environments (SLEs) into real clinical settings.

Throughout their program, students undertake placements across a range of healthcare settings and patient populations. These experiences are designed to progressively develop nursing knowledge, clinical skills, critical thinking, clinical decision-making, and professional practice. Student learning progresses from caring for individuals experiencing wellness and lower acuity health needs in the early stages of the program to managing more complex patient care situations in later years.

PEP assessments require students to demonstrate practice that aligns with the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice (2016), relevant professional codes, and local organisational policies.

## Supervision and Accountability

Bachelor of Nursing Science students must practise under the supervision of a Registered Nurse (RN) or other appropriately qualified AHPRA-registered health professional on site and readily available for direction, support and guidance.

Supervisors of students must determine the students' level of competence and the level of supervision they require when allocating clinical activities.

During placement, students may work alongside other members of the healthcare team, with supervision appropriate to their ability and scope of practice. Students are expected to actively participate in the delivery of care and progressively demonstrate competence in skills relevant to their stage of learning.

While care activities may be delegated to students, accountability for ensuring safe and appropriate practice is shared between student and supervisor.

Students remain responsible for:

- Working within their approved scope of practice.
- Accepting only activities they have been prepared for and that fall within their scope of practice.
- Seeking guidance when unsure or when a task exceeds their current level of knowledge or competence.
- Communicating concerns regarding patient safety or their own capability to perform a task.

Supervisors are responsible for:

- Determining the student's level of competence and appropriate level of supervision.
- Delegating clinical activities that are appropriate to the student's scope of practice, competence and stage of learning.
- Providing appropriate direction, support and supervision to promote safe practice.

- Monitoring the student's performance and intervening when necessary to maintain patient safety.
- Providing feedback and guidance to support the student's learning and development.
- Addressing and escalating concerns regarding student competence or patient safety when required.

### Student Scope of Practice

A student's scope of practice is determined by three factors:

1. Their current stage of progression within the Bachelor of Nursing Science program.
2. The knowledge, skills, and assessments successfully completed within the university curriculum and simulated learning environment.
3. The policies, procedures, and requirements of the placement facility.

Students may only undertake clinical activities that:

- Have been taught and assessed within the curriculum.
- Align with their year level and expected learning outcomes.
- Are permitted by the host healthcare organisation.
- Are delegated and supervised appropriately by a Registered Nurse/Registered Health Professional.

Students must recognise the limits of their knowledge, skill, and experience. If a student does not feel competent or adequately prepared to perform an activity safely, they are expected to seek assistance and additional supervision before proceeding.
Students must also follow their supervisor's directions and respect decisions not to permit them to undertake specific clinical activities.

### Preparation Through Simulated Learning Environments (SLE)

Clinical skill development within the Bachelor of Nursing Science program is intentionally scaffolded to promote safe and progressive learning. Before undertaking skills in the clinical environment, students are introduced to the underpinning theory and provided opportunities to practise and be assessed within the Simulated Learning Environment (SLE).

SLE activities use realistic clinical scenarios that encourage participation, observation, reflection, clinical reasoning, and structured debriefing. The complexity of scenarios increases throughout the program to reflect the student's stage of learning and expected capabilities.

Successful participation in SLE activities provides students with a foundation for safe clinical practice. PEP then enables students to further develop and consolidate these skills within a supported clinical learning environment under the supervision of registered nursing staff.

### Year One

Students focus on foundational nursing care, including communication, patient assessment, and foundational clinical procedures. Learning activities are centred on caring for individuals with lower-complexity health needs and promoting wellness.

### Year Two

Students expand their clinical skills and apply nursing theory to increasingly complex patient situations. Greater emphasis is placed on clinical reasoning, prioritisation, and the delivery of comprehensive patient care.

### Year Three

Students are expected to integrate advanced clinical knowledge, decision-making, communication, delegation, leadership, and teamwork skills while managing complex patient care scenarios across a range of healthcare settings.

## Study Sequence

The Bachelor of Nursing Science offers different study sequences depending on the student's pathway and commencement date.

For information about the study sequence for each pathway at the Sunshine Coast campus, please refer to the Bachelor of Nursing Science program details on the UniSC website.

- Placement dates and requirements are outlined separately in the placement schedule provided by UniSC.

## Learning Activities & Skills by Course

The table below provides an overview of the students' scope of practice by course.

| Key | |
|---|---|
| X | Observe only |
| o | May perform under direct supervision of an appropriately qualified health professional |
| ✓ | May perform under indirect supervision, where appropriate to the student's competence and the placement setting |
| * | Complexity increases with each Professional Experience Placement |
| ^ | Teach-out course |

| Activity/Skills | Year 1 | | Gradate Entry Year 1 | Year 2 | | Graduate Entry Year 2 | Year 3 & Graduate Entry | |
|---|---|---|---|---|---|---|---|---|
| | NUR106 | NUR110 NUR117^ | NUR112 | NUR204 NUR227^ | NUR205 NUR287^ | NUR213 | NUR309 | NUR310 NUR300^ |
| **Communication and documentation** | | | | | | | | |
| Paper based clinical documentation (QADDs/progress notes) | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Risk assessment and screening | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Clinical handover – ISBAR* | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Medical terminology and acronyms | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Referral pathways and handover | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Health education and promotion* | o | o | o | ✓ | ✓ | ✓ | ✓ | ✓ |
| Clinical documentation and progress notes | o | o | o | ✓ | ✓ | ✓ | ✓ | ✓ |
| Interdisciplinary communication | o | o | o | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Assessment and observations** | | | | | | | | |
| Blood pressure | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pulse | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Respirations | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Temperature | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Validated Assessment tools eg GCS, COLDERR, OLDCART* | X | o | o | ✓ | ✓ | ✓ | ✓ | ✓ |
| Primary survey* | X | o | o | ✓ | ✓ | ✓ | ✓ | ✓ |
| Secondary survey* | X | X | X | X | ✓ | ✓ | ✓ | ✓ |
| Acute chemical withdrawal assessment and management | X | X | X | o | o | o | ✓ | ✓ |
| Structured mental health assessment/s | X | X | X | X | o | o | ✓ | ✓ |
| Risk assessment – suicide, self-harm | X | X | X | X | o | o | ✓ | ✓ |
| **Infection prevention and control** | | | | | | | | |
| Hand hygiene | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Infection prevention and control principles | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Aseptic technique | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ANTT principles | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Specimen collection | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PPE | o | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Transmission-based precautions and reporting requirements | o | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Infection prevention and control Health promotion and education (families, visitors etc) | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Antimicrobial stewardship | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Environmental (ward environment) management | X | o | o | o | ✓ | ✓ | ✓ | ✓ |
| Healthcare associated infections | X | o | o | o | ✓ | ✓ | ✓ | ✓ |
| Complex wound management – ANTT principles, wound culture and documentation | X | X | X | o | o | o | ✓ | ✓ |

| Activity/Skills | Year 1 | | Gradate Entry Year 1 | Year 2 | | Graduate Entry Year 2 | Year 3 & Graduate Entry | |
|---|---|---|---|---|---|---|---|---|
| | NUR106 | NUR110 NUR117^ | NUR112 | NUR204 NUR227^ | NUR205 NUR287^ | NUR213 | NUR309 | NUR310 NUR300^ |
| **Medication and fluid administration under DIRECT RN Supervision** | | | | | | | | |
| Medication calculations* | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Non-Parenteral medication administration | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oxygen – simple devices | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Schedule 4 and **8 medication** | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Parenteral medication administration – IntraVENOUS, Subcutaneous, IntraMUSCULAR, | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Antimicrobial therapy – assessment and management | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oxygen therapy administration - complex devices | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Management and assessment of CVADs | x | X | X | X | ✓ | ✓ | ✓ | ✓ |
| Commencement and management of blood and blood products | X | X | X | X | X | X | ✓ | ✓ |
| Infusions (Opioids, PCA) | X | X | X | X | X | X | ✓ | ✓ |
| Epidural infusions | X | X | X | X | X | X | ✓ | ✓ |
| **Nursing interventions** | | | | | | | | |
| ADL's | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12-lead Electrocardiogram | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Blood glucose level (BGL) | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Enteral Feeding | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| End of life nursing care | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indwelling urinary catheter management and insertion | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Insertion of nasogastric tube | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oropharyngeal suctioning | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pre/Postoperative nursing management | X | X | X | X | ✓ | ✓ | ✓ | ✓ |
| Airway management – post operative patient | X | X | X | X | ✓ | ✓ | ✓ | ✓ |
| PCA management/assessment and documentation | X | X | X | X | ✓ | ✓ | ✓ | ✓ |
| Time management | X | X | X | X | X | X | ✓ | ✓ |
| Assessment, recognition, and management of sepsis | X | X | X | X | X | X | ✓ | ✓ |
| PCEA management, assessment, and documentation | X | X | X | X | X | X | ✓ | ✓ |
| **Clinical decision making** | | | | | | | | |
| Escalation of care – communicating for patient safety | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Graded assertiveness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Referral pathways in various arenas of healthcare | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognition of the deteriorating patient | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognition, assessment, and management of anaphylaxis | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Escalation of care pathways | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Assessment, and management of the deteriorating patient | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ |
| Leading Planning, prioritising, delivering and evaluating comprehensive nursing care | X | X | X | X | X | X | ✓ | ✓ |
| Delegation of care | X | X | X | X | X | X | ✓ | ✓ |
| Escalation pathways and documentation | X | X | X | X | X | X | ✓ | ✓ |

**KEY:** X Observe Only | o Direct supervision with appropriate health professional | ✓ Carry out with indirect supervision | * Complexity increases with each PEP | ^ Teach out course