

INDUCTION BOOKLET

2025

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Dear Student

It is with great pleasure that we welcome you to the College, a division of the Life Healthcare Group. This year of study is going to be exciting and challenging, with many new learning experiences and opportunities.

We trust that on completion of this induction programme, you will be familiar with what is expected of you as a student and that you will feel socialized into the Life Healthcare culture.

An educator will take you through the induction programme however it is your responsibility to ensure that you attend all the sessions in the programme, complete the daily attendance register and ensure that the induction form is completely signed off and placed in your portfolio of evidence.

Learning is a two-way process which means as:

- educators, we will endeavour to facilitate your studies to the best of our ability.
- a student, it is your responsibility to invest your time and attention wisely to ensure that all your learning requirements are met.

The College takes pride in its role as a higher education institution and will endeavour to support your growth and development. We wish you every success in your studies.

Yours sincerely

Briony Berning
NATIONAL EDUCATION MANAGER



1. INTRODUCTION

Your journey in the healthcare profession begins with your decision to apply to Life Healthcare Nursing College (hereafter referred to as the 'College'). This booklet will serve as a reference as you continue your journey in your selected profession. The college follows an adult learning student centred approach to teaching and learning. This approach implies that you are expected to learn independently and are responsible for your own learning. The college will ensure that learning opportunities are created for you and that you have a support system that you can rely on.

2. COLLEGE STRUCTURE

The College falls under Life Healthcare (Pty) Ltd which is a legal entity.

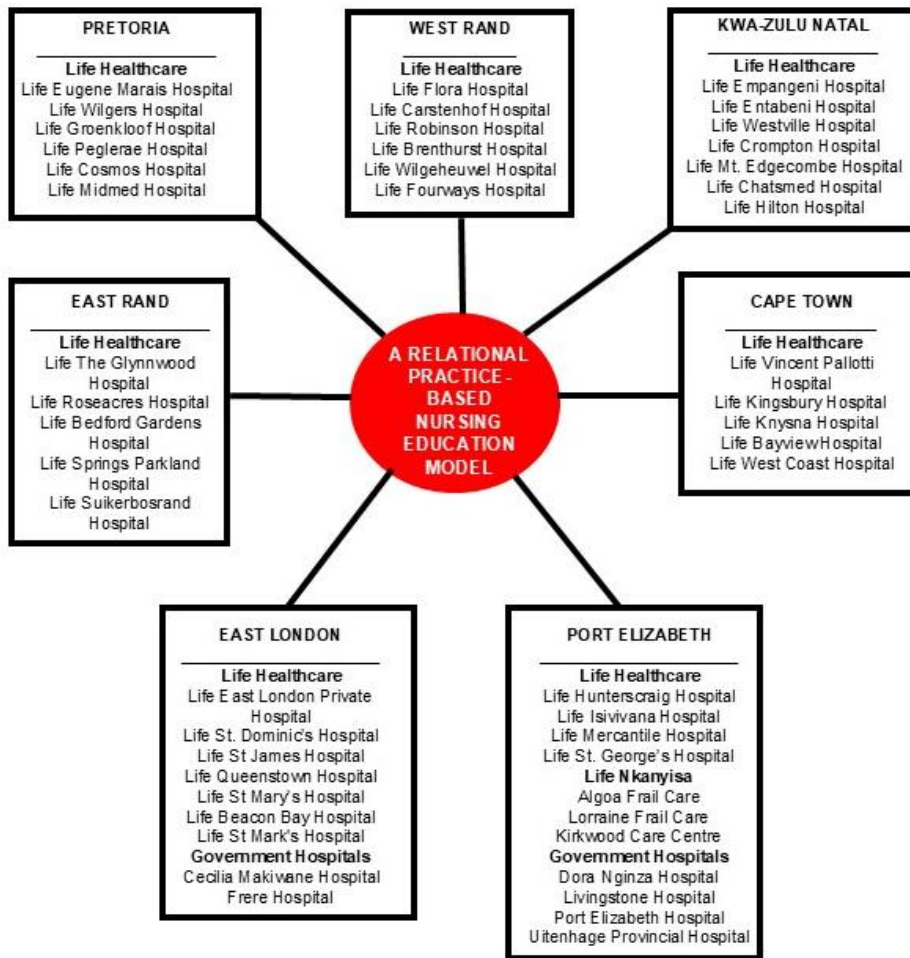


Peter Wharton-Hood
Chief Executive



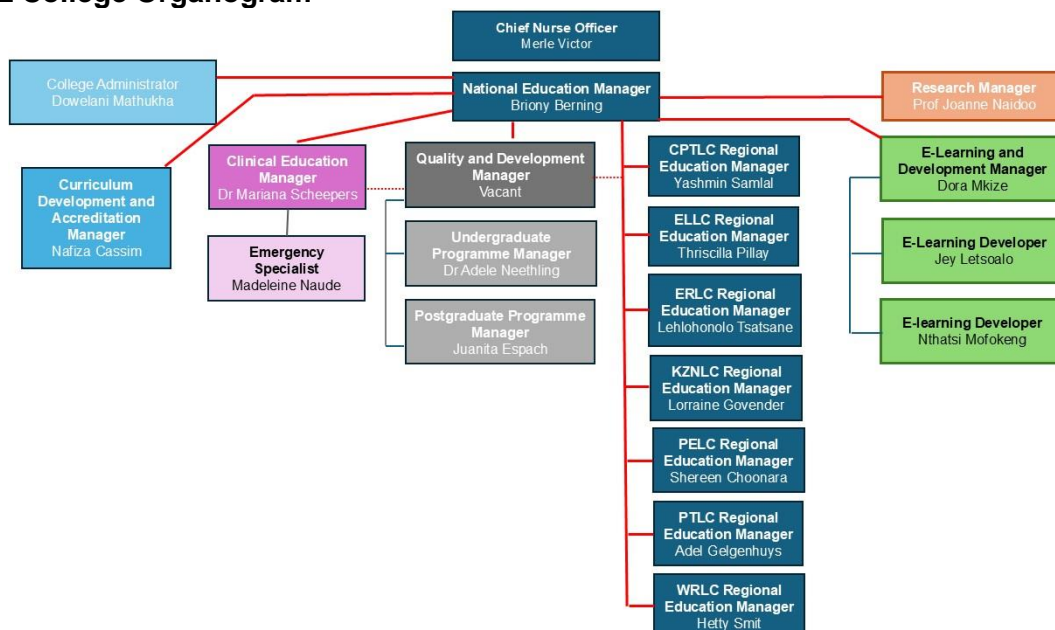
Merle Victor
Chief Nurse Officer

2.1 Relational Practice-Based College Model



The College is managed centrally and has seven Learning Centres where the facilitation of learning takes place.

2.2 College Organogram



2.1 Our Core Purpose

Education for Service Excellence.

2.2 Our Vision

A diversified, market leading Private Higher Education Institution that educates, supports and maintains clinically competent healthcare professionals through innovative teaching and learning based on a strong research foundation.

2.3 Our Mission

- To attract, develop and retain staff for Life Healthcare
- To ensure nursing staff have career development opportunities
- To develop a competent workforce through a continuing education approach in order to deliver evidence-based care
- To provide national and internationally recognised qualifications by adhering to governing legislation for education, training and development in South Africa.

2.4 Our Values

Every day, as part of Life Healthcare, we subscribe to our core values. We believe the provision of world class healthcare is achieved through the combined delivery of unparalleled quality and clinical excellence, along with a true focus on the personal needs of our patients and their families.

There are five overarching values in the Life Healthcare Group. The five values support the central tenets of the company’s name and brand. They form the pillars on which decisions and activities can be referred to for consistency.



The values are:

Passion for People

- The essence of the value is that people, i.e. patients, learners, staff, doctors and communities, are the life of our business
- Passion for people is achieved through:
 - The growth and development of committed people, including learners
 - A daily personal contribution to your team and the aims of the business
 - Expression and utilization of ideas
 - Respect and dignity for each person we interact with
 - People loving what they do
 - Acknowledging the contribution made by people.

Quality

- Life Healthcare's quality focus is to provide high quality care and a professional service with compassion in all our facilities.
- Staff and students are expected to promote practical but uncompromising quality in everything they do.
- Staff and students must work to realize improvement in quality in the Life Healthcare facilities and in the care of the patients.
- Staff and students must support quality initiatives in the company.
- Students must be equipped and supported to deliver quality care.

Performance Pride

- Life Healthcare takes proactive responsibility for performance and engenders a personal reassurance that people in the company act for the right reasons, with quality in mind
- Staff and students must show personal commitment to sustainable superior performance
- They must strive for greatness through the goals of individuals, teams and the Company
- They must celebrate achievement without conceit
- They must acknowledge error openly with the aim to prevent it from occurring again
- Staff and students must question action and decisions to add value, but support decisions once taken.

Personal Care

- Personal care is an individual commitment to put a human touch and interpersonal sincerity into the services Life Healthcare provides
- Staff and students must personally place a patient's needs above their own
- Staff and leaders must ensure that people who engage with patients are given the best opportunity to provide the service the company strives for
- Staff and students must show consideration for colleagues
- They must place care alongside business effectiveness as a business goal
- Staff and leaders must take tough decisions in a humane way
- They must acknowledge employees who display personal care.

Lifetime Partnerships

- Partnerships build business value and long-term relationships
- Partnerships ensure the Company's relevance in the communities and environment Life Healthcare serves
- Staff and students are encouraged to look for win-win situations
- They must have the ability to focus on the partnership aim or goal
- They must be sincere and honest in relationships
- Staff and leaders must be generous in support and firm in delivery
- They must personally invest in partnerships at all levels.

At the centre of the values model are the principles of quality as “Quality underpins all that we do!” The value model is grounded on the principle that each person who works for the Life Healthcare Group or studies at the college must be treated with respect and dignity.

2.5 Statements of Accreditation / Registration and Legal Status

The College and its Learning Centres are accredited by the South African Nursing Council (SANC) (Accreditation No. S1339). In addition, the College is registered as a Private Higher Education Institution with the Department of Higher Education and Training (No 2008/HE07/003) as well as accredited with the Council on Higher Education for some programmes (SAQA ID numbers: Diploma in Nursing - 99705; Higher Certificate in Auxiliary Nursing – 97759). The college is associated with the Nelson Mandela University in Gqeberha.

The College is part of the **LIFE HEALTHCARE GROUP (Pty) Ltd** which is a listed company.

2.6 College Governance

The College is governed by a College Council and College Senate.

- The **College Council** is responsible for the administration and management of the college and members include representatives from the Nelson Mandela University and the Executive of Life Healthcare.
- The **College Senate** is the highest academic body of the college and is accountable to the College Council.

The College also has a **Students’ Representative Council** of which the national chairperson is a member of both the College council and senate.

2.7 Learning Centre Staff

Please complete the relevant sections with information given to you by your educator:

| Learning Centre: | Name | Contact No |
|-------------------------------|------|------------|
| Regional Education Manager | | |
| Educator | | |
| Educator | | |
| Educator | | |
| Educator | | |
| Learning Centre Administrator | | |

2.8 Community Involvement Projects (CIP)

The college is involved in a variety of community projects. Each learning centre has its own project and all students are expected to actively participate in the community initiatives. CIP involvement is included in the curriculum and student will be assessed on their participation.

2.9 Statement of Non-Discrimination

The College is committed to non-discrimination and equal opportunities in education.

3 ACADEMIC INFORMATION

3.1 Programmes Offered

The College offers undergraduate programmes depending on the regional training needs. Internal students are required to sign an addendum to contract of employment and external students must sign a self-funded contract upon commencement of the programme.

3.1.1 Undergraduate Nursing Programmes

- Higher Certificate in Nursing (R.169)
- Diploma in Nursing (R.171)

3.1.2 Post Graduate Diplomas

- Post Graduate Diploma: Critical care nursing (adult) – awaiting accreditation
- Post Graduate Diploma: Peri-operative nursing – awaiting accreditation
- Post Graduate Diploma: Emergency nursing – awaiting accreditation
- Post Graduate Diploma: Business administration– awaiting accreditation

3.1.3 Short Learning Programmes:

- Infection Prevention
- High Care Nursing
- Neonatal Intensive Care Unit Nursing
- Operating Theatre Nursing
- Mental Health Nursing
- Obstetric Nursing
- Renal Nursing
- Orthopaedic Nursing
- Oncology Nursing
- Paediatric Nursing
- Emergency Nursing
- Maternity Certification programme

3.2 Recognition of Prior Learning and Credit Accumulation and Transfer

Recognition of prior learning will only be granted for modules successfully completed during the previous 5 years. Not more than 50% of the programme can be recognized as prior learning (LCL-POL-RPL-001). Credits obtained as a result of passing exams but not completing a programme, will be retained for 2 years.

3.3 Language Policy

The official language of the college is English. All facilitation of learning, assessments and correspondence will be conducted in English (LCL-POL-AS-009)

3.4 Social media Policy

Life Healthcare prescribes responsible use of social media through the Social Media policy (GMC-POL-002). Student found non-compliant to the rules will be managed according to the College Code of Conduct.

3.5 Right Reserved to Change

The right is reserved to change any of the rules and regulations of the college at any time, including those relating to admission, learning and graduation. The right to withdraw curricula and specific courses/programmes alter course content, change the academic calendar and to impose or increase fees similarly is reserved. All such changes will become effective as the proper authorities determine and may apply not only to prospective learners, but also to those already enrolled in the College.

3.6 Learning Process

The College uses a student-centred approach to learning by implementing a blended learning strategy. This means that your educator's role is as a *facilitator* of your learning experiences i.e. the educator guides and supports the students learning in both the classroom and clinical areas. Your role is to engage meaningfully in individual tasks or when working in small groups.

Class attendance will be conducted either virtually or face-to-face. Periods will be designated to students during induction to assist and orientate them in the use of the computer laboratories and computers. Students will be registered onto the College's Learning Management System called Moodle. Orientation will take place so that students are able to access the activities and material to support learning.

You must prepare for class facilitation sessions by studying the relevant sections as outlined in the programme study schedule and complete the exercises in the study guide to test your understanding. If you do not study the content before class, your educator will request that you leave the class and study the required content on your own at the college. The completion of the required work must be provided before you can re-enter the class. This rule is implemented to ensure that the facilitator can assist students in consolidating, interpreting and integrating the content they have learnt to clinical practice and that unprepared students do not disadvantage those who are more responsible and motivated to learn. Recurring omissions to prepare for class will lead to disciplinary action being taken against you.

The College believes in the principles of adult education. This means that you ultimately take responsibility for your own learning.

The mode of instruction consists of contact learning, virtual learning, self-directed learning and workplace experience.

An essential element of your learning experience encompasses the support you give to and receive from other students both in your programme and other programmes. This concept is known as *Peer Support*.

The College also believes that reflection is an integral part of how you transform yourself from a student into a nurse. It is a process whereby you look at yourself and your nursing practice objectively.

Rolfe’s Reflective Model has been identified to help you get started. It is simple to use and we suggest you start practicing your reflection using this model. There are various models that one can use to structure your reflective thinking and as you develop your reflective learning skills you can advance to more in-depth models. Reflective learning is an advanced way of thinking and involves using higher level thought processes i.e. at a meta-cognitive level. The process is developed over time through constant structured practice and in time reflection will become something you do naturally or automatically and without a conscious decision to reflect.

This model (*adapted from: Rolfe G, Freshwater D & Jasper M. 2001. Critical reflection in Nursing and helping the Professions: a user guide. Basingstoke, Palgrave Macmillan*) requires you to ask yourself 3 specific questions and value lies in your honest, complete and direct answers.

The model is explained as below:

| Question | Explanation/ Rationale |
|------------------|---|
| What? | What is the problem, situation, experience, action or topic you want to think about? What is your related role and responsibility? What do/did you hope of achieve? What action/response did you take? What were/are the actions/responses of others involved What is the consequence for you, for others, more global? |
| | What feelings/emotions are/were invoked in you? What was/is your overall experience – good/bad? |
| So what? | What does the above answers tell you about yourself, your behaviour, attitude, relationships, skills, knowledge What are your main thoughts related to the problem, situation, experience, action or topic? What prior knowledge or experiences did I base my thoughts, actions, or responses? What other knowledge can I bring in, if I think more broadly on the topic? What can/could I do to ensure my better/effective actions or responses when I encounter the situation, experience or skill (again)? Do I have a new, better, improved understanding? What other/broader/related issues may arise in similar situations |
| Now what? | Now that I know this information what do I do about it? What is my learning or development gaps/needs? |

| Question | Explanation/ Rationale |
|----------|---|
| | What do I need to do to improve, learn, resolve or get better? What might the consequence be if I do nothing to improve? |

3.7 Assessment Process

Your educator will familiarize you with the contents of the Assessment Policy for your specific programme. These policies include details of the assessment processes, examinations, the students' appeal and progression details.

3.8 Professional Socialisation Process

Internalisation of the required attitudes, values, knowledge, skills and behaviours essential to the nursing profession or other healthcare profession and the ability to provide quality patient care is essential for professional growth and development. Professional development continues throughout the students' education and training and is priority of the college.

Your educator will orientate you to the college's Student Professional Development Strategy. It is important to note that the socialisation process is a student-driven process, supported by the Nurse Educator (NED), Clinical Training Specialist and the Clinical Practice Supervisors (e.g. Unit Manager or assigned mentor). However unprofessional behaviour by a student will not be tolerated at the college or in the clinical placement areas. You will be taught the appropriate behaviour required in various situations when you attend the hospital etiquette workshop prior to your placement in the clinical facilities.

You will (new nursing students only) also receive the **Passport to Nurse @ Life**. This booklet will guide you in the professional behaviour expected by the nursing staff and students in Life Healthcare while fulfilling their role in the provision of patient care. As a student you are expected to keep this booklet on your person at all times as a reference guide.

3.9 Code of Conduct

Your educator will familiarise you with the College's Code of Conduct, which are available on Gateway.

In addition to the above, the College does not condone the following on its premises:

- the use of tobacco, alcohol or illegal drugs
- the carrying of firearms or any other dangerous weapons.

The College upholds high standards of personal and professional conduct. Such standards include a positive learning environment and a professional instructional climate. You are encouraged to conduct yourself in a professional manner with respect for the rights of both students and faculty.

The College, or its representative, reserves the right to act in situations where student behaviour violates established policy or detracts from the ability of students or faculty to function effectively in the learning environment. Such action may include disciplinary action or may lead to the student's suspension or termination from the programme.

3.10 Attendance

3.10.1 College attendance

It is mandatory that you attend class according to your study schedule and be present on time when class begins.

The following applies:

- All class hours must be recorded on your Record of Clinical Hours form (LCL-From-TC-002)
- A minimum of 80% college attendance is required per programme.
- Failure to meet the required theory and clinical hours will result in an extension of training.

- Virtual classroom attendance is compulsory and the following rules will apply:
 - Students are allowed to attend a virtual classroom from home or off site provided that:
 - Each student logs on using their own device. The rationale is that attendance cannot be accurately tracked if students share a device.
 - Students who do not have a suitable device will attend from their respective Learning Centre using the computers in the media lab.
 - Students connecting from home need to ensure they have stable, continuous internet connection with appropriate bandwidth to allow for uninterrupted connection to the virtual class.
 - Students need to be aware of their load shedding schedule. Absence due to load shedding will be marked as “Absent “. If there is scheduled load shedding during planned virtual class times, students are required to attend class at the Learning Centre or another appropriate venue where connection is uninterrupted.
 - Students who are absent during a virtual lesson, will need to provide evidence that they have completed the outcomes within a reasonable time as stipulated by the Nurse Educator.

3.10.2 Hours of Duty in the Clinical Setting

- You are expected to work normal unit hours which include weekends, public holidays and night duty.
- These hours will be determined by the Unit Manager and the Life Healthcare policy of **42 hours per week**.
- All clinical hours worked in the units must be promptly recorded on the Record of Clinical Hours form. The forms must be handed to the Learning Centre Administrator during the first week of every month for recording purposes.

3.11 Academic Freedom

Students and faculty of the academic community which forms the College are encouraged to explore and discuss ideas freely and fully.

3.12 Academic Honesty

You are expected to exhibit honesty in the classroom and clinical environments regarding homework, papers submitted and, in any assessments, and examinations. Any deviation from the ordinary such as an ‘open book test’ will be clearly explained to you by your educator.

Cheating is defined as submitting work for academic evaluation that is not your own, copying answers from another student during an assessment, using prepared notes or materials during an assessment or other misrepresentations of academic achievement submitted for evaluation. All work you hand in must be your own unless the educator indicates that it is considered group work.

Plagiarism in research writing and assignments are also considered cheating (LCL-WP-AS-010 Management of plagiarism).

The use of Artificial Intelligence (AI) is encouraged if used responsibly. It will be required that you disclose in what capacity you applied AI. If AI is used to create and submit an assignment as your own work, it will be considered as cheating. Speak to your NED to understand the parameters of AI use.

Identified cases of cheating will be considered serious offences and the Regional Education Manager &/or the educator will apply the Code of Conduct.

Please refer to the specific Assessment Policy related to your programme

3.13 Student's Right to Privacy

All reasonable measures are taken to uphold the requirements to personal information confidentiality as per the POPI Act. In the event of results being displayed on notice boards, only student numbers will be used for identification. No actual marks will be released to persons other than the College faculty and yourself.

3.14 Learning Material

3.14.1 Textbooks

You are required to purchase the compulsory prescribed textbooks before you commence the programme.

3.14.2 Study resources

The following study resources will be issued / made available to you during your induction:

- Module guide
- Study schedule
- Assessment schedule
- Clinical portfolio of evidence
- Work Integrated assessment tools
- Moodle access
- EBSCOhost access (online resources)
- Primal pictures & PALMS (online anatomy and physiology resource)

3.14.3 Photocopying

- Photocopying at the learning centre is limited to official learning material.
- Photocopying will be done by the administrator or under his/her supervision.
- Specific times for photocopying will be determined by each learning centre.
- Photocopying is for your own cost.

3.14.4 Resources

- Students will have access to the simulation room under supervision.
- Books may be loaned from the library through the Administrator for reference only.
- Students will have access to the computer room and the computer must be booked with the administrator ahead of time.
 - The computer room facilities are only to be used for academic purposes. No instances related to personal use will be tolerated
- Students will have access to:
 - Moodle access
 - EBSCOhost access (online resources)
 - Primal pictures & PALMS (online anatomy and physiology resource)

3.15 Extension and Deferral of Training

- Your educator will refer you to the relevant sections of the Extension and Deferral Policy (LCL-POL-GO-014).
- If your studies are extended, you will be required to pay an extension fee.

3.16 Academic Exclusion Policy

- Your educator will refer you to the Academic Exclusion Policy (LCL-POL-AS-004) for conditions under which you can be excluded from an academic programme.

3.17 Appeals Process

Your educator will refer you to the relevant sections of the Assessment Policy (LCL-POL-AS-007 or LCL-POL-AS-008) as well as the Appeals Policy (LCL-POL-TT-011) and Academic Appeal student guide (LCL-Guide-AS-002).

3.18 Lines of Communication

- You are encouraged to contact your educator if you experience any academic problems.
- For administrative queries, such as finances and documentation, contact the Administrative Assistant.
- Please attempt to keep communication to normal working hours.

Please adhere to the following lines of communication if you have a problem:

1. Contact your educator or Student Representative Council member (SRC). If you are not satisfied with progress, then:
2. Contact your Regional Education Manager. If you are not satisfied with progress, then:
3. Contact the applicable Programme Manager.

3.19 Work Integrated Experience and Accompaniment

Clinical facilities are approved by the SANC for the clinical placement of students registered with the College.

According to the philosophy and policy of the SANC on nursing education, students shall function as members of the health team with certain responsibilities from the commencement of the educational programme. The SANC also regulates the number of hours a student must be exposed to work-based clinical experience for each programme.

You will be allocated to various units in the clinical facilities in order to meet the requirements for the programme for which you are registered. The actual allocation of the number of hours beyond the SANC minimum requirements, is at the discretion of the College.

Work Integrated (clinical) hours will comprise of

- Role taking hours
- Experiential learning hours
- Clinical Accompaniment hours
- Simulation hours

You will be allocated to a Clinical Training Specialist (CTS) who will help you to meet the clinical course requirements. On allocation to a clinical facility, you will be introduced to the Nursing Manager, Nursing Standards Manager and the Clinical Training Specialist. You are expected to introduce yourself to the Unit Manager of each new unit you are allocated to.

Your responsibilities regarding clinical placement are as follows:

- Report to the unit manager prior to commencing your placement to determine hours and shifts to be worked
- Study learning outcomes to be met in the unit and establish specific learning outcomes for theory, practice and professional development for yourself
- Clarify any uncertainties with your clinical training specialist or nurse educator
- Attend scheduled clinical induction sessions (hospital and unit specific)
- Participate actively in learning activities
- Complete all procedures regarding clinical assessments
- Obtain signatures timeously and honestly as required
- Submit relevant documentation on determined dates
- Complete the student monthly individual development plan before moving on to a new unit and discuss with unit manager at the beginning of allocation period.
- Complete the record of clinical accompaniment form and submit to the Learning Centre Administrator after completing each allocation period.

3.20 Graduation Ceremonies

- To be eligible to participate in a graduation ceremony all programme requirements must have

been completed and the relevant examination passed.

- You will be allowed two guests at the ceremony, unless otherwise agreed by your Regional Education Manager.
- It is your responsibility to ensure that the Learning Centre Administrator has your correct contact details at all times.
- All accounts must be paid in full in order to receive a certificate.

3.21 Transcripts

- Transcript is a request for academic history to submit at any other education institution or application for overseas employments or studies.
- There will be a cost attached to each transcript generated.

3.22 Withdrawal and revocation of Qualifications and Certificate

The College maintains the right to withdraw and revoke qualifications and certificates in the following circumstances (Certification and Transcripts Policy LCL-POL-GO-000)

- If it is discovered within two years from the date of conferral that fraudulent or dishonest practices were involved in the processes leading to the qualifications and certificate issuance.
- If candidates have engaged in breaches of academic integrity, such as plagiarism, cheating in assessments or collusion

4 LEAVE

- In all cases of absence during your programme, the SANC and College policies regarding the duration of the programme will apply.
- Any leave (sick, annual, maternity, paternity or family responsibility) must be arranged with your educator. While in the clinical setting, short sick leave periods (2 days or less) may be arranged with the Unit Manager.

4.1 Annual leave

- The Regional Education Manager will allocate annual leave according to the programme schedule and Life Healthcare Annual Leave Policy [HR-POL-Leave 01] which is available on Gateway.

4.2 Sick leave

- It is your responsibility to inform your educator or Unit Manager if you are ill. A Doctor's certificate must be produced on return.
- Sick leave will be managed according to maximum of 12 calendar days and the Life Healthcare Sick Leave Policy [HR-POL-Sick Leave 07].

4.3 Maternity leave

- If you fall pregnant you must inform your educator as soon as it is known.
- Your educator will refer you to your Student Contract and the Student Pregnancy Policy (LCL-POL-GO-017)

In summary:

- A Doctor's certificate must be produced to the effect
- You may commence maternity leave according to the Basic Conditions of Employment Act as follows:
 - Four weeks before the date of birth; or
 - On a date from which a medical practitioner or a midwife certifies that it is necessary for your health or that of the unborn child
- You may not work for 6 weeks after the birth of the child, unless a medical practitioner certifies that you are fit to do so
- You must inform your educator in writing of the date on which you intend to go on maternity leave and when you will return from maternity leave.

4.4 Family responsibility leave

- A maximum of 3 days of family responsibility leave is permitted as per the Life Healthcare Family Responsibility Leave Policy [HR-POL- Family Responsibility Leave 03].

5 STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) is the body that represents all students following nursing programmes at the College. Any person registered as a student at the College may be elected to the Student Representative Council.

Responsibilities of the student representatives are to:

- Identify academic needs of students
- Disseminate information to the groups from faculty and administration
- Co-ordinate networking
- Co-ordinate social activities which you will be expected to assist with and attend
- Organize community involvement projects which you will be expected to assist with and actively participate in.

Your educator will refer you to the necessary information on Gateway.

| Student Representative Council | | |
|--------------------------------|-----------|-----------------|
| Name | Portfolio | Contact Details |
| | | |
| | | |
| | | |
| | | |

6 OTHER

6.1 Health Status

- You are responsible for your own health.
- It is imperative that you be vaccinated against Hepatitis B before commencing duties in the units.
 - You must provide evidence to your NED that you have obtained all three the doses
 - All three doses must be complete within 3 months after commencing the programme
- Proof needs to be provided to your educator that you have had this vaccination.
- Your educator will inform you of the process regarding an Injury on Duty (LCL-POL-GO- 006).
- You will be provided with personal protective equipment during clinical placements.

6.2 Accommodation

The College does not provide any accommodation to students.

6.3 Transport

Transport costs and arrangements needed for your learning experiences are your own responsibility.

6.4 Uniform / dress code

- Specific uniforms need to be worn when on duty for clinical hours and when in the simulation laboratory.
- These are for your own cost. Internal students have to wear the student uniform and not the corporate uniform.
- When attending class, students should continue to dress appropriately and professionally. Your educator will share the Life Healthcare Uniform Policy with you.

6.5 Student Support

The Life Health Solutions is accessible to you. It provides 24 hours a day, 365 days a year personal support and information service that you can call to help you with everyday situations and more serious concerns.

- The telephone number to call is **080 000 4770**
- SMS your name to **31581**
- You will be required to comply with the Academic Intervention Policy (LCL-POL-TT-003)

6.6 Identification Badges

The first ID badge will be provided by the college and must be worn at all times in the workplace and on college premises. Thereafter if you lose or damage the badge you will have to buy the badge. The badge must be worn at all times you are in the college or clinical area.

6.7 Malpractice Insurance / Indemnity (LCL-Pol-Go-012)

- All students registered as students with the College will have indemnity while engaged with learning activities in accredited facilities.
- Indemnity will expire once the student completes the registered programme

6.8 Loss of Personal Property

The College assumes no responsibility for the loss of personal property, instruments or materials by theft, fire or unknown causes.

6.9 Finance

The College reserves the right to adjust the tuition fees on an annual basis.

- Externally funded students are required to complete the payment of tuition fees within 4 months of commencement of the programme.
- All external students will receive an invoice for payment of fees.
- Internal students' tuition fees are funded by the relevant hospital.
- Sponsored student's tuition fees will be paid by the sponsoring hospital.
- HWSETA student tuition fees will be paid by the HWSETA.

6.10 Access and security

Students are expected to be familiar with the access stipulations for the learning centre. The Nurse Educator will orientate you to your learning centre's access and security processes.

Students are reminded that their safety and security, as well as the security of Life Healthcare property, is important and a no tolerance stance is implemented towards any student and/or visitor that impedes said safety and security.

7 PERSONAL REFLECTION & COMMITMENT

Reflect on your induction process and complete the following:

7.1 Write a statement of your commitment to yourself as you embark on this journey of ~~learning~~ **being**

7.2 Write a statement of your commitment to your peers in your education programme.
Share this with your peers.

7.3 Write a statement of your commitment to the profession. Share with your peers as your work as a group to formulate your commitment to present to the nursing management and staff at your Life Healthcare hospital.

7.4 Write a statement on your expectations of the education programme for which you are registered.

7.5 Write a statement of your expectations of the College (and Learning Centre specifically) and Clinical Practice. Please be prepared to discuss in a group.

8 PORTFOLIO OF EVIDENCE

Please complete the Proof of Orientation form. The original will be kept in your Portfolio of Evidence along with your above commitment statements. Give a copy to your educator

Your educator will explain the content, purpose and importance of the Portfolio of Evidence as it is a vital component of your training record.

Enjoy your studies!

The College Contact Details

1. Head Office

Physical Address: Life Healthcare Group (Pty)
Ltd
Building 2
Oxford Parks 203
Oxford Rd
Cnr Eastwood and
Oxford Rd
Dunkeld
2196

Postal Address: College
Private Bag X13 Northlands
2116

Telephone: 011 219 9000

Fax: 011 219 9001

Website: www.lifehealthcare.co.za

2. Learning Centres

| Learning Centre | Physical Address | Telephone Number |
|--------------------------------|---|--|
| Kwa-Zulu-Natal Learning Centre | 36 Essex Terrace Berea West Westville, 3629 | (031) 270 2205 Nozipho Mbatha |
| East London Learning Centre | The Hub, Bonza Bay Road Beacon Bay East London | (043) 704-3200 Lazarus Mogale |
| West Rand Learning Centre | 91 Leader Road Robertville Roodepoort 1709 | (087) 352 2729 Phumi Ntsele |
| East Rand Learning Centre | 15 Middlesex Street Springs 1559 | (011) 812 3960/1 Deborah Colam |
| Port Elizabeth Learning Centre | Ground Floor, Oasim North 78 Havelock Street Central Port Elizabeth 6001 | (041) 501-1851 Koelsum Fairbank |
| Pretoria Learning Centre | Room 6, Denneboom Office Park Cnr Lynnwood and Simon Vermooten Rds Die Wilgers Ext 14 Pretoria 0041 | (012) 816 8900 Lebogang Esther Pilane |
| Cape Town Learning Centre | 1 st Floor, The Park Park Lane Pinelands Cape Town 7450 | (021) 506 5340 Shaheeda Latief |

The Names and Qualifications of the College Staff**CENTRE:**

| Surname | Names | Qualifications |
|---|--------------|--|
| Berning National Education Manager | Briony | <ul style="list-style-type: none"> • MSc (Nursing) (UCT) • Bachelor of Nursing (UCT) • B Cur Hons Critical Care Nursing Science (Stellenbosch University) • Advanced University Diploma in Nursing Education (UCT) • Higher Certificate in Management (FPD) |
| Scheepers Clinical Education Manager | Mariana | <ul style="list-style-type: none"> • PhD (UP) • M Cur Advanced Neonatal Nursing Science (UP) • B Cur (NWU) • Diploma Education (UP) • Higher Certificate in Management (FPD) |
| Naude Emergency Care training specialist | Madeleine | <ul style="list-style-type: none"> • BA degree in Health Science and Social Services (Specialisation in Education) (UNISA) • Diploma in Critical Care (General) (UP) • 4-year Diploma Nursing (General, Psychiatry, Midwifery, Community) (SG Lourens College) • Certificate in Neonatology (UP) |
| Cassim Curriculum Development and Accreditation Manager | Nafiza | <ul style="list-style-type: none"> • M Cur (UKZN) • BA Cur Nursing Education & Administration (UNISA) • Diploma in Intensive Care Nursing Science (Entabeni School of Nursing) • Diploma in Midwifery (Peninsula Maternity) • Diploma in General Nursing (RK Khan) |
| Neethling Programme Manager | Adele | <ul style="list-style-type: none"> • D Phil Nursing (UNISA) • M Cur Education (US) • B Cur (UP) • Diploma Nursing Education (Stellenbosch) • Dip. Nursing management (Stellenbosch) |
| Espach Programme Manager | Juanita | <ul style="list-style-type: none"> • M Cur Nursing (NMU) • Diploma in Health Science Education (UNISA) • Diploma in Health Service Management (UNISA) • Diploma in Operating Theatre (RAU) • Diploma in General Nursing; Psychiatry; Midwifery • Community (Excelsius Nursing College) |

LEARNING CENTRE: Cape Town

| Surname | Names | Qualifications |
|---|--------------|--|
| Samlal Regional Education Manager | Yashmin | <ul style="list-style-type: none"> • M Cur Nursing (Stellenbosch University) • Post Graduate Diploma in Nursing Education (Stellenbosch University) • Diploma in General Nursing. • Higher Certificate in Management (FPD) |
| Radyn Nurse Educator | Margaretha | <ul style="list-style-type: none"> • Post Graduate Diploma - Education (SU) • Post Graduate Diploma – Critical Care (Adult) (SU) • B Cur Nursing (SU) • Assessor & Moderator |
| Nyezi Nurse Educator | Chumani | <ul style="list-style-type: none"> • M Cur Nursing – in progress (CPUT) • Post Graduate Diploma – Nursing Educator (SU) • B Cur Nursing (NMMU) • Assessor & Moderator |
| Van Papendorp Nurse Educator | Cristelle | <ul style="list-style-type: none"> • M Cur Nursing (SU) • B Cur Nursing (UNISA) • Post Graduate Diploma - Emergency Nursing (UP) • Admin & Education (UNISA) • Diploma in Nursing • Assessor & Moderator |

LEARNING CENTRE: East London

| Surname | Names | Qualifications |
|---|-------------------|--|
| Pillay Regional Education Manager | Thriscilla | <ul style="list-style-type: none"> • M Cur (Nursing Ed) University of Fort Hare • Diploma in Neonatology - University of Johannesburg • B Cur (Ed et Ad) University of Johannesburg • Diploma in General Nursing (Psychiatry, Community and Midwifery) (Frere Nursing College) |
| Swartbooi Nurse Educator | Gillian Stephanie | <ul style="list-style-type: none"> • B Cur Education and Administration (UNISA) • Diploma in General Nursing Science, Psychiatry, Community Health Nursing and Midwifery (Frere College) • Diploma in Public Health (UNISA) |
| Zondi Nurse Educator | Meluleki | <ul style="list-style-type: none"> • M Cur (Nursing Research) – UKZN • Bachelor of Technology (UKZN) |
| Zweni Nurse Educator | Sisilo | <ul style="list-style-type: none"> • M Cur Admission (NMU) • BA Cur Nursing Sciences (UNISA) • Diploma in Nursing (General, Psychiatry, Community and Midwifery) (Charlotte Searle Nursing College) • Advanced Diploma in Project Management (Cranefield College) |
| Schoeman Nurse Educator | Ida | <ul style="list-style-type: none"> • B Cur (Ed et Ad) (UNISA) • B Soc Sc General Nursing (Psychiatry, Community and Midwifery) (UFS) |

LEARNING CENTRE: East Rand

| Surname | Names | Qualifications |
|---|-------------|--|
| Tsatsane Regional Education Manager | Lehlohonolo | <ul style="list-style-type: none"> • M Cur-Nursing management (UP) • B Cur Ed et Admin with Advanced Mid & Neo Nursing (UJ) • Diploma in General, Community, Psychiatry and Midwifery Nursing science (S.G Lourencia Nursing College) |
| Bothoko Nurse Educator | Katlego | <ul style="list-style-type: none"> • M Cur-Nursing Science (NMU) • Advanced Diploma in Nursing Education (NMU) • B Cur general nursing, community, Psychiatry and Midwifery (NMU) |
| Sithole Nurse Educator | Busisiwe | <ul style="list-style-type: none"> • B Cur general nursing, community, Psychiatry and Midwifery (UJ) • B Cur - Degree in Education and management (UJ) |
| Ngwenya Nurse Educator | Florence | <ul style="list-style-type: none"> • B Cur Ed et Admin (NMU) • Diploma in General, Community, Psychiatry and Midwifery Nursing science (Chris Hani Baragwanath Nursing College) |
| Kgatle Nurse Educator | Motshabi | <ul style="list-style-type: none"> • B Cur Ed et Admin (UNISA) • Diploma in General Nursing (Netcare Academy) |

LEARNING CENTRE: KZN

| Surname | Names | Qualifications |
|---|---|--|
| Govender Regional Education Manager | Dhanasagree | <ul style="list-style-type: none"> • MA (Nursing Science) • B Cur Health Sciences Management and Education (UNISA) • Diploma in Nursing (Gen, Psych and Community) and Midwifery (RK Khan School of Nursing) |
| Ragavadu Nurse Educator | Rita | <ul style="list-style-type: none"> • M Cur (DUT) • B Cur Degree in Nursing Administration & Education (UNISA) • Diploma Medical and Surgical Nursing Science (Netcare) • Diploma in Nursing (General, Psychiatric and Community) and Midwifery (RK Khan School of Nursing) |
| Yvonne Beepat Nurse Educator | Nurse Educator Specialist – Critical Care Nursing | <ul style="list-style-type: none"> • M Cur (DUT) • B Cur Health Sciences Management and Education (UNISA) • Diploma in Medical and Surgical Nursing Science- Critical Care Nursing (AFROX College of Nursing) • Diploma in Nursing -Bridging Course (NETCARE Academy- St Augustine's Hospital) |
| Jacqueline Reddy Nurse Educator | Nurse Educator | <ul style="list-style-type: none"> • B Cur Degree in Nursing Administration & Education (UNISA) • Diploma in Nursing -Bridging Course (McCord's Hospital) |

Addendum 1

LEARNING CENTRE: Port Elizabeth

| Surname | Names | Qualifications |
|---|---------------------|--|
| Choonara Regional Education Manager | Shereen Mohammed | <ul style="list-style-type: none"> • M Cur Nursing (NMU) • BA Cur Nursing Education and Community Health Nursing Science (UNISA) • Diploma Occupational Health (UNISA) • Higher Certificate in Management (FPD) • Diploma Midwifery (Livingstone Hospital) • Diploma General Nursing (Somerset Hospital) |
| De Beer Nurse Educator | Maryke | <ul style="list-style-type: none"> • M Cur Nursing (Northwest University) • B Cur: Nursing Education; Nursing Administration (University of Johannesburg) • Diploma Neonatal Nursing (University of Johannesburg) • Diploma in Critical Care Nursing (Nursing College of the OFS) • Diploma General Nursing, Psychiatry, Community & Midwifery (Nursing College of the OFS) |
| Michaels Nurse Educator | Shamell | <ul style="list-style-type: none"> • B Cur Nursing Education; Nursing Administration (NWU) • Diploma in Advanced Midwifery and Neonatology (Lilitha College of Nursing) • Diploma in General Nursing; Psychiatry; Midwifery; Community (Charlotte Searle Nursing College) |
| Moolman Nurse Educator | Hester Carolina | <ul style="list-style-type: none"> • B Cur Honours: Medical and Surgical Nursing Science (Critical Care Nursing) (NMU) • Diploma in Nursing Education (University of Stellenbosch) • B Social Sciences: General Nursing; Psychiatry; Midwifery; Community (University of Free State) |

LEARNING CENTRE: Pretoria

| Surname | Names | Qualifications |
|---|--------------------------|--|
| Geldenhuis Regional Education Manager | Adele | <ul style="list-style-type: none"> • Nurse (General, Psychiatric and community) and Midwife (Ann Latsky Nursing college) • Nursing Administration-Northwest University • Nursing Education – Northwest University • M Cur in Education – UP • Assessor and Moderator |
| Schroeder Nurse Educator | Petronella Margaretha | <ul style="list-style-type: none"> • BA Cur Nursing Education and Community Nursing Science (UNISA) • General Nurse (SG Lourens) • Midwife (SG Lourens) • Orthopaedic Nursing (SG Lourens) • Community Nursing Science (UNISA) • Assessor and Moderator |
| Hattingh Nurse Educator | Naomi | <ul style="list-style-type: none"> • Diploma Education (UP) • B Cur (UP) • Post Basic Midwifery and Neonatal Nursing Science (RAU) • Diploma Midwifery (UP) • Diploma Psychiatry (UP) • General Nurse (Port Elizabeth Nursing College) • Assessor and Moderator |
| Du Toit Nurse Educator | Annelie | <ul style="list-style-type: none"> • B Cur (UP) – General, Psychiatric and Community and Midwifery – Northwest University • Post basic- nursing education & nursing management - University of Pretoria • M Cur Nursing education - University of Pretoria • Assessor and Moderator |
| Nare Nurse Educator | Neo | <ul style="list-style-type: none"> • B Cur – Northwest University • M. Cur Post basic psychiatric nursing - Northwest University • Advanced university diploma in nursing education – University of the Free state • MNSC – Northwest University • Assessor and Moderator |

LEARNING CENTRE: West Rand

| Surname | Names | Qualifications |
|---|--------------|---|
| Smit Regional Education Manager | Hetty | <ul style="list-style-type: none"> • B Cur I et A (UP) • Diploma in Critical Care Nursing (RAU) • Diploma in General Nursing (Community, Psychiatric) and Midwifery (Otto Du Plessis) • M Cur |
| Grunewald Nurse Educator | Chrystal | <ul style="list-style-type: none"> • B Cur I et A with Theatre Nursing Science and Education (UP) • B Cur (General, Psychiatry, Community and Midwifery) (UP) • Post Basic Pharmacology in Nursing |
| Fisher Nurse Educator | Eileen | <ul style="list-style-type: none"> • B Cur Ed et Admin - • Nurse (General, Psychiatric and Community) and Midwife; |
| Le Roux Nurse Educator | Christina | <ul style="list-style-type: none"> • General Nurse • Nursing Administration • Nursing Education |
| Meintjies Nurse Educator | Carolina | <ul style="list-style-type: none"> • Nurse (General, Psychiatric and Community) and Midwife • B Cur Ed et Admin • M Cur |

Student Finance Category Definitions:

1. Internal students

Internal students already in full time employ of Life Healthcare at the commencement of studies:
Student tuition fees are paid by the employing body on entering into an agreement with the student regarding conditions of work back period.

2. External students funded by Life Healthcare

Student tuition fees are sponsored in full by the Life Healthcare Hospitals in the region where the student is studying. An agreement is entered into between the sponsoring hospital and the student regarding conditions of work back period.

3. HWSETA sponsored students

HWSETA pays the student tuition costs.

4. External students

Liable for full payment of fees.



PROOF OF INDUCTION ON COMMENCE OF THE PROGRAMME

It is the student's responsibility to ensure that this document is completed with the relevant signatures.

| | |
|------------------------|------------------------|
| Student's Name: | Nurse Educator: |
| Programme: | |
| Start Date: | |

This form proves that the student has been orientated to the following:

| | Resource Person's Name | Action Date | Student Signature | Comment |
|---|------------------------|-------------|-------------------|---------|
| College | | | | |
| Organogram | | | | |
| Relational Practice-Based Model | | | | |
| Our Core Purpose | | | | |
| Our Vision | | | | |
| Our Mission | | | | |
| Our Values | | | | |
| Statement of Accreditation | | | | |
| College Governance | | | | |
| Learning Centre Staff | | | | |
| Community Involvement Projects (CIP) | | | | |
| Statement of Non-Discrimination | | | | |
| Student contract(s) was: | | | | |
| • discussed with you | | | | |
| • understood by you | | | | |
| • signed by you | | | | |
| • Copy given to you. | | | | |
| Programme fees was: | | | | |
| • Discussed with you | | | | |
| • Understood by you | | | | |
| Academic Information | | | | |
| Programmes Offered | | | | |
| Recognition of Prior Learning and and Credit Accumulation and Transfer Policy | | | | |
| Language Policy | | | | |
| Social media Policy | | | | |
| Right Reserved to Change | | | | |
| Learning Process | | | | |
| Assessment | | | | |
| • Policy and Process | | | | |
| • Assessment integrity guide | | | | |
| • Management of plagiarism | | | | |
| • Appeals Policy and Guide | | | | |
| Professional Socialisation | | | | |
| • Received a Passport to Nurse @ Life | | | | |
| Code of Conduct | | | | |
| Class and clinical attendance | | | | |
| Academic Freedom | | | | |
| Academic Honesty | | | | |
| Student's Right to Privacy | | | | |
| Learning Material handed out & explained: | | | | |
| Textbooks | | | | |
| • Module guide | | | | |
| • Study schedule | | | | |
| • Assessment schedule | | | | |
| • Clinical portfolio of evidence | | | | |
| • Work Integrated assessment tools | | | | |
| • Moodle access | | | | |
| • EBSCOhost access (online resources) | | | | |
| • Primal pictures & PALMS (online anatomy and physiology resource) | | | | |
| Photocopying | | | | |
| Resources | | | | |
| Extension and Deferral of Training process | | | | |
| Exclusion of Training process | | | | |
| Appeals Process | | | | |

Addendum 3

| | Resource Person's Name | Action Date | Student Signature | Comment |
|--|------------------------|-------------|-------------------|---------|
| College | | | | |
| Lines of Communication | | | | |
| Clinical Experience & Accompaniment expectations | | | | |
| Graduation Ceremonies process | | | | |
| Transcripts access process | | | | |
| Leave | | | | |
| Annual Leave | | | | |
| Sick Leave | | | | |
| Maternity Leave | | | | |
| Family Responsibility Leave | | | | |
| Applying for Leave process | | | | |
| Student Representative Council | | | | |
| The Constitution has been explained | | | | |
| Election of SRC member for the programme | | | | |
| Other: | | | | |
| Hospital Induction & Orientation | | | | |
| Health Status | | | | |
| Accommodation | | | | |
| Transport | | | | |
| Uniform Policy | | | | |
| Employee Wellness Introduction session (Life Health Solutions) | | | | |
| Identification badges | | | | |
| Malpractice Insurance / Indemnity | | | | |
| Loss of Personal Property | | | | |
| Finance | | | | |
| Access and security | | | | |
| Introduced to: | | | | |
| • Learning Centre Staff | | | | |
| • Nursing Manager | | | | |
| • Nursing Standards Manager | | | | |
| • Clinical Training Specialist | | | | |
| Canteen / tearoom facilities | | | | |
| Notice Boards | | | | |
| Access to Life Healthcare intranet portal: Gateway | | | | |
| Health and Safety orientation | | | | |
| College evacuation and disaster plan | | | | |
| Reflection & commitment to: | | | | |
| • Self | | | | |
| • Peers | | | | |
| • Services | | | | |
| Old Mutual Personal Financial Management Session: On the Money; or Debt Management | | | | |
| Life Skills Sessions (list below): | | | | |
| • Computer literacy | | | | |
| • Study skills | | | | |
| • BLS | | | | |
| • Care Training | | | | |
| • Protection of Privacy training | | | | |

I, _____ hereby declare, that I have been fully orientated to the College.

Student's Signature: _____ Date: _____
 Nurse Educator's Signature: _____ Date: _____

For Office use only:
 Filed in Learner's File by: _____