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Introduction

This handbook is for the use of students of the Australian Nursing and Midwifery Education Centre (ANMEC). It is used during induction and orientation sessions for new students. Following these sessions students should ensure that they continue to refer to this handbook for reference.

Students must have received and read this handbook prior to enrolment and are considered to be aware of its contents and agree to abide by the procedures contained within. Copies of [ANMEC Policies](#) can be accessed on the ANMFSA Learning website

About ANMEC

The Australian Nursing and Midwifery Federation (ANMF) has been established in various forms for over 100 years. There is a branch of the ANMF in all states and territories of Australia. The organisation has always had both an industrial and professional focus with education being part of its charter.

The Australian Nursing and Midwifery Education Centre is a service of the Australian Nursing and Midwifery Federation (SA Branch). ANMEC has a commitment to quality education for people, meeting the needs of clients of the health and community care sector.

Version control

The policies and this handbook are uncontrolled once downloaded. It is recommended that you regularly review the [ANMFSA Learning](#) website to ensure you access the current version.

Students at other sites

Students attending sites other than 191 Torrens Road, Ridleyton may need to adapt some information to suit their particular training location. Students must follow the organisational policies and procedures according to the particular site they attend.

Educational philosophy

To access ANMEC's latest educational philosophy, click on the link below:

<https://www.anmfsa.org.au/wp-content/uploads/2012/11/ANMEC-final-educational-philosophy-v8-0513.pdf>

Child Safety

ANMEC is a VET in schools provider and all staff adhere to the *Children's Protection Act 1993* and the ANMEC policy regarding Mandatory Reporting. Students need to be aware that at times there may be students under the age of 18 on the premises.

Facilities

The Australian Nursing and Midwifery Education Centre at Ridleyton, South Australia is a purpose-built state-of-the-art learning and teaching environment close to the Adelaide CBD.

Facilities include:

- skills and computer laboratories

- free on-line access to an electronic library
- a library collection and relevant up-to-date journal and Internet articles
- technology-based information systems, including Internet access
- WIFI

ANMEC is a bring your own electronic device education centre. Meaning if you have your own laptop, iPad or other device is it recommended that you bring it every time you attend training.

Contact details

Australian Nursing and Midwifery Education Centre
191 Torrens Road
Ridleyton SA 5008

PO Box 861
Regency Park BC SA 5942

Phone (08) 8334 1900

Fax (08) 8346 2093

E-mail training@anmfsa.org.au

Web www.anmfsa.org.au (full access to SA members and students only)

Opening hours

ANMEC is open from 8.30 am to 5.00 pm Monday to Friday.

ANMEC Organisational Chart

The current [organisational chart](#) can be found on the ANMEC learning website.

Parking

A car park for students is available at the rear of the building. Students must not:

- park in any area that is not a car park (for example, driveways, lane or ramp)
- park under the building (the underground parking area is reserved for use by ANMF (SA Branch) staff).

There are 2 disability car parks located next to the building entry ramp. **Please do not park in these without a permit.**

The property has automatic gates which open Monday to Friday at 7.30 am and generally close at 6.00 pm each night.

If a car is to be left in the car park overnight, reception **must** be advised.

Pedestrian access

The ANMF (SA Branch) wants to ensure the safety of pedestrians whilst they are accessing ANMF (SA Branch) property. Therefore, students should not use the driveway as a walkway.

- During normal business hours of 9.00 am to 5.00 pm general access to and from Torrens Road by students on foot should be through the door at the front of the building.
- The allocated parking bays and bitumen roadways at the rear of the building are for use of cars and this area must be clear of people. Students wanting to sit or stand outside during breaks should utilise the area under the sail. Another area is located at the front of the building.

Pedestrians and drivers should take care at all times.

Safety issues

Please report any hazards immediately to an educator or reception.

Any injury should be reported immediately to an educator or reception. An incident and injury form should be completed and returned to reception immediately after the event.

Security

CCTV (closed circuit TV) is installed and recording at all times in common areas, the library and the skills lab.

Never leave wallets, purses, money, mobile phones or other valuables unattended or in an empty classroom. Lockers are available free of charge for short-term use and keys may be obtained from reception. **ANMEC takes no responsibility for students' belongings or money which has been left in an unsecured area.**

Students are not able to access ANMF (SA Branch) office and administration areas. However, there are several meeting rooms available to meet individually with an educator/course coordinator.

ID cards

Students are supplied with photo ID cards at the beginning of their course. Students must wear their ID cards at all times whilst attending ANMEC and during placement unless otherwise advised.

Emergency procedures

In an emergency, use the phones located in the training rooms to contact reception by dialling 900 between 9.00 am and 5.00 pm. Phones in the training rooms are for emergency use only.

Fire and evacuation procedure

Emergency procedures are displayed throughout the building. Students will be advised of the fire and evacuation procedures on their first day.

When the fire alarm sounds, students must obey the instructions of the fire wardens.

- Go to the designated assembly point.
- Do not stop to collect belongings.
- Move quickly but calmly.
- Crawl if rooms and corridors are full of smoke.
- Do not use the lift.
- Do not leave the assembly point until given permission to do so by fire wardens.
- Do not re-enter the building until told to do so by fire wardens.
- Do not return to the fire with an appropriate fire fighting appliance unless trained to use that appliance.

Dangerous behaviour procedure

When a person's behaviour is a physical threat to self or others

- always maintain safety of self and others
- do not confront the person
- leave the room immediately if possible or move out of reach of the person
- notify on-site educators as quickly as possible

Management of injury and illness

Immediately notify the educators.

Ensure safety of self and others.

If the person is unconscious or appears to have a significant injury, phone an ambulance on 000 and contact reception immediately (dial 900).

If any qualified or competent persons are present they may commence CPR or life-saving first aid as required. All other first aid management must be provided by qualified ANMEC staff.

Students must consult a staff member before accessing a first aid kit.

First aid kits

First aid kits are available at reception.

Policies

ANMEC's policies have been endorsed by the ANMF (SA Branch) and authorised by the Secretary/CEO ANMF (SA Branch).

Policies cover a wide range of areas concerning students including

- code of behaviour
- facilities
- course participation
- course payments and refunds

An electronic copy of the Policy Manual is available for students' use on the [ANMEC Learning website](#). Students have responsibilities in accordance with the policies and therefore should ensure that they read the Policy Manual on the website to ensure that are accessing the current version.

Smoking

Students should be aware that the Australian Nursing and Midwifery Federation (SA Branch) which incorporates ANMEC is a smoke-free environment. Smoking is prohibited in any part of the facility and grounds which includes all buildings, garden areas, front and rear verandahs, seating areas and cars located in the car park.

Inclusive language

ANMEC is committed to the principles of equal opportunity and the recognition of diversity, different cultures and beliefs. ANMEC promotes the use of inclusive language in both spoken and written communication and assessments.

Inclusive language acknowledges the individuals which make up a group and avoids the use of stereotypes, assumptions and the use of language which demeans others.

Except where differentiation is necessary to make a specific point, use language which includes and respects individuals.

Consider the following examples.

- “Car parks are available for people with a disability” (not the disabled, the handicapped).
- “The staff in reception” (not the girls in the office) will accept their student placement assessment submissions.
- “A student must complete their (not his) own work.”
(Note that her/his is also possible. However, if this is used it should be alternated with his/her.)
- “These students (not guys) are returning to class.”

In general, avoid statements which include 'all', such as –
All people from [a place, a group] behave like that.

Facilities at ANMEC

Library

The ANMF (SA Branch) library supports financial ANMF (SA Branch) members, staff and current ANMEC students with a specialised library service and contemporary clinical resources. Services also include internet access, computer use, printing and photocopying facilities, and interlibrary loans from participating libraries. Library staff offer support within library hours on using library resources, information technology techniques and basic literacy skills. Library staff may be contacted by e-mail library@anmfsa.org.au or phone 8334 1969.

Computers

Several computers are available in the library for students to use. Computers are accessible when the library is open. These computers

- support basic functions such as word processing and internet searches
- provide access to policies, powerpoint presentations and lecture notes
- provide a folder in which students may store course-related material.
- Provide access to Moodle, bookings are essential. Use the library contact details above to book.

ANMEC takes no responsibility for data which students store on the computers.

Students must not:

- download any programs from the internet
- alter the settings on the computers
- use computers for any purposes other than those related to their course of study.

Students who abuse computer privileges will be barred from further computer use.

Printing and copying

The computers in the library are networked to a printer/photocopier. Students may add funding to their ID cards for use when photocopying or printing in the library. Students should speak to

- library staff for assistance with photocopying and printing
- reception staff to add funding to their ID cards.

Copyright

It is the responsibility of students to ensure that they do not infringe Commonwealth or State Laws. Australian copyright law is contained in a piece of federal legislation called The Copyright Act 1968.

If copyright permits, students may download copies of internet files onto memory sticks. Students must supply their own memory sticks.

Most of the documents provided on Moodle for use by current students of ANMEC are copyright. Students may print or download these documents for private use only.

Kitchen, food and drink facilities

Students are responsible for:

- keeping the kitchen tidy
- loading and unloading the dishwasher
- maintaining the kitchen with regard to cleanliness and hygiene

Students are responsible for bringing their own meals and snacks. There are also food outlets within easy walking distance and a vending machine in the reception area.

Two microwaves are available for use. A refrigerator is available for storage of food and drinks on a daily basis. Any food or drinks left in the refrigerator at the end of the week will be removed.

Food waste and containers are to be disposed of in the bins in the kitchen. Fluid containers must be emptied before being put into bins.

Filtered water is available for drinking. Fluids taken into the classroom should be in a sealable container.

A coffee vending machine is available in the kitchen. The disposable cups are for use only with the coffee machine.

ANMEC advise students to bring their own cutlery if required.

Dining area and outside seating

Students are not to consume food in the classrooms or the library.

Dining areas for students are adjacent to the kitchen. Students using any of these areas are responsible for cleaning up after themselves.

An outside seating area available for ANMF (SA Branch) staff and ANMEC students is located directly through the back exit stairs at the end of the corridor where the toilets are located. Please note that students may exit through this door to the outside seating, but are required to re-enter the building through the main doors. **The EXIT door must not be propped open at any time as this contravenes security protocol and fire regulations.**

Please do not sit in any area that is immediately adjacent to traffic laneways.

Studying at ANMEC

First day of course

The first day of a course will include an orientation as well as some administrative tasks.

Students should bring

- writing materials for note-taking
- laptop or tablet
- textbook/s (if applicable)
- dictionary (if applicable)

Orientation

Orientation will include

- staff and student introductions
- emergency evacuation procedures
- a tour of ANMEC
- an introduction to policies
- an outline of the course
- information about financial commitments
- photos taken for ID cards
- ordering of ANMEC clinical placement shirts
- establishment of group norms

Teaching strategies

Information may be delivered using a wide variety of strategies. The emphasis is always on learning, maintaining interest and participation. Strategies may include

- lectures
- self-directed learning
- on-line learning
- problem-solving activities
- reading
- role plays
- demonstration
- project based activities

Classroom behaviour

Students are expected to demonstrate a commitment to their own learning and the learning of others by:

- attending and concentrating on the task at hand
- thinking actively about new information and ideas when presented
- sharing their own relevant experiences
- listening quietly, actively, respectfully and with an open mind
- participating in group work
- encouraging others to participate and speak

- praising others and avoiding put-downs
- mobile phones must be switched off or set to silent/vibrate during class time, if you are expecting an urgent call.

A laptop or tablet may be brought into a classroom by a student for note-taking purposes and to access training materials and resources being used in class. The laptop must be run on battery.

Some of the content covered in classes may challenge strongly held beliefs. When beliefs are debated it is very important that:

- difference and diversity are respected
- the right of individuals to maintain or change their beliefs is respected
- debate remains impersonal
- agreement to disagree is negotiated when agreement is not possible

Dress code

The nature of health care work often requires the health care professional to work in close physical proximity to both clients and co-workers. It is important that the health care professional is aware of their responsibility for personal hygiene and grooming with regard to Workplace, Health and Safety (WHS) Legislation, infection control and organisational dress code standards.

While attending classes at ANMEC, students are encouraged to wear the polo shirt with ANMEC emblem or neat casual dress and appropriate footwear suitable for skills training. Students should also wear their ID badge.

Uniform for clinical/work placement

Personal appearance must be professional at all times and the ANMEC badge must be worn for identification purposes. Uniforms are compulsory and must be clean and in good repair. The uniform includes:

- ANMEC polo shirt
- appropriate navy or black trousers or culottes
- navy cardigan or vest (not to be worn when engaging in client care)
- comfortable, closed and non-slip black or navy shoes

Trainees will be required to wear the uniform designated by their employer when at work.

In addition:

- hair must be neat and clean
- hair below the collar must be tied back
- fingernails must be short, clean and unvarnished (acrylic nails are not acceptable)
- except for a single plain ring and one pair of plain stud earrings or sleepers, no jewellery is to be worn
- students must have a watch with a second hand (fob watches are ideal, wrist watches are acceptable but must be removed during client care)

Personal hygiene

Personal hygiene includes attention to

- body odour
 - regular showers and use of deodorant
 - avoid using strong perfumes or aftershave

- mouth odour
 - clean teeth
 - use mouth spray or breath freshener after smoking
 - be aware of food odours which linger on the breath
- hair care and facial hair
 - hair must be neat and clean
 - hair below the collar must be tied back
 - facial hair kept neat and trimmed
- clothes
 - clothing must be clean
 - be aware that clothing will carry odours such as cigarette smoke or food odours from cooking in confined spaces
- shoes
 - do not remove shoes in class room

Attendance

Attendance is a significant part of study and provides:

- important information
- interaction with others
- discussion of ideas

Some classes also contain hands-on experience or assessment.

With the exception of students who have specifically enrolled into distance-learning courses, students are expected to attend programmed classes unless prior alternative arrangements have been made in writing with the Course Coordinator.

ANMEC should be notified as soon as possible of absences due to unavoidable reasons. Educators may ask for documentation to support the claim of unavoidable absence.

Additional fees will be incurred when persistent non-justifiable absences create an additional workload for educators.

Students absent without notification for a period of 2 months (60 calendar days) or more will be deemed to have abandoned their study and will be withdrawn.

Requirements to receive the qualification

In order to successfully complete the course, students are required to:

- successfully complete all summative assessment items
- demonstrate competence in all clinical skills either in a simulated and/or clinical environment
- attend no less than 80% of any course unit or, where approved, complete work set in lieu of attendance and
- successfully complete all allocated clinical placements making up absences of greater than two days as required

Leave

Students must advise their Course Coordinator in writing of any planned leave. Before taking leave during teaching time students should consider the possible impact on their study and the possibility of incurring additional fees (for example, due to missed work essential for clinical/work placement).

Programs

Students are provided with programs at the beginning of their course. Updates to these programs will be posted on the noticeboard and in Moodle. It is the responsibility of students to check the posted programs regularly for changes.

Course breaks

Course breaks are scheduled at appropriate places in the course program. Where possible some course breaks will be programmed over the school holidays, especially at the end of the year.

Meals and breaks

If a session lasts more than 1½ hours a break will be given approximately halfway through the session. Students are requested to return to class within 15 minutes or at the time requested by the educator. For classes over an entire day a lunch break of no less than 30 minutes and no greater than 1 hour will be programmed.

Training locations

Some visits to external organisations may be scheduled. These will be clearly indicated on programs and students will receive printed or emailed electronic information about times and locations well ahead of these visits.

Students may be requested to organise their own transport to different locations. In some cases transport may be provided.

Fees

Fee-paying students pay course fees as documented by ANMEC on their website www.anmfsa.org.au/learning/courses. It is important before enrolment into a course is taken that you understand and agree to the payment schedule set out for the course you have enrolled in.

This does not apply to students accessing VET Fee Help.

Incidental fees

Incidental fees are not part of the cost of the course and are the responsibility of the student. This applies to fee-paying students, employer-funded students, trainees and students whose fees are paid through government funding.

The incidental fees may include:

- replacement of badges and ID cards \$15.00
- replacement of course materials such as logbooks or handbooks \$15.00
- additional marking \$45.00 per hour
- additional clinical placements \$500.00
- late payment of fees \$20.00
- work-in-lieu of class attendance \$35.00
- re-enrolment in a unit of competency (see unit costs on the website)
- Late fee \$35.00*

* Late fee applies when a student requests not to be assessed on a set assessment day and requests to have their assessment rescheduled to a later date due to extenuating circumstances .

Assessments will be rescheduled when mutually convenient for the student and assessor within a reasonable timeframe.

Cheating and plagiarism

Cheating and/or plagiarism in any form will not be tolerated. Students who assist other students to cheat will be deemed to have cheated themselves. Cheating and persistent plagiarism can result in the student's expulsion from the course with no refund of fees.

Students accused of cheating or plagiarism will be given the opportunity to respond to the allegations in accordance with natural justice.

Cheating may take many forms including but not limited to:

- a student copying the work of other students
- a student allowing other students to copy their work
- a student working in a group and not contributing
- a student accessing websites to use writers to write their assignments for them

Plagiarism is

- the direct copying of another author's work without recognising it as a quote and or acknowledging the author
- rewording another author's work and not acknowledging the source of the information
- claiming an idea as one's own when it was first arrived at by another – this includes accessing websites for the purpose of sourcing assignment writers

It may be a requirement of some assignments that students work together. In this case the names of all students who worked on the assignment would appear on the assignment and coversheet. This is not cheating or plagiarism.

National recognition/Credit Transfer

ANMEC is obliged and committed to recognise the qualifications and statements of attainment issued by any Australian Registered Training Organisation (RTO) and to ensure that students are granted national recognition where appropriate evidence is provided. National recognition only applies for a unit with the same unit code.

Recognition of prior learning (RPL)

Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit (Australian Qualifications Framework Second Edition January 2013)

Application for RPL must be made prior to or on commencement of the course or unit of competency. RPL assessment and any further training will be based on a predetermined fee for service.

Confidentiality and privacy

ANMEC will safeguard the privacy of staff and students and maintain confidentiality of personal information. ANMEC expects students to respect the privacy of others and to maintain confidentiality where appropriate.

A student may gain access to their file by making a request in writing and by providing personal identification. A student may request, in writing, the correction of inaccurate or misleading information contained in their records.

Materials such as marked assignments, logbooks and correspondence will only be returned to the individual student. Students may not collect work belonging to another student.

Complaints and appeals

ANMEC has a complaints policy and an appeals policy. Please refer to the Policy Manual. The appeals process is available on Moodle in the student hub.

Students should refer to their course coordinator in the first instance. If they wish to pursue their issue further they should make an appointment with the ANMEC Education Coordinator.

At any stage, students are welcome to discuss their issues with the Training Advocate, telephone 1800 006 488 (toll free), e-mail trainingadvocate@sa.gov.sa.gov.au, web www.trainingadvocate.sa.gov.au.

Communication

Contact reception to:

- speak to administration staff
- make appointments to see educators and course coordinators if you cannot contact them directly

Forms, messages for staff must be submitted through email either directly to the person you wish to speak or reception staff on the ground floor.

ANMEC's preferred form of communication with students when not on-site is by e-mail.

Phones located in the main classrooms are to be used only for an emergency or when given authority to do so by an educator.

Assignments are submitted via Moodle. See the Moodle Learning Management System relevant to your course for more information.

External support

External counselling may be required and is accessed through:

Davidson Trahaire Corpsych

1300 360 364

Correspondence

Documents for students including messages and mail will be distributed in class if not via email directly to the student. In some instances, letters may be mailed to a student's postal address or via email.

Marked assignments are accessible on Moodle.

Noticeboards

Information relating to courses, programs and any other relevant information is posted on the noticeboards located in the main corridor on the ground floor or via email or Moodle. Information is managed by ANMEC staff.

The noticeboard in the student dining area is available for students to use. Please ensure that notices clearly provide a name with contact details and the date the information is placed on the board. Please remove any notices that are no longer current.

Information updates required from students

Students must inform ANMEC of changes to their contact details as soon as is practical. This can be done by updating your details on the website www.anmfsa.org.au student login area.

Students whose funding is linked to their employer must notify ANMEC in writing within 5 working days of any change related to their employment.

Forms

Forms for use by students are kept in the ground floor kitchen and on Moodle. These include:

- accident, illness or incident notification
- application for extension
- request for work-in-lieu

Messages for students during class time

Messages for students may be left at reception. If it is necessary to interrupt a class, this will be done by ANMEC staff. People other than ANMEC staff are not permitted to interrupt classes.

Clinical/work placements

For most courses, students are required to undertake clinical work/placements as a part of their course. Clinical/work placements will be arranged for students by ANMEC and/or Clin Ed SA. Attendance at clinical placement is compulsory. Students absent from the clinical placement will be required to make up the time missed and may jeopardise their completion date.

Students should make ANMEC aware of anything which could affect their ability to study and/or undertake their clinical/work placements.

Students must provide a sickness certificate for leave of absence during clinical/work placement. Additional placement hours due to periods of absence during clinical/work placements must be by negotiation with the clinical facilitator.

A **“Clinical Placement Handbook”** is available on Moodle and should be read prior to placement as it contains further detailed information.

Students who do not achieve the required level of knowledge and skills during classes may not proceed to clinical placement. This includes successful completion of all required assignments/assessments.

Clinical placement skills and practices

Prior to beginning their clinical placement, students must have current:

- senior first aid certificate (Diploma of Nursing students)
- immunisation status that meets requirements of SA Health – see Immunisation Section
- advanced first aid certificate (Diploma of Nursing students)
- competency in manual handling
- national police certificate
- AHPRA student registration (Diploma of Nursing students)
- blood safe e-certificate (Diploma of Nursing students)
- handwashing e-certificate

Students will have been assessed in WHS workplace practices in the ANMEC skills laboratory prior to commencing their first placement.

For Diploma of Nursing students only: Prior to the acute care placements, students **must achieve 100% for the drug calculations assessment** and achieve competency in units delivered prior to their placement.

Completion of assessments - all students

If a student does not demonstrate competence in an assessment, the educator and/or assessor will provide the reasons why the performance criteria were not met in the relevant unit of competency. The student will then be required to resubmit or reattempt the assessment.

If a student fails to demonstrate competency in an assessment on three consecutive occasions the student will be counselled regarding their progression in the course. Students may be encouraged to join another group to consolidate their learning or complete other learning pathways to support their successful completion of their program.

The Manager, Industrial and Education Services may elect to charge the student an additional fee for any subsequent assessments for the same competency or part thereof.

See section on **Assessment** in this handbook.

Diploma of Nursing Students Only:

Units of competency achieved (Academic Pass / successful completion of all assessments / assignments units) prior to each placement

Aged care placement

| | |
|------------|--|
| HLTAP401B | Confirm physical health status |
| HLTEN401B | Work in the nursing profession |
| HLTEN508B | Apply reflective practice, critical thinking and analysis in health |
| HLTEN509B | Apply legal and ethical parameters to nursing practice |
| HLTFA311A | Apply first aid |
| HLTFA412A | Apply advanced first aid |
| HLTIN301C | Comply with infection control policies and procedures in health work |
| HLTWHS300A | Contribute to WHS processes |

Acute care placement

| | |
|-----------|---|
| HLTAP501C | Analyse health information |
| HLTEN502B | Apply effective communication skills in nursing practice |
| HLTEN503B | Contribute to client assessment and developing nursing care plans |
| HLTEN504C | Implement and evaluate a plan of nursing care |
| HLTEN505C | Contribute to the complex nursing care of clients |
| HLTEN506B | Apply principles of wound management in the clinical environment |
| HLTEN507C | Administer and monitor medications in the work environment |
| HLTEN512B | Implement and monitor nursing care for clients with acute health problems |
| HLTEN513B | Implement and monitor nursing care for clients with chronic health problems |

- HLTEN519C Administer and monitor intravenous medication in the nursing environment
- HLTEN611B Apply principles of diabetic nursing care

Mental health placement

- CHCORG627B Provide mentoring support to colleagues
- HLTEN510B Implement and monitor nursing care for consumers with mental health conditions
- HLTEN511B Provide nursing care for clients requiring palliative care
- HLTEN515B Implement and monitor nursing care for older clients
- HLTEN516B Apply understanding of the Australian health care system
- HLTHIR403C Work effectively with culturally diverse clients and co-workers
- HLTHIR404D Work effectively with Aboriginal and Torres Strait Islander people

Student Registration

All students undertaking a Diploma of Nursing must be registered with the Australian Health Practitioner Regulation Agency (AHPRA) at the commencement of their course. Students must be medically fit to provide nursing care and be a fit and proper person to be registered with AHPRA. ANMEC will provide relevant details, taken from student enrolment forms, to AHPRA for student registration. Student registration ends when a student completes or otherwise ceases to be enrolled in the Diploma of Nursing. The obligation for reporting rests with ANMEC to advise AHPRA of students who complete or withdraw from their studies.

Immunisation

While ANMEC recognises the rights of students to refuse immunisation, students should understand that all SA health facilities now require written proof of required immunisation prior to placement. As a rule students who do not meet the requirements will be refused a placement. In most cases, inability to attend placement will mean you cannot meet the requirements of the program. Required documentation is available in your Student Placement Logbook and must be completed and presented at least four (4) weeks before placement.

The *Immunisation guidelines for health care workers in South Australia* developed and implemented by the Government of South Australia Department of Health are available at <http://www.health.sa.gov.au/pehs/immunisation-index.htm> . Students must adhere to this guideline.

Students are advised to read the *Nursing and Midwifery Student Clinical Placement Orientation Package* at http://www.nursingsa.com/nursing_studentplace.php prior to their first placement.

National Police Certificates

All health venues require students on clinical/work placements to produce a National Police Certificate. Aged care organisations are required by law to check a student's National Police Certificate.

The National Police Certificate is not a criterion for entry into an ANMEC course. However, if a student's police record is such that they will not be accepted by a host employer for essential clinical/work placements, they will be unable to demonstrate knowledge and skills in the workplace as required by national standards associated with training. Consequently the student may fail to gain the qualification that they seek.

Applying for a National Police Certificate

Commencing students, who will be required to undertake a clinical placement as part of their course, need to demonstrate a satisfactory criminal history clearance. This is a requirement of most South Australian clinical placement providers as a result of government legislation and policy.

Criminal history clearance checks are now undertaken by the Screening Unit of the SA Department for Communities and Social Inclusion (DCSI) upon application submitted by students via Australia Post. DCSI will assess each student's criminal record and provide the student with a clearance certificate and ANMEC with a confirmation of clearance.

It is **your responsibility to acquire** your Criminal History Clearance certificate and take it with you to all clinical placements. You should obtain your clearance certificate as soon as possible upon commencing your program. If you do not have a clearance certificate you will not be allowed to attend the placement.

Steps required to obtain a Criminal History Clearance:

1. Print off the Criminal History Clearance request forms from your Moodle site.

Page 5 of the form has been completed by the Course Coordinator as your 'requesting officer'

2. Fill in the application form and print. All sections of form must be completed before lodging with Australia Post for payment.
3. Take the completed form to an Australia Post Office with **100 points of ID**, originals and photocopies (point values are listed on the form). ANMEC **does not** undertake 100 point identity checks - you must refer to a Justice of the Peace/solicitor/police officer for the identity check.
4. Submit form and pay the student placement fee.
5. DCSI will post your clearance certificate letter to your nominated postal address once you are cleared.

A confirmation email will also be sent to the requesting officer from ANMEC. If your clearance is not granted, the circumstances will be fully evaluated by the Education Coordinator and Course Coordinator and the outcome will be discussed with you.

Further information can be obtained from [DCSI Website](#)

If certificate is not obtained before clinical placement

If you do not have a valid criminal history clearance you will not be allowed to attend the clinical placement and will be at risk of not being able to complete your Program (as clinical placements are a compulsory component of the Program).

Timeframes

All students must have clearance 2 weeks prior to commencing their first placement.

Clearances generally take approximately five working days but can take up to 4 weeks if there is an issue.

Process if there is issue with clearance

If DCSI does not grant you clearance, the circumstances will be fully evaluated by the Education Coordinator and Course Coordinator and the outcome discussed with you.

Confidentiality

As DCSI conducts the checks, ANMEC does not view your criminal record. Any emails issued by DCSI to the requesting officer from your Program will only be used for the purposes of managing placements.

Duration of Clearance Certificate

Whilst the duration of a criminal history clearance is 3 years a number of clinical placements are requesting that the criminal history clearance is renewed yearly. Therefore, **it is the student's responsibility for ensuring their criminal history clearance is less than 1 year old prior to Placement.**

Feedback

In order for ANMEC to maintain the quality of delivery, students are periodically requested to provide feedback in relation to training and assessment.

Language, Literacy and Numeracy

Support mechanisms available to students

Support is available to any student who needs assistance in understanding assessment requirements. ANMEC also provides support with language, literacy and numeracy – see list below. Please contact your educator or course coordinator if you need assistance.

Language Strategies –

- Verbal Scenario based supported learning
- Practice Verbal Communication Skills – Handover
- Plan extra time for assessments
- Practice and simulate assessment environment
- Certificate IV in English Language Studies
- Support in understanding and interpreting medical Acronyms / Abbreviations
- Extra Skills Laboratory Sessions on Communication Strategies
- Work provided for self directed learning support

Literacy Strategies –

- Support Writing Case Notes
- Practice and simulate assessment environment
- Practice Documenting in Medication Charts
- Mentor support to write on whiteboard Clinical Data, Observations, Signs & Symptoms
- Support in understanding and interpreting medical Acronyms / Abbreviations
- Extra Skills Laboratory Sessions on Communication and Documentation Strategies
- Work provided for self directed learning support

Numeracy Strategies –

- Supported assistance in understanding and completing Maths Skills
- Assisted numeracy website training
- Medication Calculation assessment in classroom with whiteboard
- Practice and simulate assessment environment
- Mentor support to write on whiteboard Clinical Data, Observations, Signs & Symptoms
- Extra Skills Laboratory Sessions on Medication Calculation Strategies
- Extra Library Computer Based Sessions on Communication Strategies
- Work provided for self directed learning support

For all students

Students undertaking a qualification at the Australian Nursing and Midwifery Education Centre (ANMEC) are required to undertake a numeracy and literacy assessment prior to acceptance into the course. ANMEC is committed to the provision of equal opportunity for students with special needs through reasonable adjustment to teaching, assessment, access and physical accommodation within the limits created by the student's capability to perform the job role of the qualification they are seeking, funding or fees provided to support the student placement.

ANMEC staff are committed to monitoring, recording and assessing the course progress of each enrolled student to ensure they are able to complete their training within their enrolment period.

To support our students we have processes in place to ensure ongoing support is offered:

- Language, Literacy and Numeracy learning plans
- Mentors assigned
- Arrangements for Language, Literacy and Numeracy support with TAFE SA
- Students can access Language, Literacy and Numeracy Program where they will be assessed and assisted.
- If they are unemployed or work less than 15 hrs per week this service is free.
- If they work more than 15 hrs per week there may be a fee for service.
- TAFE offer this program at Currie Street, (City campus), Port Adelaide, Regency Park, Elizabeth, and Salisbury.

Email: LLNPMetro@tafesa.edu.au

- Professional Education Academic Requirement (PEAR) can assist with support with study techniques, writing, grammar, reading, speaking and other areas of study.
- PEAR is also able to support students in preparation for their IELTS.

Website: www.pear-edu.com.au

Applying The Australian Core Skills Framework to Diploma of Nursing

The role of ANMEC is to support students reach their potential to be employed as an Enrolled Nurse contributing to both the health sector itself and the clients/residents they will be nursing.

It is the intention of ANMEC to have all students reach the minimum Level 3 as is identified by the Australian Bureau of Statistics who regard this level as the “minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy” (p.5, *Australian Bureau of Statistics 4228.0 - Adult Literacy and Life Skills Survey, Summary Results, Australia, 2006*).

While it may be that Level 3 is the entry minimum for Diploma of Nursing students it is envisaged that the students will achieve a high Level 4 (or above in some particular areas of the core skills) by the completion of their course. By reaching Level 4 it enables the student to be better prepared for the workforce with far reaching benefits for both the student and the wider community (The Australian Core Skills Framework, 2011).

The five core skills of Learning, Reading, Writing, Oral Communication and Numeracy can be applied to the Diploma of Nursing.

The Australian Core Skills Framework (ACSF) describes levels of performance in the five core skills of:

- [Learning](#)
- [Reading](#)
- [Writing](#)
- [Oral Communication](#)
- [Numeracy](#)

Currently ANMEC provide all applicants interested in the Diploma of Nursing with a Language, Literacy and Numeracy test that requires a pass rate of 55%. The LLN test endeavours to identify the skill level of the applicants by assessing;

- general reading skills,
- the ability for the applicant to follow simple instructions,
- the ability for the applicant to perform mathematical tasks that require addition, subtraction, division and multiplication
- assessing reading, writing, spelling and comprehension
- the ability of the applicant to write in free-text providing a personal overview of why they want to undertake the Diploma of Nursing which highlights their skills in reading and writing that would include grammar and punctuation.

The test scores are calculated with the results added to the scores generated by the following supporting information;

- completion of the application form
- level of education
- work history
- life experience and volunteering

Applicants who do not achieve the baseline requirements are encouraged to seek out the services of agencies that support their learning as well as recognised websites such as <http://www.mathsisfun.com/numbers/index.html>

The applicants are encouraged to reapply for the next intake.

It is imperative that the applicants achieve the baseline Level 3 at entry into the course, to enable appropriate study to work as an Enrolled Nurse capacity as stipulated in the five core skills highlighted below.

The LLN test relates to the actual ASCF Framework indicators and the required knowledge and skills needed for the role.

While students will achieve a Level 3 upon entry into the course, they would be encouraged to work to a higher level as they gain more confidence and knowledge within this area of nursing.

Five Core Skills - Diploma Learning

While the student will be expected to achieve a high Level 3 upon commencement of the course students may achieve the lower Level 4 that relates to areas such as;

- Actively seeks feedback from others as a way of improving performance, e.g. approaches peers, manager or customers
 - Participates in and contributes to change management in the workplace
 - Improves on study routine, drawing on insights gained from previous experiences
 - Experiments with different strategies, e.g. draws a picture to help understand a problem, works backwards from a possible solution or identifies a concrete example of an abstract problem
 - Provides feedback to a teacher/trainer regarding relevance of a training course, with suggestions for improvement
- Resulting in attaining level 5 upon completion of the course.

| LEARNING INDICATORS BY LEVEL (level 5 upon completion of course) | | |
|--|-----------|--|
| Level | Indicator | |
| 5 | 5.01 | Self directs learning, actively designing and managing learning processes appropriate to the context |
| | 5.02 | Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning |

Numeracy

The student will be expected to achieve a high Level 4 upon completion of the course.

| NUMERACY INDICATORS BY LEVEL (Level 4 upon completion) | | |
|--|-----------|--|
| Level | Indicator | |
| 4 | 4.09 | Extracts and evaluates the mathematical information embedded in a range of tasks and texts |
| | 4.10 | Selects from, and applies, an expanding range of mathematical and problem solving strategies in a range of contexts |
| | 4.11 | Uses a range of informal and formal oral and written mathematical language and symbols to communicate mathematically |

Writing

While the student will be expected to achieve a high Level 3 upon commencement of the course, students will achieve the lower Level 4 as the training progresses, this relates to areas such as;

- Demonstrates understanding of a text describing complex interrelationships of events, e.g. writes a letter to a customer apologising for a lost item or prepares a report for a manager detailing a problem and steps taken to address it
- Prepares an application for further study, e.g. writes a comprehensive application for admission to a targeted study program
- Writes an academic essay on a particular topic, using various strategies to plan, draft, review or edit own writing
- Resulting in attaining level 5 upon completion of the course

| WRITING INDICATORS BY LEVEL (Level 5 upon completion) | | |
|---|-----------|--|
| Level | Indicator | |
| 5 | 5.05 | Generates complex written texts, demonstrating control over a broad range of writing styles and purposes |

| | | |
|--|------|---|
| | 5.06 | Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning |
|--|------|---|

Resulting in attaining level 5 upon completion of the course

Reading

While the student will be expected to achieve a high Level 3 upon commencement of the course, students will achieve the lower Level 4 as the course progresses this relates to areas such as;

- Reads and responds to online postings in chat rooms and discussion forums as part of an online training course
- Locates and critically analyses information from a variety of sources for a research project, e.g. journal articles, internet sites or blogs

Resulting in attaining level 5 upon completion of the course

| READING INDICATORS BY LEVEL (Level 5 upon completion) | | |
|---|-----------|---|
| Level | Indicator | |
| 5 | 5.03 | Organises, evaluates and critiques ideas and information from a range of complex texts |
| | 5.04 | Draws on a broad range of strategies to build and maintain understanding throughout complex texts |

Oral Communication

While the student will be expected to achieve a high Level 3 upon commencement of the course, students may achieve the lower Level 4 that relates to areas such as;

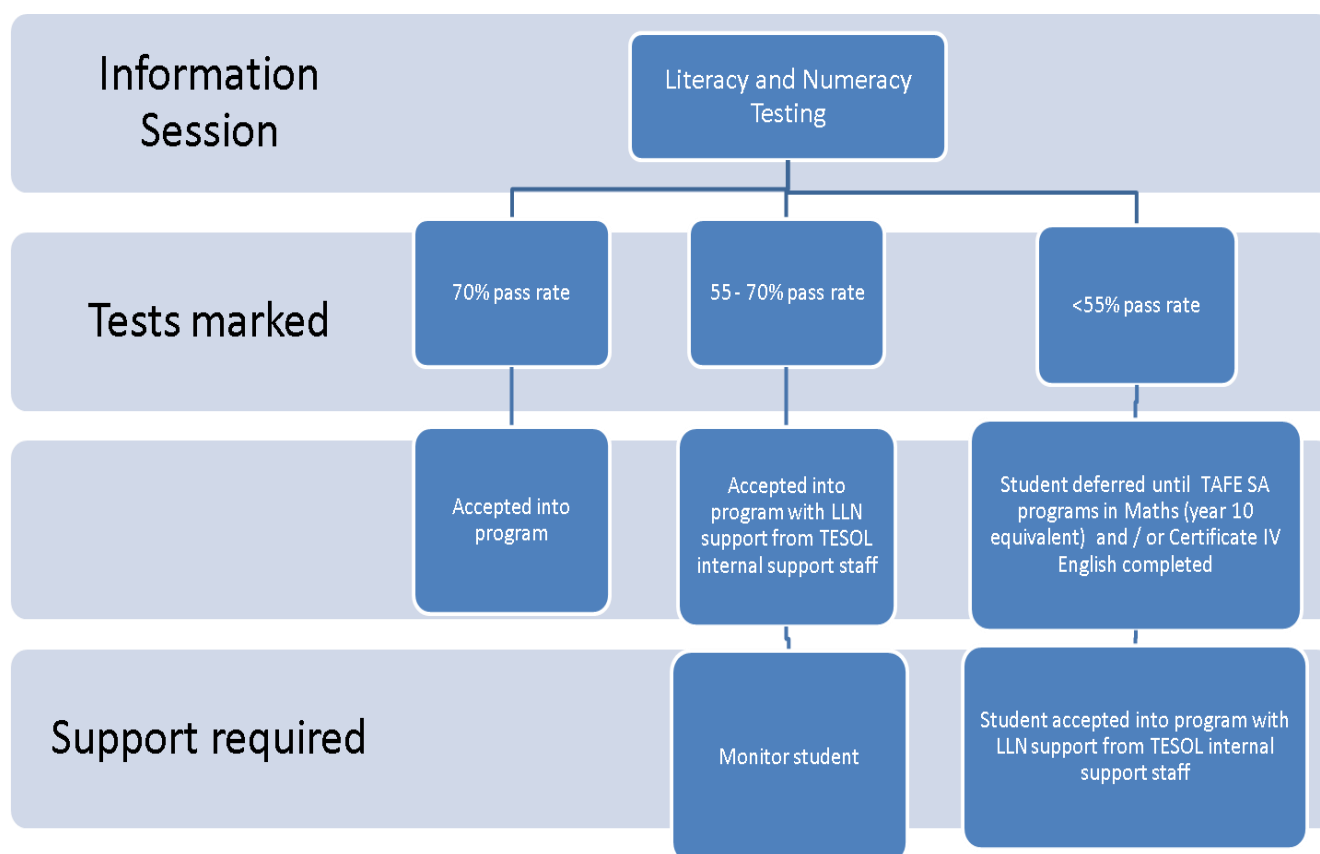
- Provides feedback to a trainee in a structured setting
- Actively participates in workplace meetings
- Listens to a set of instructions detailing changes to workplace processes and notes key changes and the reasons for the changes, e.g. improved handling of biological material
- Follows a sustained sequence of instructions presented orally when using new technology, machinery, appliance or equipment
- Actively participates in a group discussion of an issue and the implications, e.g. new technology available at an education centre and subsequent changes to study routines and processes
- Takes part in a training teleconference, using audio cues to engage in dialogue, further own viewpoint and listen and respond to the views of others
- Listens strategically and systematically records spoken information in institutional settings, e.g. takes lecture notes as a resource
- Listens to, reviews and discusses current news items and contemporary issues as reported and depicted in the media, and summarises and presents issues

orally to accurately reflect and capture information as presented, e.g. government policies regarding health/immigration/education

Resulting in attaining level 5 upon completion of the course

| ORAL COMMUNICATION INDICATORS BY LEVEL (Level 5 upon completion) | | |
|--|-----------|--|
| Level | Indicator | |
| 5 | 5.07 | Establishes and maintains complex and effective spoken communication in a broad range of contexts |
| | 5.08 | Displays depth of understanding of complex oral texts which include multiple and unstated meanings |

Below is our flow chart which explains the support mechanisms put in place for EN students following the LLN testing: Please note: acceptance into the course is dependent on places available within ANMAC approved maximum graduates allowed each year.



ANMEC will accept students on a sliding scale until all places in the course have been filled.

Websites to help assist and refresh skills in numeracy are also offered:

Simple explanations of what to do and many worksheets from simple to advanced in addition, subtraction, multiplication, division and use of fractions and decimals

<http://www.mathsisfun.com/numbers/index.html>

<http://www.mathsisfun.com/worksheets/index.php>

Interactive sites with math problems to practice

<http://www.math.com/homeworkhelp/BasicMath.html>

<http://www.mathplayground.com/computation.html>

Fun practice site

<http://www.math.com/students/practice/arithmeticpractice.htm>

How to do fractions

<http://www.coolmath4kids.com/fractions/index.html>

Some helpful tips

http://www.glad2teach.co.uk/fast_maths_calculation_tricks.htm

Applying the Australian Core Skills Framework to Certificate IV and Advanced Diploma

The role of ANMEC is to support students to reach their potential to be employed as effective team leaders of clinical teams of nurses and midwives, contribution got both the health sector and the lives of the clients/residents their teams will be nursing.

The requirement that applicants to the Advanced Diploma must hold the Diploma qualification ensures that applicants are working at this level prior to the commencement of this qualification.

By working at Level 5 it enables the applicant to be useful for the nursing workforce with far reaching benefits for both the applicant and the wider community (The Australian Core Skills Framework, 2011)

The Australian Core Skills Framework (ACSF) describes levels of performance in the five core skills of:

- [Learning](#)
- [Reading](#)
- [Writing](#)
- [Oral Communication](#)
- [Numeracy](#)

Five Core Skills

Learning

While the student will be expected to achieve a Level 5 upon commencement of the course students may achieve the higher Level 5 that relates to areas such as;

- Actively seeks feedback from others as a way of improving performance, e.g. approaches peers, manager or customers
- Participates in and contributes to change management in the workplace

- Improves on study routine, drawing on insights gained from previous experiences
 - Experiments with different strategies, e.g. draws a picture to help understand a problem, works backwards from a possible solution or identifies a concrete example of an abstract problem
 - Provides feedback to a teacher/trainer regarding relevance of a training course, with suggestions for improvement
- Resulting in maintaining level 5 upon completion of the course.

| LEARNING INDICATORS BY LEVEL (level 5 at completion of course) | | |
|--|-----------|--|
| Level | Indicator | |
| 5 | 5.01 | Self directs learning, actively designing and managing learning processes appropriate to the context |
| | 5.02 | Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning |

Numeracy

The student will be expected to achieve a high Level 5 upon completion of the course.

| Numeracy Indicators by level 5 | | |
|--------------------------------|-----------|--|
| Level | Indicator | |
| 5 | 5.09 | Analyses and synthesises highly embedded mathematical information in a broad range of tasks and |
| | 5.10 | Selects from, and flexibly applies, a wide range of highly developed mathematical and problem solving strategies and techniques in a broad range of contexts |
| | 5.11 | Uses a wide range of mainly formal, and some informal, oral and written mathematical language and representation to communicate mathematically |

Writing

While the student will be expected to achieve a Level 5 upon commencement of the course, students will maintain the Level 5 as the training progresses, this relates to areas such as;

- Demonstrates understanding of a text describing complex interrelationships of events, e.g. writes a letter to a customer apologising for a lost item or prepares a report for a manager detailing a problem and steps taken to address it
- Prepares an application for further study, e.g. writes a comprehensive application for admission to a targeted study program
- Writes an academic essay on a particular topic, using various strategies to plan, draft, review or edit own writing
- Resulting in attaining level 5 upon completion of the course

| WRITING INDICATORS BY LEVEL (Level 5 at completion) | | |
|---|-----------|---|
| Level | Indicator | |
| 5 | 5.05 | Generates complex written texts, demonstrating control over a broad range of writing styles and purposes |
| | 5.06 | Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning |

Resulting in maintaining level 5 upon completion of the course

Reading

While the student will be expected to achieve a Level 5 upon commencement of the course, students will achieve the higher Level 5 as the course progresses this relates to areas such as;

- Reads and responds to online postings in chat rooms and discussion forums as part of an online training course
- Locates and critically analyses information from a variety of sources for a research project, e.g. journal articles, internet sites or blogs

Resulting in attaining level 5 upon completion of the course

| READING INDICATORS BY LEVEL (Level 5 at completion) | | |
|---|-----------|---|
| Level | Indicator | |
| 5 | 5.03 | Organises, evaluates and critiques ideas and information from a range of complex texts |
| | 5.04 | Draws on a broad range of strategies to build and maintain understanding throughout complex texts |

Oral Communication

While the student will be expected to achieve a Level 5 upon commencement of the course, students may maintain the Level 5 that relates to areas such as;

- Provides feedback to a trainee in a structured setting
- Actively participates in workplace meetings
- Listens to a set of instructions detailing changes to workplace processes and notes key changes and the reasons for the changes, e.g. improved handling of biological material
- Follows a sustained sequence of instructions presented orally when using new technology, machinery, appliance or equipment
- Actively participates in a group discussion of an issue and the implications, e.g. new technology available in the clinical workplace and subsequent changes to work routines and processes
- Takes part in a training teleconference, using audio cues to engage in dialogue, further own viewpoint and listen and respond to the views of others
- Listens strategically and systematically records spoken information in institutional settings, e.g. takes lecture notes as a resource
- Listens to, reviews and discusses current news items and contemporary issues as reported and depicted in the media, and summarises and presents issues orally to accurately reflect and capture information as presented, e.g. government policies regarding health/immigration/education

Resulting in maintaining level 5 upon completion of the course

| ORAL COMMUNICATION INDICATORS BY LEVEL (Level 5 at completion) | | |
|--|-----------|--|
| Level | Indicator | |
| 5 | 5.07 | Establishes and maintains complex and effective spoken communication in a broad range of contexts |
| | 5.08 | Displays depth of understanding of complex oral texts which include multiple and unstated meanings |

Applying The Australian Core Skills Framework to Certificate III

The role of ANMEC is to support students reach their potential to be employed within their chosen field of health or community care contributing to both the sector itself and the clients/residents they are caring for.

It is the intention of ANMEC to have all students reach Level 3 as is identified by the Australian Bureau of Statistics who regard this level as the “minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy” (p.5, *Australian Bureau of Statistics 4228.0 - Adult Literacy and Life Skills Survey, Summary Results, Australia, 2006*).

While it may be that some students enter Certificate III, at a high Level 2 it is envisaged that the students will achieve Level 3 by the completion of their course. By reaching Level 3 it enables the student to be better prepared for the workforce with far reaching benefits for both the student and the wider community (The Australian Core Skills Framework, 2011)

The five core skills of Learning, Reading, Writing, Oral Communication and Numeracy can be applied to the Certificate III. The Australian Core Skills Framework (ACSF) describes levels of performance in the five core skills of:

- [Learning](#)
- [Reading](#)
- [Writing](#)
- [Oral Communication](#)
- [Numeracy](#)

Currently ANMEC provide all applicants* interested in Certificate III, with a Language, Literacy and Numeracy test. The LLN test endeavours to identify the skill level of the applicants by assessing:

- general reading skills,
- the ability for the applicant to follow simple instructions,
- the ability for the applicant to complete simple addition and subtraction (up to three numbers)
- assessing reading and writing through a comprehension task,
- the ability of the applicant to write in free-text providing a personal overview of why they want to work in this industry that highlights their skills in reading and writing that would include grammar and punctuation.

* TGSS or school students are assessed through the school system.

The test scores are calculated with the results added to the scores generated by the following supporting information;

- completion of the application form
- level of education
- work history
- life experience and volunteering

Applicants who do not achieve the baseline requirements are encouraged to seek out the services of agencies that support their learning as well as recognised websites such as <http://www.mathsisfun.com/numbers/index.html>

The applicants are encouraged to reapply for the next intake.

It is imperative that the applicants have base line skills to work in the Aged Care and health and community services industry as they require the identified skills as highlighted below.

The LLN test relates to the actual ASCF Framework indicators and the required knowledge and skills needed for the role.

While some students may commence at a Level 2 they would be encouraged to work to Level 3 as they gain more confidence and knowledge in the area.

Five Core Skills Certificate III

Learning

The worker is required to apply basic problem solving skills to resolve problems that may arise.

| LEARNING INDICATORS BY LEVEL | | |
|-------------------------------------|------------------|---|
| Level | Indicator | |
| 3 | 3.01 | Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges |
| | 3.02 | Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts |

Numeracy

According to the required skills and knowledge set by ISC for Certificate III it identifies that health care workers at this level need to be able to apply numeracy skills to fulfil their role in a safe manner. This requires the worker to be able to perform basic mathematical functions in addition, subtraction up to three digits and the multiplication and division of single and double digit numbers.

| NUMERACY INDICATORS BY LEVEL | | |
|-------------------------------------|------------------|--|
| Level | Indicator | |
| 3 | 3.09 | Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar, tasks and texts |
| | 3.10 | Selects from and uses a variety of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts |
| | 3.11 | Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically |

Writing

Workers must be able to apply writing skills to fulfil their role in a safe manner and requires the worker to make notations in the client's records and complete workplace forms and records (for example)

| WRITING INDICATORS BY LEVEL | | |
|-----------------------------|-----------|---|
| Level | Indicator | |
| 3 | 3.05 | Communicates relationships between ideas and information in a style appropriate to audience and purpose |
| | 3.06 | Selects vocabulary, grammatical structures and conventions appropriate to the text |

Reading

Workers must be able to apply reading skills to fulfil their role in a safe manner and must be able to possess a literacy level that will enable them to interpret international signs, read care plans and organisational guidelines and protocols (for example)

| READING INDICATORS BY LEVEL | | |
|-----------------------------|-----------|--|
| Level | Indicator | |
| 3 | 3.03 | Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar texts and text types |
| | 3.04 | Selects and applies a range of reading strategies as appropriate to purpose and text type |

Oral communication

Workers must be able to apply oral communication skills required to fulfil their role in a safe manner. The worker must be able to follow work related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues. Possess skills to enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement.) Be able to communicate effectively and assertively in an incident (for example)

| ORAL COMMUNICATION INDICATORS BY LEVEL | | |
|--|-----------|---|
| Level | Indicator | |
| 3 | 3.07 | Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts |
| | 3.08 | Derives meaning from a range of oral texts in familiar and some unfamiliar contexts |

Assessment

Courses consist of units of competency – that is, students must achieve competency against a set of criteria. In order to gain an outcome of competency achieved for a unit, students may be required to undertake a number of assignments and/or assessments.

A variety of assessment strategies are used to assess competency. These may include

- classroom activities
- tasks
- group assignments
- classroom presentations
- on-line multi-choice questioning
- workbooks
- written assignments and essays
- practical skills assessments
- clinical placement assessment

Students will be provided with the assessment requirements and the timeframes at the beginning of each unit of competency.

It is expected that students will submit assignments by the due date. Except in exceptional circumstances, late assignments will only be accepted where a prior request for extension has been approved.

Any assignment not submitted by the due date will be marked as NYC (Not Yet Competent). This may result in the overall unit being marked as NYC and the need to re-enrol at considerable cost to the student to avoid failure of the course, if there is a place available.

Extension of assessment due date – where a student is unable to meet the due date for assessment submission due to unforeseen circumstances or illness, an educator may grant an additional time period for the assessment to be completed.

Students requesting an extension of time must complete and return an extension form online a minimum of 3 working days prior to the due date. A maximum of 2 extensions will be granted for any assignment at the discretion of the course coordinator.

If a student does not demonstrate competence in an assessment, the educator and/or assessor will provide the reasons why the performance criteria were not met in the relevant unit of competency. The student will then be required to resubmit or reattempt the assessment.

If a student fails to demonstrate competency in an assessment on two consecutive occasions the Course Coordinator will be informed immediately and the student counselled regarding their progression in the course.

The Manager, Industrial and Education Services may elect to charge the student an additional fee for any subsequent assessments for the same competency or part thereof.

Students must be given a due date for resubmission with at least a 7-day time allowance.

Failure to comply with assessment requirements will incur a fee.

All other late submissions will not be accepted which may result in failure of the unit of competency and the need to re-enrol at considerable cost to the student to avoid failure of the course, if there is a place is available.

Clinical challenge – where a student has failed to meet all of the clinical requirements of a unit of competency, the assessor may request the student to demonstrate the required clinical skills.

Assessment of assignments and workbooks

Assignments and workbooks will be marked and include feedback from the educator.

The length of assignments must be within 10% of the stated word limit.

Assignments, workbooks and assessments are marked as

- Satisfactory
- Not satisfactory
- R (resubmit)
- NGP (non graded pass)

Completed units of competency are marked as

- CA (competency achieved)
- RPL (recognition of prior learning)
- CT (credit transfer)
- NYC (not yet competent)

ANMEC uses a holistic approach to competency being met and this is assessed over the life of the course.

Students are required to demonstrate competency in a wide variety of situations including theory, practice and in clinical placement settings before competency is granted.

Submitting assignments

Due dates for submission will be provided at the time of distribution of the assignments or on Moodle at the commencement of course in the form of an assessment planner.

Assignments include all work submitted for marking such as essays, workbooks, logbooks and reflective journals.

Students are responsible for:

- tracking all work they have submitted
- keeping a record of work yet to be submitted
- keeping a copy of work submitted including marked work returned to them

Must be submitted by 5.00 pm on the date the assignment is due.

If the initial due date is missed, the first submission result will be marked as 'Not Yet Competent' (NYC). Therefore any submission after the initial due date for the assessment will be considered to be the second submission

A fee may apply to students requesting a list of outstanding work.

All Assessments are to be submitted via Moodle.

Further details on how to do submit assessments this will be available at course orientation and throughout your course.

Formatting assignments

For all assignments

- use A4 paper
- allow margins of at least 2.5cm on each side to allow for comments from the educator
- use headings
- at the bottom of every page show
 - the student's name and group number
 - the page number
 - the assignment title
- use a separate page at the end for the reference list
- check spelling

Word-processed assignments

- Use a plain font (for example, Arial).
- Use font size 12.
- Use left alignment.
- Use double-spacing for lines.
- Save a copy before submitting the assignment.

Workbooks

Workbooks must be completed via computer keyboard – not handwritten unless otherwise advised in writing.

Hand-written workbooks must be legible and well-presented.

Referencing

Referencing using the Harvard author-date system is essential for Certificate IV, Diploma and Advanced Diploma students.

Certificate III students are required to use a modified version of this system.

Checklist

Before submitting an assignment on Moodle, students should check that:

- they have answered the question
- they have used headings (or other appropriate structure)
- they have checked spelling
- they have conformed to the stated word limit
- the assignment is correctly referenced
- the assignment is correctly formatted
- they have a copy

Work-in-lieu

Students who are unable to attend classes may be required to complete further written or practical work (work-in-lieu). There may be a fee for assessing work-in-lieu. Students are responsible for applying for work-in-lieu for sessions where they did not attend.

Work-in-lieu will be checked for successful completion. However, detailed comments may not be provided. Resubmissions may be requested.

Resubmissions

If an assignment or workbook does not gain an Academic Pass (AP) or is not marked as satisfactory, the student will be required to resubmit part or all of the assignment or workbook. Students should pay attention to the date for resubmission and ensure they meet the required timeline.

If a student does not demonstrate competence in an assessment, the educator and/or assessor will provide the reasons why the performance criteria were not met in the relevant unit of competency. The student will then be required to resubmit or reattempt the assessment.

If a student fails to demonstrate competency in an assessment on three consecutive occasions the Course Coordinator and/or the education coordinator must be informed immediately and the student counselled regarding their progression in the course.

A significant fee is charged for re-enrolment into most units and this fee must be paid prior to the student's attendance in class or submission of any further work associated with the unit. Please note that these fees are not covered by government or employer funding arrangements.

Submitting a resubmission

Resubmissions must:

- be submitted by 5.00 pm on the due date.

Return of marked work

Completed marked assessments will be available for viewing on Moodle.

Completion of course

Students are required to complete their studies within the timeframe indicated on the Assessment Planner provided at the beginning of the course. ANMEC shall endeavour to ensure all students are given the opportunity to complete their studies within this timeframe.

Students are required to attend all scheduled classes to ensure they meet the academic course progress requirements. Students are also required to attend all scheduled Clinical Work Placements to ensure they can complete their studies within the required timeframe.

Final assignments must be lodged within 4 weeks following the end of course date unless an extension has been approved by the Course Coordinator. No further assignments will be accepted after this date which will result in the student having to re-enrol and pay an additional fee for the units not completed. If a place is available within current classes.

Students who have not completed their course within the course timeframe will be issued with a Statement of Attainment for any units completed.

Parchments

Diplomas, Certificates and Statements of Attainment will be issued only after all assignments, assessments and log books have been completed and marked as competent and all payment for tuition has been paid in full. Generally will take four to six weeks.

Diploma of Nursing students, within one month of parchments being issued, ANMEC will notify AHPRA of student completion. It is then the responsibility of the Diploma of Nursing student to register as an enrolled nurse with AHPRA.

Referencing

What is referencing?

Referencing acknowledges the sources of information and ideas used in written work such as essays or in presentations. The information or ideas are drawn from intellectual work of other people.

The range of sources includes books, journals, newspaper articles and web sites.

There are a number of recognised systems for referencing. ANMEC uses the Harvard author-date system.

Why reference?

It is essential that students reference sources of information to avoid plagiarism. Failure to reference equates to plagiarism.

Providing the source of the information also:

- acknowledges other people's ideas
- allows the reader to refer to the sources independently
- allows verification of the information
- shows the breadth of reading and supports the arguments presented

When to reference?

Any information which comes from another source and is not generally known information must be referenced. This includes:

- ideas, opinions and theories
- research and findings
- diagrams
- data (such as tables, figures)

This information may be presented by

- quoting (using another author's exact works)
- paraphrasing (rephrasing another author's ideas)
- summarising (presenting another author's ideas more briefly)
- copying a diagram, picture, table or figure

A direct quotation from another author must be enclosed in single quotation marks.

How to reference?

This information will be supplied at the beginning of the course and is available on Moodle Student Hub. Additional information may be accessed from the following.

Commonwealth of Australia 2002, *Style manual for authors, editors and printers*, 6th edn, rev. Snooks & Co, John Wiley & Sons Australia, Brisbane.

Refer to the ANMAC reference guide available on Moodle

Bibliography

Library 2011, *Managing references*, University of South Australia, SA, viewed 22 September 2011,

<http://www.library.unisa.edu.au/learn/manreferences.aspx>

Australian Nursing and Midwifery Education Centre 2013, *Policy Manual*.

Commonwealth of Australia 2002, *Style manual for authors, editors and printers*, 6th edn, rev. Snooks & Co, John Wiley & Sons Australia, Brisbane.

Flinders University 2011, *Referencing*, Flinders University, Adelaide, viewed 22 September 2011,

<http://flinders.edu.au/nursing/studentsandcourses/learningresourcesupport/referencing.cfm>

Useful acronyms

Following are a number of commonly used acronyms which may be useful to students.

| | |
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| AAC | Australian Apprenticeship Centre |
| AHPRA | Australian Health Practitioner Regulation Authority |
| ANMAC | Australian Nursing & Midwifery Accreditation Council |
| ANMF | Australian Nursing and Midwifery Federation |
| ANMEC | Australian Nursing and Midwifery Education Centre |
| ANMF(SA) | Australian Nursing and Midwifery Federation (SA Branch) |
| AP | Academic Pass |
| ASQA | Australian Skills Quality Authority |
| AQF | Australian Qualifications Framework |
| CA | Competency Achieved |
| CDEP | Community Development Employment Program |
| COT | Contract of Training |
| CT | Credit transfer |
| DEEWR | Department of Education, Employment and Workplace Relations |
| DFEEST | Department for Further Education, Employment, Science and Technology (South Australia) |
| GTO | Group Training Organisation |
| NCVER | National Centre for Vocational Education and Research |
| NISC | Nursing Industry Skills Centre (now defunct. New name - ANMEC) |
| NYC | Not Yet Competent |
| NR | National Recognition |
| NRT | Nationally Recognised Training |
| PPP | Productivity Placement Program |
| RPL | Recognition of Prior Learning |
| RTO | Registered Training Organisation |
| TSC | Training and Skills Commission |
| VET | Vocational Education and Training |