Certificate III in Aged Care CHC30212

Course Document
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1 Australian Nursing Federation (SA Branch) and the Australian Nursing and Midwifery Education Centre

1.1 Mission statement
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 Australian Nursing and Midwifery Education Centre (ANMEC) is a service of the ANMF (South Australian Branch (SA) and is committed to maintaining excellence in nursing regardless of the status of the practitioner and the setting in which nursing skills and knowledge are learnt, assessed and practised.

1.2 Quality statement
The ANMEC is committed to excellence in vocational education and training and willingly adopts the standards as prescribed by the National Vocational Education and Training Regulator Act (2012) and the South Australian Training and Skills Development Act (2008).

1.3 Educational philosophy
The ANMEC believe that:

- quality training and education is maintained by continual review and improvement of its policies, procedures, courses and their outcomes;
- learning should result in both personal and professional growth and promote career flexibility;
- all students in the learning environment have the right to be valued and respected;
- all students in the learning environment have the responsibility of contributing to the learning of others;
- learning should be a stimulating and pleasurable process using flexible delivery modes; and
- learning/teaching and assessment strategies must, within the bounds of validity, reliability and currency, be flexible and accommodate the needs of learners.

1.4 Training and development within ANMEC
As part of its charter the ANMF has always had a professional and educational focus. Since its creation the ANMF has been committed to providing structures and services to meet the needs of nurses. The ANMF was instrumental in promoting the education of registered nurses to the tertiary sector and its educational role continues to be important in terms of providing professional development opportunities especially for nurses working independently or for organisations that provide little support in the way of professional development.
**VET history**

In February 2001, the South Australian Branch of the then named Australian Nursing Federation successfully applied to become a Registered Training Organisation (RTO). As a 'not-for-profit' RTO and with close ties to industry the ANMEC believes that it has an obligation to deliver benchmark courses for health and community workers, and potential workers which meets the needs of these industries and their clients. The purpose of the registration was so that units from recognised training packages could be utilised to promote the ANMF policy of ‘No Lift No Injury’ by providing nurses/carers with an opportunity to train and assess others in these techniques. This has since become a benchmark course for the aged care sector.

In 2004, the scope of registration was extended to permit the ANMEC to deliver and assess the Certificate III Community Services courses in Aged Care Work and in Home and Community Care. In 2005, ANMEC successfully applied to further extend its scope to deliver the Diploma of Nursing (Pre-enrolment) 39037 and the Diploma of Nursing (Post – enrolment) 390040. Both of these qualifications were customised for delivery in South Australia.

The first group of students to enrol in the Diploma of Nursing graduated in May 2007 and all were granted registration by the Nurses Board of South Australia. In 2013, the Certificate IV Front Line Management was added to its scope to provide management and leadership training to Nurse Managers across the nation.

**Continuing commitment to training and education**

The ANMF (SA) maintains programs and publications that assist registered nurses, enrolled nurses and care workers to maintain currency of knowledge in clinical practice and in general nursing theory and practice. Currently ANMEC delivers the HLT51612 Diploma of Nursing (Enrolled/division 2 nursing), HLT61107 Advanced Diploma of Nursing, CHC30212 Certificate III in Aged Care, CHC30312 Certificate III in Home and Community Care, HLT32512 Certificate III in Health Services Assistance, HLT32412 Certificate III in Allied Health Assistance and the BSB40812 Certificate IV in Frontline Management.

The ANMF (SA) further increased its commitment to training and education with the building of the Australian Nursing and Midwifery Education Centre made possible with the assistance of a significant grant from the Federal Government. The centre is purpose built to promote excellence in nurse/carer training and education.

Right: Headquarters prior ANMF(SA) prior to 2007
1.5 **ANMEC’s capacity to provide accredited courses**

ANMEC is an accredited Registered Training Organisation (RTO). The RTO successfully underwent a full Australian Quality Training Framework (AQTF) site audit in 2004. This success has been repeated with audits related to increasing the scope of delivery. Relevant standards require that the organisation follows all Commonwealth and State legislation and regulatory requirements, including the:

- **Commonwealth Racial Discrimination Act 1975 (including the Amendment 1980)**;
- **Commonwealth Sex Discrimination Act 1984 including the Sex and Age Discrimination Amendment Act 2011 – Proclamation**;
- **Workplace Relations Act 1996**;
- **Equal Employment Opportunity (Commonwealth Authorities) Act 1987**;
- **Commonwealth Equal Opportunity for Women in the Workplace Act 2012**;
- **Commonwealth Age Discrimination Act 2004**;
- **Commonwealth Disability Discrimination Act 1992**;
- **South Australian Work Cover Corporation Act 1994**;
- **South Australian Equal Opportunity Act 1984**;
- **South Australian Racial Vilification Act 1996**;
- **South Australian Whistleblowers Protection Act 1993**;
- **South Australian Work Health and Safety Regulations 2012**;
- **South Australian Workers Rehabilitation and Compensation Regulation 2010**;
- **South Australian Work Health and Safety Act 2012**.
The organisation holds current policies in the:

- areas of Public Liability, General and Malpractice Liability and Workers’ Compensation;
- effective staffing policy and procedures are in place;
- effective student recruitment, selection and admission processes are in place;
- secure student data bases are established and maintained;
- student appeals and grievance procedures are established;
- processes and systems for the issuance of Qualifications, Statements of Attainment and secure archiving of records are in place;
- personnel who deliver and assess accredited courses have the required qualifications and experience;
- the National Assessment Principles are incorporated into the conduct of assessment;
- Work Health and Safety requirements are identified and addressed in the conduct of training and assessment;
- training and assessment materials are appropriate to students’ needs and the delivery methods;
  - appropriate training facilities and equipment are available; and
  - arrangements for on-going maintenance of relevant equipment and facilities are in place.

ANMEC has been successfully training and assessing students in courses delivered at Certificate III level since 2004, Diploma level since 2005 and Advanced Diploma level since 2009. The policies, structures and systems relevant to supporting delivery and assessment of training at all levels are in place; these are constantly reviewed, updated and improved as an outcome of ANMEC’s commitment to continuous improvement.

1.6 Excellent educational facilities and resources

ANMEC training facilities are located at 191 Torrens Road, Ridleyton, South Australia, 5008.

http://maps.google.com.au

ANMEC is housed within The ANMF’s (SA Branch) purpose-built facility, approximately 10 minutes travelling time from the Adelaide CBD. It can be accessed by train or bus and ample onsite parking is available.
The entire building is temperature controlled and has a light, open, modern ambience. All classrooms are equipped with comfortable student furniture and all are wired with ceiling mounted data projectors allowing access to files located on the centre’s computing system as well as the internet. Web sites, DVD’s and videos can also be used in this system. Wi Fi is also available.

There are state of the art skills laboratories designed to facilitate the teaching of personal care skills as well as more advanced nursing techniques. Parts of the laboratories are set up as a 4 bed acute care hospital ward and there are separate areas that simulate the residential aged care environment and the primary health care environment.

There is a ten station computer suite with internet connection which is available free of charge for use by students when classes are not being conducted in this area.

A staffed library is available which provides students with free access to:

- a hard copy collection of books and journals
- inter-library loans
- online journals
- assistance in using computers
- assistance in conducting data searches

Students can also access a copier/printer at a reasonable cost per page.

A well equipped kitchen and dining area is available to students and there are onsite food and drink dispensing machines. Food outlets and basic shopping facilities are within easy walking distance.

Free use of a telephone for local calls is available for emergency use.
The staff

The teaching staff are all Registered Nurses with teaching qualifications or hold similar level qualifications from a relevant discipline. They are passionate about both the industry and teaching. Permanent teaching staff are supplemented by guest lecturers with expertise in specific areas.

The staff are enthusiastic about assisting and interacting with students and enjoy the opportunity to exchange information and learn about other cultures.

2 Need for the qualification

2.1 Course name and qualification
Certificate III in Aged Care CHC30212

2.2 Industry and market need
The Community Services industry in Australia, like most others, is in the midst of significant ongoing changes that are redefining the workforce and its training needs. Enhancing community capacity, including a strong focus on Aboriginal and Torres Strait Islander health and well being initiatives is of high importance. Since the endorsement of the revised (CHC08) Community Services Training Package in 2008, social, political, economic and workforce changes have affected both work roles and the skill profiles of workers.

The Aged Care Workforce Final Report 2012 (Department of Health and Ageing) found around 240,445 aged care workers are expected to retire in the next 15 years while the number of people aged over 85 is expected to increase from 455,390 in 2014 to 1,655,997 in 2044. Aged and Community Services SA & NT research and the Caring for Older Australians Inquiry (2011:349) found that recruitment and retention of the workforce has been a challenge when competing with other industries which offer better pay, conditions and career options. Building a solid foundation and a positive culture through the Certificate III in Aged Care will ensure that aged and community care workers are acknowledged as valued and are integral resources for the future.

The Community Services & Health Industry Skills Council eScan (2014:4) explained that with the increased demand for workers, ‘current workforce shortages will increase without effective and coordinated strategies to supply sufficient and appropriately skilled workers’ including:

- An ethos of healthy ageing principles and practice;
- A culture that focuses on improving patient/resident/client outcomes;
- A structure that encourages excellent clinical care within the aged and community care service;
- Enhanced Interdisciplinary collaboration and a culture that supports workers to be the best they can be;
- Teamwork with positive relationships across the multidisciplinary care team with mutual respect and positive relationships. It is accepted that all members of the healthcare team make essential and meaningful contributions in achieving positive clinical outcomes.
Characteristics of work in the community services industry

Work in the community services industry reflects a complex inter-relationship of duty of care, ethical behaviours, personal values, service delivery standards, and methodologies and entails understanding that successful service delivery requires the inter-relationship of individuals, groups and community organisations.

Several factors have contributed and continue to contribute to an increase in industry and market need including:

- the ageing of the Australian population and a subsequent increase in the demand for aged care staff and facilities aged care organisations employing staff with a minimum of Certificate III in Aged Care
- a chronic shortage of skilled care workers in both the aged care and home care industries in the utilisation of both residential care and home care packages
- the continual attrition of experienced and qualified staff due to the ageing of the Australian work force
- care workers using Certificate III level courses and work experience to progress through diplomas and degrees related to nursing
- people wishing to experience the aged care sector before committing to study at higher levels of nursing and the associated costs
- industry’s need for staff who have a Certificate III in Aged Care that has been provided by a reputable RTO which ensures that graduating students are workplace ready

2.3 Course outcomes

All work undertaken in the industry includes an understanding and application of:

- knowledge about the changing social, economic and political climate as it impacts on the industry;
- principles of social justice, human rights, anti-discrimination and confidentiality;
- practices to address cross-cultural issues;
- relevant WHS and employment equity principles and practices;
- principles of non-discriminatory service;
- the impact of personal biases and experiences;
- individual differences of clients and colleagues, including those relating to cultural, social, economic, physical and health;
- consideration of the needs and rights of the individual, the family, the community and society;
- a client-centred approach to work;
- the diversity of relevant models and practices;
- the holistic needs and rights of clients (as individuals and as a community).
The course outcome aims are:

- To increase the number of suitably skilled staff available to assist with providing care to people in both residential and community aged care settings.
- To provide care workers who are able to assist clients with activities of daily living and instrumental activities of daily living
  - within a residential and home care environment
  - according to individualised care plans
  - whilst being adequately supervised and not taking responsibility for other workers
- To provide a career pathway for people to the nursing profession that is experiencing a current and prolonged shortage.

3 Course contents and structure

The focus of the course will be on preparing course participants to provided supportive care to the elderly in both residential and to some degree in the home care environment.

This course has been designed to incorporate the electives that are of primary importance in terms of the needs of the employers.

The qualification requires completion of 14 units of competency, 10 of which are core.

3.1 Overview of course units of competency

Table 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Nominal hours</th>
</tr>
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<tbody>
<tr>
<td>CHCAC317A</td>
<td>Support older people to maintain their independence</td>
<td>C 20</td>
</tr>
<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td>C 30</td>
</tr>
<tr>
<td>CHCAC319A</td>
<td>Provide support for those living with dementia</td>
<td>C 55</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in the community sector</td>
<td>C 40</td>
</tr>
<tr>
<td>CHCICS301B</td>
<td>Provide support to meet personal care needs</td>
<td>C 50</td>
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<tr>
<td>CHCICS302B</td>
<td>Participate in the implementation of individualised plans</td>
<td>C 15</td>
</tr>
<tr>
<td>CHCICS303A</td>
<td>Support individual health and emotional wellbeing</td>
<td>C 30</td>
</tr>
<tr>
<td>CHCWHS312A</td>
<td>Follow safety procedures for direct care workers</td>
<td>C 30</td>
</tr>
<tr>
<td>CHCPA301B</td>
<td>Deliver care services using a palliative approach</td>
<td>C 55</td>
</tr>
<tr>
<td>HLTAP301B</td>
<td>Recognise healthy body systems in a health care context</td>
<td>C 70</td>
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Electives (4 to be selected in consultation with the Educator) to complete the qualification

<table>
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<th>Code</th>
<th>Course Description</th>
<th>E</th>
<th>Hours</th>
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<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>E</td>
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<tr>
<td>HLTFA311A</td>
<td>Apply first aid</td>
<td>E</td>
<td>18</td>
</tr>
<tr>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures</td>
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<td>40</td>
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<td>CHCHC311C</td>
<td>Work effectively in home and community care</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>CHCICS304B</td>
<td>Work effectively with carers</td>
<td>E</td>
<td>35</td>
</tr>
</tbody>
</table>

(Total course hours) 508-513

Please note that HLTHIR403C Work effectively with culturally diverse clients and co-workers has been selected as a unit as there are an increasing numbers of post World War II immigrants from many origins requiring assistance with daily living as well as a great diversity of people from overseas gaining Australian residency.

3.2 Pre-requisites units of competency requirements

There are no stated prerequisites for this course in the training package.

3.3 Skills recognition (including RPL)

Participants may discuss receiving recognition of skills that they have acquired through formal training and other courses, work experience and/or life experience – irrespective of how, when or where the skills have been acquired. This RPL discussion is held with the Course Coordinator during the initial enrolment interviews when the training plan is being discussed.

3.4 National (Mutual) recognition

Applicants who have obtained relevant units of competence from another RTO will be granted recognition for this status under the RTO’s obligation of national (mutual) recognition.

4 Course structure

4.1 Overview of delivery plan

This blended learning program is delivered over various durations from 12 weeks fulltime through a blended learning model or part time equivalent to fulltime over 12 months, this is also dependant on the number of units to be completed and the study habits of the individual participant. Course materials have been developed so that they can be used during face-to-face delivery for use as electronic learning packages. It
should be noted that when a unit of competence contains a large focus on hands-on skills, all students will be required to participate in skill laboratory practice and formative assessments. Each student has an individualised training plan developed to assist them to complete units in a timely fashion. Please refer to the Student Handbook for more information.

4.2  Workplace experience

Students will be required to complete a minimum of 3 weeks workplace learning and assessment in a residential aged care facility. Learning and assessment strategies for most units encourage a large degree of interaction in a suitable workplace or place of employment.

The employers of trainees will provide students with regular feedback concerning their demonstration of the required competencies in the workplace and to implement as needed specific plans for improvement with individual students as necessary.

4.3  Course attendance

When the student’s enrolment is based on class attendance, attendance will be required. Students missing the required sessions may be asked to complete formative assessment tasks related to these sessions. Attendance will be compulsory when hands-on-skills are being demonstrated and practised, as well as presentations to other students as part of the assessment process and work placement requirements.

4.4  Delivery modes for each unit of the course

The following is a guide to how each unit of competency will be delivered within the course structure. The hours below are approximate and may be adapted according to the needs of the students and information gained from the workplace feedback.

The workplace hours are 3 full-time weeks. The study and assessment hours will vary from student to student.

The use of hours for the following units is an approximation.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Classroom or online study</th>
<th>Reflective study hours</th>
<th>Assessments activities hours</th>
<th>Work placement hours</th>
<th>Actual hours</th>
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<td>CHCAC317A</td>
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<td>3</td>
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<td>CHCAC318B</td>
<td>Work effectively with older people</td>
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<td>6</td>
<td>9</td>
<td>5</td>
<td>10</td>
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<tr>
<td>CHCAC319A</td>
<td>Provide support for those living with dementia</td>
<td>2</td>
<td>6</td>
<td>20</td>
<td>10</td>
<td>19</td>
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<td>Unit code</td>
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<tr>
<td></td>
<td></td>
<td>session</td>
<td>hours</td>
<td>hours</td>
<td>hours</td>
<td>hours</td>
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<td>CHCICS301B</td>
<td>Provide support to meet personal care needs</td>
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<tr>
<td>CHCICS303A</td>
<td>Support individual health and emotional well being</td>
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<td>6</td>
<td>10</td>
<td>4</td>
<td>10</td>
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<tr>
<td>CHCWHS312A</td>
<td>Follow safety procedures for direct care workers</td>
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<td>6</td>
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<tr>
<td>CHCPA301B</td>
<td>Deliver care services using a palliative approach</td>
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<td>HLTAP301B</td>
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<td>HLTFA311A</td>
<td>Apply first aid</td>
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<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures</td>
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<tr>
<td>CHCHC311C</td>
<td>Work effectively in home and community care</td>
<td>4</td>
<td>6</td>
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<td>5</td>
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<tr>
<td>CHCICS304B</td>
<td>Work effectively with carers</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(Totals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>508-513</td>
</tr>
</tbody>
</table>

Session plans are available for every session which provides the content outline for every 2 hour session and states in which unit recurring knowledge and skills will be delivered.
4.5 Sequencing of units
Sequencing of units is based on needs of employers and how the units of competency relate to each other. In general units will be delivered in the following clusters.

Cluster 1 – Responsibilities in the Workplace
- CHCCS411C Work effectively in community care
- CHCHC311C Work effectively in home and community care
- HLTIN301C Comply with infection control policies and procedures
- CHCWHS312A Follow safety procedures for direct care workers (manual handling/infection control)
- HLTFA311A Apply first aid
- HLTAP301B Recognise healthy body systems in health care context

Cluster 2 – Communication with clients and colleagues
- CHCAC318B Work effectively with older people
- HLTHIR403C Work effectively with culturally diverse clients and co-workers
- CHCICS303A Support individual health and emotional well being

Cluster 3 – Providing Individual Care
- CHCICS302B Participate in the implementation of individualised plans
- CHCAC317A Support older people to maintain their independence
- CHCICS301B Provide support to meet personal care needs

Cluster 4 – Specialised Individual Care (select 2)
- CHCAC319A Provide support for those living with dementia
- CHCPA301B Deliver care using a palliative approach
- CHCICS304B Work effectively with carers (optional elective)

Essentially the Work Health and Safety and Personal Care units of competency will be delivered prior to the students going into the workplace for field experience.

Course materials, teaching/learning strategies and assessment events integrate issues and concepts allowing for reinforcement and reflection upon theoretical and clinical concepts.

Learning/teaching methodologies
A large variety of teaching methodologies are utilised in the course and include:
- PowerPoint presentations
- discussion
- set learning activities
- case studies and workplace scenarios
- workbooks for private use
- on-line learning modules with mixed mode assessment
- small research and presentation tasks
- instructional videos/DVD’s
- interaction with specific websites
- visits to the clinical area for use of specific technologies
4.6 Course materials

Students receive the following:

- electronic access to the student handbook outlining ANMEC facilities and policies;
- electronic access to session handouts;
- electronic access to essential and important topic readings;
- electronic access to workbooks/sheets; and
- electronic access to information concerning assessments.

ANMEC strives to produce quality learning/assessment materials and is continuously updating and improving these materials.

4.7 Clinical placements

- Students enrolled in this course have access to state of the art skills laboratories that incorporate replications of the clinical setting should this be required eg. where the student does not have access to skills acquisition in the workplace. The skills laboratory is furnished with all appropriate equipment. Disposables such as gloves, masks, dressing packs, needles, syringes etc. are specifically purchased to meet students' needs. Life-like manikins are provided.

- The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program. Please see the list below of equipment available to ANMEC staff in the delivery of the program.

The placement of three days occurs in week 4 of the course fulltime course and provides students with an opportunity to practice common and essential nursing skills in a high dependency unit of an aged care facility delivering basic nursing care and Activities of Daily Living (ADL’s).

In the part time course, the placement will be negotiated and could alternate every 2 weeks or 3 days every 2 weeks and provides opportunity to consolidate practical skills with knowledge learned throughout the course.

ANMEC arranges clinical placement with aged care facilities using an agreement of “Memorandum of Understanding”. ANMEC provides insurance cover for students on placement. The ANMEC clinical facilitators visit each student once a week to:

- Clarify information with regard to a student’s performance;
• Identify if the student needs extra support or supervision;
• Meet with the preceptor/host employer to inquire if there is a need for further support or assessment.

Preceptors and clinical supervisors are used as appraisers of the student’s competencies, however, the final outcome of assessment rests with the ANMEC teaching and facilitation staff. Active feedback both formal and informal is sought from clinical staff and managers regarding:
• student preparation;
• student performance; and
• support and assistance by the ANMEC staff.

5 Assessment

5.1 Assessment strategies
The community services workforce contains significant numbers of workers from disadvantaged groups. These include:
• people from culturally and linguistically diverse backgrounds;
• those using alternative, non-verbal communication (e.g. users of Auslan or Braille);
• Aboriginal and Torres Strait Islander Australians;
• people with various disabilities.

ANMEC considers the needs of these groups, including the language used and any cultural issues that may affect the response of the person being assessed.

Reasonable adjustments are made to assessment procedures (where possible) for people with barriers to learning or with language or literacy difficulties. The language and literacy requirements of the assessment process should not exceed the language and literacy requirements of the particular level of work in the industry.

5.2 Awareness of key and emerging issues in the community sector
Work in the community sector is impacted by ongoing changes in the political and funding environment, in approaches and interventions and in areas of particular client need.

ANMEC ensure candidates are aware of these changes, and in particular the following issues have been identified complexities of client issues, so community sector workers need to be aware of:
• Being able to recognise the complex nature of client issues;
• Working appropriately with others;
• Refer to colleagues to provide good practice services;
• Being aware of limits of own knowledge and skills and service delivery boundaries;
• Working within their scope of practice and reporting issues up;
• Identify any incidence or behaviors of depression that require referral;
• Being aware of the signs of chronic diseases and the impact of the chronic disease on people and assisting clients with self management.

5.3 Training, learning and assessment approaches

Delivery and assessment strategies have been designed and implemented to enhance and encourage participation by all groups.

These include:

*Long term unemployed or those returning to study, who may:*
• require additional support with learning skills;
• lack confidence about working and/or study, specifically related to working in the community sector.

*Gender stereotyping, which may:*
• impact on workforce participation patterns;
• result in over representation by women in the industry;
• result in casual and part time patterns, especially amongst women;
• carry implications for skills development and access to training opportunities.

*People from culturally and linguistically diverse backgrounds (CALD), who may:*
• have language and literacy issues and needs;
• require different or extra input and experience of trainers and assessors;
• have preferred learning styles and assessment methods;
• require sensitivity to cross-cultural issues.

*People with disabilities, who may:*
• require specific training and assessment that is responsive to the particular disability and alternative experiences offered and negotiated;
• require trainers and assessors to be sensitive to the impact of the disability on work practices and legislative responsibilities.

Assessment of students will be formative and summative with assessments being conducted at regular intervals throughout each unit of competency and the course. Some formative assessment will occur on an informal basis during each face-to-face learning session. Assessment methodologies have been selected to ensure that course participants will need to repetitively demonstrate essential skills associated with the units of competency. Essential knowledge will be assessed by application of knowledge to workplace-based case scenarios. Other assignments involve the use of workplace-based tasks or assignments. Assessment tools have been chosen to reflect the skills being assessed while at the same time providing the participant with a learning opportunity.
Formative assessment occurs throughout each unit utilising strategies such as group work, case scenarios, role-plays, verbal questioning, observations of practices of clinical skills and knowledge quiz’s. Summative assessment will include a variety of assessment activities that collect sufficient evidence to ensure that the unit purpose and associated elements have been demonstrated. An integrated approach to summative assessment occurs. When workplace assessment is essential the input from third party appraisers, ANMEC clinical facilitators will also conduct formal assessments while the students are on placement. Appraisers are asked to witness consistent and repetitive use of knowledge and skills against a clearly listed set of criteria.

Some essential knowledge is assessed directly but mostly by its application to case and workplace scenarios, workplace based assignments or as part of the successful completions of assessments occurring while the student is on clinical placement. Assessment tools have also been chosen to reflect the skills being assessed while at the same time providing the student with a learning opportunity. The assessment of communication and team work skills will be continuous throughout the course both in the classroom and during clinical placements. Most of the units of competence in the course have the direction that “observation of performance in a work context is essential for assessment of this unit”; for this reason the skills related to almost all of the units of competence have been included in the students log book to ensure workplace observation occurs.

As each unit is commenced students are given clear written information related to the assessments that will be conducted for that unit and the due dates for any written work. ANMEC is flexible in terms of due dates but students must formally apply, with good reason, for an extension prior to the due date for submission of the assessment item.
### Table 3

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Title</th>
<th>Assessment methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Classroom activity</td>
</tr>
<tr>
<td>CHCAC317A</td>
<td>Support older people to maintain their independence</td>
<td>X</td>
</tr>
<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td>X</td>
</tr>
<tr>
<td>CHCAC319A</td>
<td>Provide support for those living with dementia</td>
<td>X</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in community care</td>
<td>X</td>
</tr>
<tr>
<td>CHCICS301B</td>
<td>Provide support to meet personal care needs</td>
<td>X</td>
</tr>
<tr>
<td>CHCCS302B</td>
<td>Participate in the implementation of individualised plans</td>
<td>X</td>
</tr>
<tr>
<td>CHCICS303A</td>
<td>Support individual health and emotional well being</td>
<td>X</td>
</tr>
<tr>
<td>CHCWHS312A</td>
<td>Follow safety procedures for direct care workers</td>
<td>X</td>
</tr>
<tr>
<td>CHCPA301B</td>
<td>Deliver care using a palliative approach</td>
<td>X</td>
</tr>
<tr>
<td>HLTAP301B</td>
<td>Recognise healthy body systems in health care context</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>AND <strong>FOUR OF THE FOLLOWING</strong></td>
<td></td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>X</td>
</tr>
<tr>
<td>HLTFA311A</td>
<td>Apply first aid</td>
<td>X</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>X</td>
</tr>
<tr>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures</td>
<td>X</td>
</tr>
<tr>
<td>CHCICS304B</td>
<td>Work effectively with carers</td>
<td>X</td>
</tr>
</tbody>
</table>
* When the opportunity is available in the workplace

5.4 Workplace assessment
The workplace skills for each unit will be demonstrated and practised utilising current equipment/tools. When this is not essential in the unit descriptor and not possible in the workplace ANMEC will offer a simulated environment.

Workplace assessment aims to determine if the course participant can apply theoretical knowledge in the practice setting in order to demonstrate the competencies. Workplace assessment is highly valued and qualified workplace facilitators with Certificate IV in Training and Assessment will be utilised. Assessors are required to witness consistent and repetitive use of knowledge and skills against a clearly listed set of criteria. ANMEC educators will be available to conduct at least one formal workplace-based holistic assessment for any units that must be assessed in this manner. Assessment of students is continual with assessments being conducted at regular intervals throughout each unit and the course itself. Some formative assessment occurs on an informal basis during each face to face learning session other formative assessment are more formal. Summative assessment methodologies have been selected to ensure that students need to repetitively consistently demonstrate essential skills associated with the units of competency.

Clinical assessment confirms the student’s ability to demonstrate competence in the clinical setting. Students need to demonstrate the required skills and knowledge in the practice setting in order to demonstrate the ANMC National Competency Standards for the Enrolled Nurse. Workplace preceptors, assessors and facilitators will contribute to the evidence collected for assessment of the student’s competence in the following domains:

- knowledge and application;
- communication and interpersonal relationships;
- organisation and teamwork; and
- technical ability.

The relevant clinical skills for each unit are required to be demonstrated and practised utilising current equipment. Please note that the only person who can sign off that the student is competent in any assessment is the RTO employed assessor.

When students are deemed not to have demonstrated competence during a clinical placement, the student’s performance will be evaluated and in most cases a program of remedial coaching followed by a repeat of the clinical placement will be offered. A second or subsequent placement may be denied to students who persistently:

- endanger themselves or others;
- fail to follow given instructions; or
- display inappropriate behaviours.

5.5 Feedback to students

Participants will be notified of the outcomes of their assessment using the following nomenclature:

In Moodle:

Satisfactory
Not Satisfactory

In VETtrak:

CA = Competency Achieved

NYC = Competency Not Yet Achieved

To clarify, the use of the term, ‘CA’ - Competency Achieved, relates to competency achieved for the unit in its entirety. This grade is recorded in the ANMEC student record on successful completion of a unit.

Participants will be given feedback regarding the quality of their work including clear reasons why further assessment or re-assessment is required. Participants will be able to attempt to demonstrate competence in an assessment on no more than 3 occasions before they will be deemed as ‘not yet competent’ in that assessment. Participants will be able to resubmit work according to ANMEC’s assessment policy. Persistent failure to demonstrate competence will result in review of the student’s performance and ability to continue in the course. An extension of time for the submission of assessments may be granted if the request is made in accordance with ANMEC’s policies.

5.6 Resulting

Students will be resulted for each unit of competency of the course using the recognised VETtrak system which is AVETMISS compliant. Results are recorded on a database which is backed up daily and backups are stored off-site.

Statements of attainment and Certificates will be issued as participants exit the course.

5.7 Successful completion of the course

In order to successfully complete the course, participants are required to –

- successfully complete all assessment tasks
- demonstrate workplace competency
- comply with assessment and attendance policies
- complete the required number of work placement hours

5.8 Review of assessment processes and tools

The validity and reliability of the assessment tools will be evaluated by –

- feedback from course participants
- a collective review of the participants’ responses and performance by each educator whilst marking each assessment
- discussion between educators
- comparison of the assessment tools with those developed by other RTOs or approved purchased course materials
- discussion with the Course Advisory Committee and with people already employed in related job roles
The education team has a cooperative learning ethos which promotes free discussion concerning all learning and assessment materials leading to their continual improvement.

5.9 Complaints and appeals policies
Course participants may complain if they believe they have been unfairly assessed and/or have any other complaint related to the course delivery or work placement and are encouraged to utilise ANMEC’s complaints and appeals policies and procedures. While a complaint or an appeal is in progress the student will remain enrolled in the course unless continued participation is considered to be a threat to the safety and well-being of any person.

6 Course administration

6.1 Course Advisory Committee
An industry reference group has been convened to advise ANMEC on the continuing development of the Certificate III in Aged Care course content, delivery and assessment strategy and tools. Selected members of that group have assisted and continue to assist with the modification and updating of the course to ensure that it meets continuing industry needs as well as the requirements of the training package. The Committee will consider and advice for:

- the selection of the elective Competency Standards for the course;
- the content and skills related to each course unit;
- on matters related to programming;
- on content of skills log books and assessment tools used in the workplace;
- on protocols and procedures related to workplace assessments.

Representation from industry included in the membership of this Committee:

- private for profit residential and community care organisations;
- not for profit residential and community care organisations;
- public sector health services;
- private sector acute hospitals;
- survey feedback received by students as part of the continuous improvement.
6.2 ANMEC staff

Management of the course is the responsibility of the Director, Strategy and Operations with the assistance of the Learning & Business Development Coordinator, Quality and Compliance Coordinator. A Registered Nurse has been appointed as the Course Coordinator.
6.4 Educators' qualifications

The appointed course coordinator is responsible for the overall coordination and facilitation of the course. The course coordinator has appropriate nursing and education qualifications and experience and will work collaboratively with the Course Advisory Committee (CAC).

Trainers responsible for, and contributing to, the theoretical component of the course must:

- Hold a Bachelor of Nursing Degree or equivalent and registration with AHPRA. ANMEC see this dot point as best practice and delivering quality for Aged Care as a desirable for this qualification;
- hold a Degree, Diploma or equivalent relevant to the subject area being taught;
- hold or is prepared to undertake study to obtain a Certificate IV in Training & Assessment or higher qualification accepted for training and assessment within the VET sector;
- be able to demonstrate currency of knowledge and experience relevant to the subject being taught.

Trainer qualifications for each unit may vary depending on the content and external experts may be contracted to deliver unit material under supervision of qualified Educators / Coordinators.

Clinical facilitators will meet the selection criteria set out in the training package which includes the requirements that they:

- desired - have a minimum of 2 years experience as a registered nurse in an Aged Care facility/an acute setting with a focus on Aged Care;
- demonstrate high standards of safe nursing practice;
- demonstrate effective interpersonal skills;
- have a commitment to supporting/teaching students;
- are willing to participate in any associated training;
- are willing to participate in the evaluation process.

In order to meet the assessment requirements of the job description the ANMEC the Clinical Facilitator will hold the current Certificate IV in Training and Assessment (TAE) or be under the supervision of a qualified Coordinator until appropriately qualified.

6.5 Entry requirements

Applicants for this course are required to demonstrate successful completion of year 10 or equivalent. Applicants are required to demonstrate literacy and numeracy skills required in the workplace.

Language, Literacy and Numeracy Assessment:

Prior to enrolment in a course, students will be required to complete a basic Language, Literacy and Numeracy (LLN) Assessment which will be completed upon application. This assessment is used to determine the student’s level of language, literacy and numeracy required to complete the course or whether the student requires additional support. The outcome of the LLN test will determine whether the student is suitable for enrolment.
Students who are assessed as not having the required level of language, literacy and numeracy skills may be referred to external support networks to work with them on skill development in the required area/s. Students can apply for enrolment again once they have developed skills in that area. Assistance with the development of basic computing skills will also be provided.

**Applying The Australian Core Skills Framework to Certificate III Aged care**

The role of ANMEC is to support students reach their potential to be employed within their chosen field of Aged 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 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, Aged Care 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 support paper will explore the five core skills of Learning, Reading, Writing, Oral Communication and Numeracy and how they can be applied to the Certificate III, Aged care.

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

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

Information on the Australian Core Skills Framework can be found here:

6.6 Core Skills in the Workplace

Industry work roles require workers at this level to read and follow policies and procedures, which include but not limited to:

- Information and Communication Technology Policy
- Privacy Policy
- Confidentiality and Privacy Policy
- Occupational Health & Safety Policy – booklet;
- Manual handling
- Infection control
- Teamwork and communication skills.

Delivery plans (care plans) and document in clients’ records and verbal communication skills include the ability to clarify using appropriate questions, interpret non-verbal messages, provide information, give clear directions and provide support and encouragement to residents/clients.

Failure to demonstrate the skills at the appropriate level does not automatically preclude applicants from participating in this course.

6.7 Special entry requirements

Applicants are advised that all workers requiring direct contact with clients in the aged care sector whose funding is primarily provided by the Federal Government must, by law, provide a National Police Certificate to employers before commencing work placements. Prior to enrolment students are notified of this requirement and informed that offences related to physical and/or sexual abuse will prevent them from working in this industry.

Applicants are advised that an ability to lift and deliver hands on care is also requirement of the course and employers, and that many employers are requiring job applicants to be assessed in terms of their physical ability to cope with the manual handling requirements of this type of position.

Applicants are advised that English is the language in common use in the aged care sector and that numeracy and literacy equivalent to those required by employers must be demonstrated to pass most of the unit in the course.

6.8 Student/applicant support

Students who repeatedly require assistance are carefully assessed and when necessary they are referred to specialist practitioners for formal assistance.

The educators/trainers are registered nurses who all have basic counselling skills. These skills are used to assist students to seek professional help if they present with psycho-social problems. The training staff do not engage in long term professional counselling. Students are offered a referral to access Employee Assistance Program (EAP) with whom the ANMF (SA) has a contract related to the support of staff and students or they are advised to see their own GP to obtain referral to the appropriate health professional.
Staff monitor these students carefully and will assist them to modify their study programs as needed. Deferral for up to 24 months is permitted and advised on some occasions.

**Support mechanisms available to students**
Support is available to any student who needs assistance in understanding assessment requirements. ANMEC also provide support with language, literacy and numeracy – see list below:

**Language Strategies** - Including but not limited to:
- Verbal Scenario based supported learning;
- Practice Verbal Communication Skills – Handover;
- Plan extra time for assessments;
- Practice and simulate assessment environment;
- Support in understanding and interpreting medical Acronyms / Abbreviations;
- Extra Skills Laboratory Sessions on Communication Strategies;
- Work provided for self directed learning support.

**Literacy Strategies** – Including but not limited to:
- Support Writing Case Notes;
- Practice and simulate assessment environment;
- 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** – Including but not limited to:
- 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.

7.1 **Monitoring and evaluation**
Capacity to deliver is supported by positive feedback from current students and employers which is gathered in an annual formal evaluation and through feedback provided by host facilities during clinical placement. Comments from workplace representatives are recorded in the student log book.

Course content, structure, delivery and assessment processes will continue to be monitored by processes such as:
• feedback through formal surveys of students and employers providing clinical placements;
• feedback through formal and informal discussions between students, employers providing clinical placements and the RTO staff;
• discussions with the Course Advisory Committee (CAC);
• student, trainer and industry review of assessment tools and processes;
• meetings of the RTO staff and relevant trainers;
• feedback from students and RTO staff is sought when new material is added to course content or when content is adjusted;
• feedback from trainers and guest presenters who are considered to have clinical expertise in particular areas is regularly sought.

In addition the RTO will monitor the progress of all students through the program to ensure that the best outcomes are achieved.

7.2 Requirements to receive the qualification
The course participants will receive this qualification when they demonstrate the knowledge and skills required by the training package unit document as prescribed by the course document. Where students are not currently employed in a related work role, placement with an appropriate organisation will be negotiated by ANMEC educators to facilitate assessment of units recommended or essential in terms of the context of demonstrating competency.

7.3 Employment of course participants
It is expected that most course participants will be currently employed or will find employment in the aged care industry.

Educators, on specific request by course participants, are willing to act as referees for current and past students.

7.4 Work Health and Safety
ANMEC’s teaching facilities and the host employer’s sites comply with all occupational health and safety legislation and regulations, relevant codes and Australian Standards. Participants attending classes will receive orientation on emergency procedures and equipment and they will be orientated to workplace occupational health and safety procedures.