



Australian Nursing and  
Midwifery Education Centre

*Learning to care from leaders in health*

In Partnership with



# Australian Nursing and Midwifery Education Centre Policy Manual

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## Introduction

Policies in this manual comply with the ASQA RTO Standards for Continuing Registration as a training provider, Commonwealth of Australia.

The Australian Nursing and Midwifery Education Centre (ANMEC) has a commitment to delivering quality education and training. Therefore, students and staff are required to comply with these policies.

Definitions are provided initially in the terminology section and then as necessary in the subsequent policies.

Cross references refer to policies within this manual and to the RTO standards and the Nursing and Midwifery Board of Australia (NMBA), Enrolled Nurse standards for practice criteria.

The policy manual is endorsed by the ANMF (SA Branch) and authorised by the CEO/Secretary ANMF (SA Branch).



Elizabeth Dabars  
CEO/Secretary ANMF (SA Branch)

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## Terminology

The definitions given in the section are also used throughout the policies. Many of the definitions have been adapted from the *AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration*.

**Academic Record** – issued with a qualification and lists results against the nationally recognised and accredited units of competency.

**ANMAC** – Australian Nursing and Midwifery Accreditation Council

**Appeal** – a process whereby a client of ANMEC or other interested party may dispute a decision made by ANMEC or HERC. The decision may be an assessment decision or may be about any other aspect of ANMEC or HERC's operation.

**Application form** – the selection tool used to determine eligibility. The application form includes education and employment history (including unpaid work and experience), literacy and numeracy skills assessment.

**AQF** – Australian Qualifications Framework 2<sup>nd</sup> Edition 2013

**ASQA** – Australian Skills Quality Authority is the national regulator for vocational education and training.

**Assessment** – the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry competency standards of a training package or by the learning outcomes of an accredited course. Assessments include written assignments, practical skills assessments and group work.

**Assessment tools** – the instrument/s and procedures used to gather and interpret evidence of competence.

- **Instrument** – the specific questions or activity used to assess competence by the assessment method selected. An assessment instrument may be supported by a profile of acceptable performance and the decision-making rules or guidelines to be used by assessors.
- **Procedures** – the information or instructions given to the candidate and the assessor about how the assessment is to be conducted and recorded.

**Cancellation by student** – a student requests the cessation of their course enrolment.

**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

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

**Clinical/work placement** – a period of time spent in a clinical/work environment in order for the student to observe, learn and demonstrate competence.

**Complainant** – the person who lodges a complaint.

**Complaint** – an allegation made by a client or other interested parties concerning ANMEC or HERC's services.

**Complaints process** – a process by which a client or other interested parties, may raise a concern about ANMEC or HERC policies, procedures, services or products with a view to having them changed and improved.

**Continuous improvement** – a planned and ongoing process that enables ANMEC and HERC to systematically review and improve its policies, procedures, products and services to generate better outcomes for clients and to meet changing needs. ANMEC and HERC constantly review their performance against the ASQA SNRs and to plan ongoing improvements. Continuous improvement involves collecting, analysing and acting on relevant information from clients and other interested parties, including RTO staff.

**Course fee** – the fee determined for the course without additional costs which may be incurred during the course.

**Course progress** – monitoring, recording and assessing of a student's progress in relation to the course in which the student is enrolled.

**Credit transfer/National Recognition** –

- recognition of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person
- recognition by each state and territory's registering body of the training organisations registered by any other state or territory's registering body and of its registration decisions
- recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory's course accrediting body and of its accreditation decisions

**Currency** – in assessment, currency relates to the age of the evidence presented by the candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

**Deferral** – an application by a student enrolled in a course to suspend their active participation in the course for a nominated period of time.

**Dereliction of Study** – where a student fails to attend classes, workshops or placements for a period of 60 calendar days or more without contacting ANMEC, HERC or their Course Coordinator.

**Drugs** – for the purpose of this policy the term includes substances defined as illegal drugs.

**Equipment** – any tools or materials such as mannequins, lifting equipment, medical supplies.

**Extension** – 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.

**Facilities** – any furniture, furnishings and structure.

**Flexible learning** – is providing a range of learning environments and strategies to cater for differences in individual learning interests, needs, styles and opportunities.

**Formative evaluation** – reviewing the quality of course administration, content and delivery on a continual basis.

**Host workplace** – any facility in which ANMEC or HERC places students for practical experience and observation during their course.

**Immunisation** - Immunisation protects people against harmful infections before they come into contact with them in the community. Immunisation uses the body's natural defence mechanism - the immune response - to build resistance to specific infections. Immunisation helps people stay healthy by preventing serious infections.

**Industry** – implies industry organisations, industry training advisory bodies and skills councils, unions, specific clients and professional licensing bodies.

**Information technology** – includes access to ANMEC and HERC's electronic resources, library catalogue, Internet, word processing, printing and individual storage space.

**Mandatory reporting** – the legal requirement to report suspected cases of child abuse and neglect.

**Mediation** – a voluntary process in which a mediator, acceptable to both parties, facilitates the resolution of disputes between the parties.

**Memorandum of agreement (MoA)** – a document between parties to cooperatively work together on an agreed upon project or meet an agreed upon objective. The purpose of an MoA is to have a written understanding of the agreement between the parties. May also be called an MoU (Memorandum of Understanding)

**Midpoint of course** – defined as 50% of the total delivery time of the course.

**Monitoring enrolment load** – the enrolments of students and their study loads are in keeping with the stipulated enrolment durations.

**National Police Certificate** – often referred to as a 'police check', provides a national summary of an individual's offender history.

**National recognition/Credit Transfer** –

- recognition by ANMEC and HERC of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person
- recognition by each state and territory's registering body of the training organisations registered by any other state or territory's registering body and of its registration decisions
- recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory's course accrediting body and of its accreditation decisions

**Natural justice** – gives the respondent the right to be given a fair hearing and to present their case.

**NMBA** – Nursing and Midwifery Board of Australia

**Orientation** – the process of providing information to students and newly appointed staff.

**Parchment** – a Certificate, Diploma or Statement of Attainment.



**Participant** – a person who has completed and lodged a registration form and made payment in order to attend a workshop.

**Payment schedule** – a plan to assist the student to pay the determined course fees in instalments over the duration of the course.

**Plagiarism** –

- 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

**Policy** – a documented statement of a definite course of action that is to be adopted and implemented.

**Qualification** – formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification as specified by

- a nationally endorsed training package
- an accredited course that provides training for that qualification

**Recognition of prior learning (or 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 (National Quality Council Training Packages glossary)

**Record of Results** – A record of results is a record of all learning leading to an AQF qualification or an accredited unit in which a student is enrolled and is issued by an authorised issuing organisation. In Australia this may be called a 'transcript of results', 'academic transcript', 'record of achievement' or 'statement of results'

**Respondent** – the person against whom the complaint is lodged.

**Risk** – the chance that an event will occur which will impact upon the core business of ANMEC or HERC.

**Risk assessment** – the process used to identify risks and the likelihood, frequency and consequences of their occurrence.

**Risk management** – development of strategies to manage the effects of risks.

**RTO** – A registered training organisation is a vocational education and training organisation registered by a state or territory registering body in accordance with the Australian Quality Training Framework (AQTF) Essential Standards for Registration within a defined scope of registration (National Quality Council Training Packages glossary)

**SNR** – ASQA Standards of Continuing Registration

**Student** – a person who has completed and lodged an enrolment form in order to undertake training.

**Statement of Attainment** – lists results against the nationally recognised and accredited units of competency in which a student has been enrolled. A Statement of Attainment is issued where the student has not gained competence in all units required for the completion of an AQF-recognised qualification.

**Support person** – a person chosen by the complainant or respondent to support them during the complaint process. The support person is bound by confidentiality and will not enter into discussions during mediation sessions.

**Summative evaluation** – reviewing the quality of course administration, content and delivery at the end of the course or a section of the course.

**Termination of enrolment** – a student's enrolment in their course of study is terminated and will not be reinstated unless the termination is overturned through the appeals process.

**Training package** – a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

**Training program** – a program (also known as a learning program), developed by ANMEC and delivered under license by HERC, that meets the training and assessment requirements of a qualification from a training package, one or more designated units of competency, or an accredited course. The training program may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. This may form part of a training and assessment strategy.

**Unacceptable student behaviour** includes but is not limited to –

- endangering the safety of self or others
- inappropriate physical contact and/or physical violence
- bullying and intimidation of any other person
- being affected by drugs and/or alcohol
- consistently disrupting the work of learning in the classroom
- inappropriate isolation of a group member from group activities
- putting at risk the good reputation of any other person
- making racist or sexist comments to any other person
- demeaning another in any way
- constantly and inappropriately seeking attention
- behaving in a disruptive manner such as swearing, yelling, using offensive language
- inappropriate invasion of another's personal space
- stealing
- disobeying any reasonable direction by a staff member
- viewing or distributing offensive material via the internet, e-mail or any other means
- use of mobile phones in the classroom environment

**Unit of competency** – specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

**Validation of assessment** – a process for ensuring that the way a unit of competency or group of units is assessed, and the evidence collected through these assessments is consistent with the requirements of the unit or group of units, of competency and of industry. It includes validating the assessment process, the assessment tools and instruments, the evidence collected using tools and instruments and the interpretation of that evidence to make a judgement of competence in relation to the same unit(s) of competency. Validation may be undertaken before, during and after the actual assessment activity occurs and may include both formative and summative assessment. The latter includes assessment for the purpose of granting RPL.

**Validity** – one of the principles of assessment and also one of the rules of evidence. Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that –

- assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills must be integrated with their practical application
- judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of context using different assessment methods). The specific evidence requirements of each unit of competency provide advice on proficiency.

**Victimisation** – detrimental action taken against the complainant.

**Workshop** – a discrete session on a given topic provided on a fee-for-service basis.

## Section 1 – General

## 1.1 Equal Opportunity and Access

### ***Policy statement***

ANMEC and HERC are committed to promoting equal opportunity and anti-discrimination and will ensure that staff and students are provided with a safe, healthy and respectful environment. ANMEC will at all times seek to comply with the requirements of legislation, codes and other regulations relevant to this policy.

### ***Principles***

ANMEC and HERC recognise that particular groups of people in society have experienced, and continue to experience, institutional disadvantage and unequal educational outcomes. Accordingly, ANMEC and HERC reserve the right to implement special initiatives designed to overcome the results of discrimination.

ANMEC recognises the rights of individuals and groups to be free from discrimination, harassment and bullying in education on grounds including –

- age
- disability
- race, colour, descent, religion, or national or ethnic origin
- sex, sexuality, marital status or pregnancy

### ***Implementation***

Any complaints will be dealt with confidentially, quickly, seriously and in an unbiased manner. Students and staff may approach a member of the ANMEC or HERC staff, the Course Coordinators or RTO Management.

In addition, any person has the right at any time to contact the Equal Opportunity Commission for information or advice or to lodge a complaint.

### ***Roles and responsibilities***

The CEO/Secretary ANMF (SA and TAS Branches) have the ultimate responsibility for equal opportunity matters.

Day-to-day responsibility has been delegated to the ANMEC Head of Learning & Development who may be contacted for information or assistance at the ANMF (SA Branch).

### ***Cross references***

ANMEC policy 1.2 student support  
ANMEC policy 1.4 Code of behaviour  
ANMEC policy 1.8 Complaints  
RTO Standard 5  
NMBA Standard 3

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)  
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## 1.2 Student Support Policy

### ***Policy statement***

ANMEC and HERC are committed to the provision of equal opportunity for all students by providing all reasonable supports and resources consistent within the range of supports set out in this document.

### ***Principles***

ANMEC and HERC have embedded supports within our course design. ANMEC and HERC understand that students at particular times may require support additional to those already embedded into our courses and is therefore committed to providing that additional support where it can be reasonably accommodated and within the limits created by funding or fees provided to support the enrolled student

### ***Implementation***

ANMEC and HERC are committed to supporting its students throughout their enrolment by providing a diverse range of personal, academic and professional support services within its means, thereby ensuring all students have access to a high quality educational experience.

Types of Student Support Services available:

- Student Administration Support:
  - course information
  - funding availability and eligibility
  - application and admissions
  - enrolments, re-enrolments and change of enrolments
  - student orientation programs
  - student ID cards
  - course timetables
  - transfers, deferral and withdrawal processes
  - student records
  - form clarification
  - academic results and qualifications
  - tuition fees, invoices, receipts and payments plans
- Academic and Learning Support
  - additional classes and teaching sessions as directed by Course Coordinators
  - alternative adjustments for learning and assessment
  - skills lab technical and practical support
  - preliminary academic writing and study skills
  - language, literacy and numeracy support
  - learning support plans
- Non-academic and Welfare Support:
  - course planning and time management
  - identifying learning barriers
  - policy / procedure clarification
  - healthy study habits

- Referral to external agencies for support with:
  - general health and well being
  - mental health
  - legal advice
  - financial options
  - harassment and trauma
  - handling conflict
  - immigration and visa enquiries
- Information Literacy support:
  - accessing and using information resources
  - developing digital literacy skills
  - accessing online resources including email, website and LMS
  - academic writing
  - copyright information and use of citation tools transfer of the above skills into workplace environments
- Information Technology Support:
  - network access including student email/website and LMS
  - printing, copying and scanning facilities
  - WIFI access
- Web based Information Systems Support:
  - student website maintenance
  - student portal access and maintenance

### **Definitions**

**Student** – a person who has completed and lodged an enrolment form in order to undertake their chosen course

### **Roles and responsibilities**

Students with special needs have a responsibility to –

- carefully consider their capacity to achieve the competencies stated for any qualification/course or unit of competency
- utilise the facilities and procedures that are in place to assist their learning and to facilitate their assessments
- abide by all ANMEC and HERC policies and procedures including those related to the Code of Behaviour
- cooperate with and facilitate normal classroom processes and procedures

Students whose needs change during their course of study need to discuss such changes with the Course Coordinator.

Students must notify the Course Coordinator at least 4 weeks prior to any such programmed assessment or examination if they wish to have any special needs met in respect to assessments or examinations.

Applicants or students with special needs who are dissatisfied with the services offered by ANMEC or HERC are encouraged to utilise the complaints and appeals processes.

### **Cross references**

1.1 Equal opportunity and access

1.4 Code of behaviour

1.8 Complaints

Standards for Registered Training Organisations (RTOs) 2015:

- Part 2 Standard 1

NMBA Standard 3

NMBA Standard 6

### **Administration**

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2001

Last reviewed Dec 2018

Version 7

Review date Dec 2020



## 1.3 Privacy and Confidentiality

### Policy statement

ANMEC and HERC will safeguard the privacy of staff and students and maintain confidentiality of personal information. Students are also required to respect the privacy of organisations and clients/patients and their families at all times.

### Principles

ANMEC and HERC recognise that:

- it has a responsibility to maintain and store comprehensive records of training concerning each student
- it has a responsibility to verify, maintain and store comprehensive records of identification of each student
- any written records concerning the student's achievements and/or behaviour should be accurate and objective
- records must be safely and securely stored
- the information collected and stored must transparently serve a specific purpose
- information used in assignments by students should be de identified to ensure the privacy of organisations and clients/patients and their families
- any disclosures made to staff members during individual counselling should be held in the highest confidence unless the student is threatening self-harm or harm to others or where there may be legal obligations to report matters to others
- Staff have the right to seek guidance from in-line managers about how to best assist the student concerned
- students have the right to access their personal information held by the RTO

ANMEC and HERC have an obligation to provide information as requested by the relevant authorities under the authority of the **National Vocational Education and Training Regulator Act 2011** and the legislative instruments, Training and Skills Development Act 2008 or other relevant legislation and regulations.

### Implementation

Students are required to sign a student declaration as part of their enrolment process.

A student may gain access to their file by making a request in writing and by providing personal identification.

An individual student may request, in writing, the correction of inaccurate or misleading information contained in their records.

### Cross references

Privacy Act 1988

Australian Privacy Principles (APPs)

Standards for RTOs 2015:

Standard 3, Standard 6

Standard 8, Clause 8.5

### Administration

Authority CEO/Secretary ANMF (SA Branch)

Date of origin August 2000

Last reviewed Dec 2018

Version 5

Review date Dec 2020

## 1.4 Code of Behaviour

### ***Policy statement***

ANMEC and HERC support a code of behaviour for staff and students which will foster respectful and responsible behaviour.

### ***Principles***

Appropriate behaviour demonstrates the valuing of self and others and facilitates the safety and well-being of all.

Students, staff, contractors and visitors are expected to behave in a considerate and courteous manner when dealing with others while at any venue supplied or organised by ANMEC or HERC.

Whilst maintaining due regard for a student's right to privacy ANMEC staff reserve the right to discuss inappropriate behaviour by a student with

- the student or students concerned
- people affected by that behaviour

Violence, intimidation, harassment and damage to property or equipment are not consistent with a safe and supportive learning environment and will not be tolerated.

People, who do not abide by the code of behaviour, unless immediately endangering self or others, have a right to be dealt with discreetly and fairly.

### ***Implementation***

Behaviours that significantly or repetitively interfere with the learning of others are unacceptable and must be recorded, reported and addressed.

Group norms will be established in the orientation session of each course.

A student may be suspended or have their enrolment terminated from a course for behaviour that contravenes the code of behaviour.

A student may be withdrawn from their course for dereliction of studies. A student who does not attend class, complete online activities or submit assessment as recorded on the training and assessment plan for a period of 60 calendar days will be notified by letter that they have been deemed to have abandoned their study and will be withdrawn.

### ***Definitions***

**Unacceptable student behaviour** includes but is not limited to –

- endangering the safety of self or others
- inappropriate physical contact and/or physical violence
- bullying and intimidation of any other person
- being affected by drugs and/or alcohol
- consistently disrupting the work of learning in the classroom
- inappropriate isolation of a group member from group activities
- putting at risk the good reputation of any other person
- making racist or sexist comments to any other person
- demeaning another person in any way
- constantly and inappropriately seeking attention
- behaving in a disruptive manner such as swearing, yelling, using offensive language
- inappropriate invasion of another's personal space

- stealing
- disobeying any reasonable direction by a staff member
- viewing or distributing offensive material via the internet, e-mail or any other means
- use of mobile phones in the classroom environment.
- Comments on social media websites

### ***Roles and responsibilities***

The police will be contacted in cases of possible criminal behaviour.

ANMEC staff and educators have a responsibility to

- treat people in a fair and non-discriminatory way
- at all times act in a manner that facilitates learning by students
- take action if the Code of Behaviour is breached
- report breaches to the Course Coordinator

Students have a responsibility to

- attend all scheduled classes/skills sessions or online activities as recorded on training plans
- attend all clinical placements as required
- complete assessments by the due date recorded on training or assessment plans
- observe the group norms and behaviour guidelines
- be courteous to staff and other students
- behave in a manner which does not interfere with the learning of others
- conduct themselves in a responsible manner while at the ANMF or any other designated point of delivery
- abide by the policies and rules of any host organisations
- contact their course coordinator if they have extenuating circumstances and need to defer their course
- contact their course coordinator if for any reason they are going to be absent for an extended period

### ***Cross references***

- 1.3 Privacy and confidentiality
- 1.5 Cheating and plagiarism
- 1.8 Complaints
- 1.9 Appeals
- 1.11 Drugs and alcohol
- 2.13 Termination of course enrolment

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	June 2001
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Version	6
Review date	Dec 2020

## 1.5 Cheating and Plagiarism

### Policy statement

Cheating and/or plagiarism in any form will not be tolerated.

### Principles

Students who assist other students to cheat will be deemed to have cheated themselves.

### Implementation

Educators must discuss any perceived act of cheating or plagiarism with the Course Coordinator before approaching the student or students concerned.

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

Cheating and persistent plagiarism may result in the student's expulsion from the course with no refund of fees.

### Definitions

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

Plagiarism –

- 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

### Roles and responsibilities

The Course Coordinator or delegate is responsible for acting on any incidents of cheating or plagiarism.

### Cross references

1.4 Code of behaviour

Standards for Registered Training Organisations 2015:

Standard 1, clauses 1.8 and 1.12

Standard 3, clause 3.1

### Administration

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2001

Last reviewed Dec 2018

Version 3

Review date Dec 2020

## 1.6 Mandatory Reporting

### **Policy statement**

Nurses and Midwives have an obligation to report to the police suspected abuse or neglect of students under 18 years of age in accordance with the *Children's Protection Act 1993*. All health professionals and education providers have a legal responsibility to make notifications to relevant authorities in the event they suspect and/or witness conduct which may constitute abuse and/or Notifiable conduct as detailed in relevant legislation.

### **Principles**

The interests and welfare of students is fundamental to the education provided at ANMEC and HERC.

### **Implementation**

In the interests of the welfare of students, staff are reminded of their mandatory reporting obligations.

Education providers are also required, under section 143 of the National Law, to make mandatory notifications in relation to students, if the provider reasonably believes:

- 'a student enrolled with the provider has an impairment that, in the course of the student undertaking clinical training, may place the public at substantial risk of harm, or
- a student for whom the provider has arranged clinical training has an impairment that, during the student undertaking the clinical training, may place the public at substantial risk of harm.'

### **Definitions**

**Mandatory reporting** – the legal requirement to report suspected cases of child abuse and neglect.

### **Roles and responsibilities**

Staff who are involved in the education of students who are under 18 years of age are required to undertake mandatory reporting education on a regular basis.

### **Cross references**

ASQA SNR 20

ANMEC Procedures Manual

### **Administration**

Authority	CEO/Secretary ANMF (SA Branch)
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Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## 1.7 National Police Certificate

### ***Policy statement***

Students who undertake a clinical/work placement during their course are required to provide the original current screening and background check certificate to the relevant Course Coordinator or Administrator.

Students attending sites for placements are obligated to show current screening and background check certificates as per Health SA policy and/or Tasmanian Health sites, aged care facilities and community-based services. This policy aligns with Health SA policy and host services in Tasmania.

### ***Principles***

Information about a students' screening and background check is kept confidential.

Information about a student's screening and background check is provided to the relevant Course Coordinator and RTO Management.

No copies of screening and background check will be kept by the RTO.

### ***Implementation***

The only record retained is a notation that the screening and background check certificate has been sighted. This is recorded in Clinical/Work placement logbooks.

It is the applicant's responsibility to apply and pay for their screening and background check. The application instructions and form can be downloaded from the Moodle site.

Where a Screening and Background Check Certificate is not approved in SA, the Course Coordinator may be advised by DCSI and the information will be forwarded to Management for a decision. In Tasmania, each background check is assessed on an individual basis. Students providing checks with precluding offences will be advised accordingly.

Many host sites have specific requirements whereby National Police Certificates are only considered valid for a limited period of time (eg. Tasmanian Health Service). If a student's NPC is considered too old for the specific health service's requirements, the student will be advised and asked to obtain a new certificate.

### ***Definitions***

Screening and background check – often referred to as a 'police check', screening is an assessment of information obtained about an individual to determine whether they may pose a risk to a particular group of people in a professional or volunteer environment.

### ***Roles and responsibilities***

The screening and background check is the property of the applicant.

The student is responsible for following the instructions provided on Moodle and submitting them to the appropriate government department.

The student is responsible for carrying the original document at their clinical placement, and providing it as required. Photocopies will not be acceptable.

If a student's criminal history changes throughout their course of study they are required to immediately notify the Course Coordinator and will be asked to obtain a new National Police Certificate

### **External references**

Health SA Nursing & Midwifery Student Clinical Placement Orientation Package (2014:9)

SA Department for Communities and Social Inclusion (DCSI)

<http://www.dcsi.sa.gov.au>

<https://www.police.sa.gov.au>

<http://police.tas.gov.au>

Placement Deed Dated 28th November 2016 Tasmanian Health Service (Public Health Service Provider) and Australian Nursing and Midwifery Federation (Tas Branch) Health, Education and Research Centre (Organisation)

### **Cross references**

ANMEC policy:

1.15 Clinical/work placement agreements

2.9 Clinical/work placements

Standards for Registered Training Organisations (RTOs) 2015

Clauses 5.1 – 5.4

### **Administration**

Authority CEO/Secretary ANMF (SA Branch)

Date of origin July 2009

Last reviewed Dec 2018

Version 5

Review date Dec 2020

## 1.8 Complaints

### Policy statement

Students have the right to lodge a formal complaint concerning services provided by ANMEC and HERC.

### Principles

The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant.

This complaints policy has been developed to respond to complaints about:

- The RTO
- RTO staff
- students
- third parties

The rights of all will be acknowledged and protected throughout the entire complaint resolution process and natural justice will apply and gives the respondent the right to be given a fair hearing and to present their case.

The process will remain confidential.

Complaints will be resolved informally wherever possible.

Parties concerned have the right to representation during the complaint resolution process.

Victimisation will not be tolerated.

Complainants retain the right to lodge a complaint with relevant outside agencies at any point during the complaint resolution process. If a complaint is lodged externally, it shall not proceed further internally.

Complaints involving criminal matters will be referred to Police.

The complaints procedure is made publicly available via the website.

### Implementation

Students must be informed of their right to lodge a complaint.

Complaints must be documented. These documents are confidential. The complaint will be acknowledged in writing.

Complainants are encouraged to approach the respondent in the first instance in order to resolve the matter. If the complainant cannot resolve the matter directly with the respondent or is unwilling to, they should contact their educator or course coordinator. Principles of natural justice and procedural fairness are adopted including but not limited to:

- informing those involved in the allegations
- providing those involved an opportunity to present their side of the matter
- operating in a fair and unbiased way.

The complainant and the respondent may choose to have a support person present at any meeting.

If the matter is not resolved informally, the complainant should complete a complaint form and forward it to the staff who will determine any further action. This action may include appointing a mediator to assist in resolving the matter.

ANMEC and HERC will attempt to resolve the complaint within 60 calendar days. Where more than 60 calendar days are required to process and finalise the complaint or appeal, ANMEC or HERC will:

- inform the complainant or appellant in writing including reasons why more than 60 calendar days are required and



- regularly update the complainant or appellant on the progress of the matter.

The complainant and the respondent have the right to appeal any decisions made.  
See also the flow chart at the end of the policy.

Staff members/employees that are the subject of a student complaint are notified that the matter is under investigation and they will be advised if the matter requires consideration of disciplinary action at a later time.

### Definitions

#### Roles and responsibilities

The complainant is responsible for initiating the complaint in writing.

The complainant and the respondent are responsible for constructively working towards a resolution.

RTO Management will ensure that complaints are dealt with in a constructive and timely manner through proper and fair avenues of redress.

RTO Management will ensure that complainants and respondents are informed of decisions throughout the process.

Complaints will be acknowledged in writing.

#### Cross references

1.4 Code of behaviour

RTO Standard 6

RTO Standards 2.2

RTO Standard 5.2d

#### Administration

Authority CEO/Secretary ANMF (SA Branch)

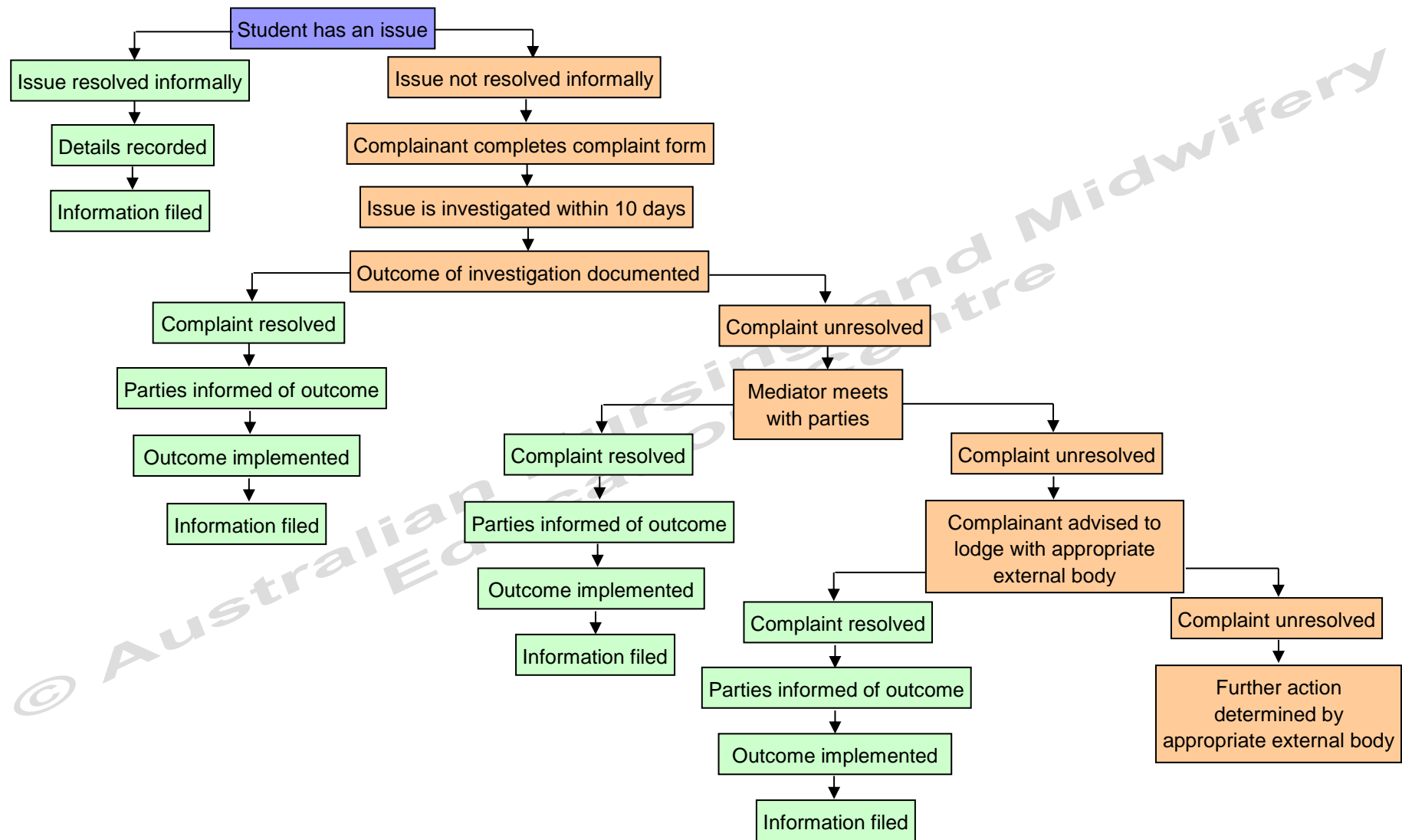
Date of origin May 2003

Last reviewed Dec 2018

Version 4

Review date Dec 2020

## Complaints



## 1.9 Appeals

### ***Policy statement***

Applicants and students have the right to lodge an appeal against any ANMEC or HERC decision.

### ***Principles***

The rights of all will be acknowledged and protected throughout the entire appeal process.

The process will remain confidential.

### ***Implementation***

Applicants and students must be informed of their right to lodge an appeal.

Students are encouraged to discuss decisions with the Course Coordinator before lodging an appeal.

Appeals must be documented and are confidential.

The Executive of the ANMF (SA or TAS Branch) Council will appoint a panel to assess the appeal.

The decision of the panel will be final.

The decision of the panel will be communicated to the appellant within 2 working days of the decision.

Appeal decisions granted in favour of the appellant should be implemented by the Director, Operations and Strategy as soon as practicable.

### ***Definitions***

**Appeal** – a process whereby a client or other interested party may dispute a decision made by ANMEC or HERC. The decision may be an assessment decision or may be about any other aspect of ANMEC or HERC's operation.

### ***Roles and responsibilities***

An appeal must be lodged in writing within 20 working days of a decision.

ANMEC or HERC will ensure that appeals are dealt with in a constructive and timely manner through proper and fair avenues of redress.

ANMEC or HERC will inform the appellant in writing of the outcome.

### ***Cross references***

1.4 Code of behaviour

1.8 Complaints

7.1 Non-Academic Grievance

7.2 Academic Grievance

RTO Standard 6

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	May 2003
Last reviewed	Dec 2018
Version	6
Review date	Dec 2020

## 1.10 Workplace Health Safety

### ***Policy statement***

ANMEC and HERC are committed to ensuring that, as far as reasonably practicable, the environment for staff and students is safe from risks of injury and risks to health and that appropriate intervention and resolution measures are in place to deal with WHS issues quickly.

### ***Principles***

This policy covers employees, students and any contractors or visitors that are engaged in approved training at designated training sites of ANMEC or HERC.

Staff, students and visitors in any training area must act in accordance with work health, safety and welfare legislation and any other relevant regulations, codes or relevant workplace awards.

Organisations delivering training on behalf of the ANMEC must have equivalent policies and procedures that they are prepared to produce on request from the Director, Operations and Strategy or delegate.

The CEO/Secretary ANMF (SA & TAS Branches), Director, Operations and Strategy must be notified as soon as practicable of WHS issues.

Whenever possible, a consultative approach should be used to address WHS issues.

Objectives and a time frame should be utilised when resolving WHS issues.

Employees, educators and students must take reasonable care to protect their own health and safety and the health and safety of others who may be affected by their actions or omissions.

WHS must be a permanent agenda item for formal ANMEC and HERC staff meetings.

### ***Implementation***

WHS policies and procedures are available at all times to staff and students.

Employees, educators and students must

- use equipment provided to protect health and safety
- obey reasonable instructions given on health and safety
- ensure that they are not affected by alcohol or another drugs so that they may endanger themselves or others.
- not act in a way that places themselves or other at risk of injury

Educators have an obligation to ensure that –

- training environments are safe
- equipment used in training is in good repair and safe
- substances used in the training environment are correctly used and stored
- students are directly supervised when there is a potential for injury to occur
- they draw to the attention of students acts that may be endangering self or others
- they act as role models by adhering to WHS policies and procedures at all times
- students remain safe even if this compromises their ability to participate in training activities and/or assessments

Students need to be aware that

- failure to demonstrate adherence to WHS policies and procedures in any training setting may lead to failure of a relevant unit and/or a unit or course of study
- failure to wear appropriate clothing and shoes for hands-on skills sessions may cause the educator to exclude the student from participating in practical activities which may, as a consequence result in failure to demonstrate competency of a unit
- failure to supply personal equipment as requested to prevent the spread of infection may result in exclusion of the student from practical activities which as a consequence may result in failure to demonstrate competency of a unit
- failure to follow WHS policies outside of the classroom may result in removal from training ( i.e. smoking).

### ***Roles and responsibilities***

Accountability for WHS rests with the CEO/Secretary ANMF (SA & TAS Branches). The CEO/Secretary ANMF (SA & TAS Branches) via the Directors, Operations and Strategy are responsible for ensuring

- effective implementation of the WHS policy
- that policies related to health, safety and welfare operating at the ANMF (SA & TAS Branches) are kept up to date
- that staff and students receive information regarding WHS during orientation

A written report concerning an incident will be provided to the CEO/Secretary ANMF (SA or TAS Branch) and the Director, Operations and Strategy within 24 hours of the incident.

The CEO/Secretary ANMF (SA or TAS Branch) via the Director, Operations and Strategy on behalf of the CEO/Secretary ANMF (SA or TAS Branch) has an obligation to ensure that staff and students follow the protocols stated in this policy.

Staff and students have a responsibility to report hazards, near misses and injuries no matter how minor.

### ***Cross references***

- 1.11 Drugs and alcohol
- 1.12 Smoking

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2001

Last reviewed Dec 2018

Version 7

Review date Dec 2020

## 1.11 Drugs and Alcohol

### ***Policy statement***

No drugs or alcohol will be consumed on ANMEC or HERC's premises unless authorised by the CEO/Secretary ANMF (SA or TAS Branch).

### ***Principles***

ANMEC and HERC provide an environment free from illicit drugs and alcohol.

### ***Implementation***

ANMEC and HERC will ensure that, as far as is reasonably practicable, employees and students at ANMEC and HERC are safe from risk of injury and risk to their health from the inappropriate use of drugs or alcohol while attending the facilities, facilities booked for the use of staff and students, or those of industry partners.

Students suspect of or noticeably under the influence of any illicit drug or alcohol may be suspended from their course of study or have their enrolment terminated.

The Occupational Health and Safety Act does not allow staff to provide students with over-the-counter medications unless that student is seen by a recognised first aid officer and the provision of such medication is recorded. For this reason students are asked to bring any medications that they might reasonably expect to need while attending the facilities, facilities booked for the use of ANMEC or HERC staff and students, or those of industry partners.

The possession, consumption, sale or distribution of illegal drugs will not be tolerated at ANMEC or HERC and police will be asked to investigate suspected illegal behaviour relating to drug and alcohol usage.

Students are encouraged to report any suspicious circumstances, discovered or suspected illegal drug activity or alcohol abuse for further action to –

- an educator
- the Course Coordinator
- RTO Management
- the Director, Operations and Strategy
- the CEO/Secretary ANMF (SA or TAS Branch)

The origin of the report will, within the boundaries of the law, be held in confidence.

### ***Definitions***

Drugs – for the purpose of this policy the term includes substances defined as illegal drugs.

### ***Roles and responsibilities***

Students have a responsibility to ensure that they are not, by consumption of alcohol or any other drug, in such a state as to endanger their own safety or the safety of any other person while attending ANMEC or HERC facilities, facilities booked for the use of ANMEC or HERC staff and students, or those of industry partners.

Staff have a responsibility to report any students who appear to be under the influence of an illicit drug or alcohol to RTO Management.

### ***Cross references***

ANMEC Policy:

1.4 Code of behaviour

1.10 Work health, safety and welfare policy

Work Health and Safety Act 2012

Standards for Registered Training Organisations (RTOs) 2015:

Clauses 1.7, 4.1, 5.1-5.4

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2001

Last reviewed Dec 2018

Version 6

Review date Dec 2020

## 1.12 Smoking

### **Policy statement**

In recognition of the harm caused by smoking, the Australian Nursing & Midwifery Federation (SA & TAS Branch), supports smoke-free work environments for staff, students and members and aims to present a positive and supportive image to its members and the broader community in relation to workplace smoking.

### **Principles**

The ANMFSA and ANMFTAS support the ANMF Federal Office policy “Smoke-free work environments” and the initiatives of State Government Health departments in relation to their Smoke-free Policy.

### **Implementation**

SA:

Smoking is prohibited in any part of the ANMFSA Property, which includes all buildings, structures, garden areas, front and rear verandah, seating areas and in cars located in the car park. Signage exists around the facility to reinforce this.

It is recognised that the image of the ANMFSA is impacted by smoking that occurs in the public areas in front of the ANMFSA Property. As a result, smoking is prohibited for staff and students of the ANMFSA in the public areas immediately in front of the ANMFSA Property. Staff and Students are also requested to respect the rights of the surrounding property owners, and ensure that any rubbish, including butts, are placed in bins.

TAS:

HERC smoking policy is consistent with the *Tasmania Public Health Act 1997* and are designed to protect people from exposure to second hand smoke, de-normalise smoking behaviour in public places and support people who have quit or are trying to quit smoking. Tasmanian law prohibits smoking in a number of specific circumstances. Smoking is prohibited in all buildings, balconies, entrances. Smoking is allowed in the designated smoking area in the under-car parking space. Staff and students must keep this space free from rubbish including butts and not encroach onto other spaces.

### **Roles and responsibilities**

The responsibility for enforcing the policy rests with the CEO/Secretary ANMF (SA & TAS Branch), Directors, Operations and Strategy and/or Site Manager.

### **Cross references**

ANMEC Policy:

1.10 Work health, safety and welfare policy

Standards for Registered Training Organisations (TROs) 20125:

Clauses 1.7, 4.1, 5.1-5.4

### **Administration**

Authority CEO/Secretary ANMF (SA Branch)

Date of origin May 2003

Last reviewed Dec 2018

Version 4

Review date Dec 2020



## 1.13 Use of Equipment by Students

### ***Policy statement***

Equipment and facilities are provided to support the learning environment and are to be used in accordance with instructions.

### ***Principles***

Students must not wilfully deface, damage, or misuse any equipment or facility.

Vandalism or causing wilful damage to the property of the ANMFSA or ANMFTAS, other staff and students or host organisations, or any equipment provided for any learning purpose in any setting will not be tolerated.

### ***Implementation***

Staff will provide education related to the appropriate use of equipment and facilities.

Students will be required to pay for any reckless or wilful damage.

### ***Definitions***

Equipment – any tools or materials such as computers, mannequins, lifting equipment, medical supplies.

Facilities – any furniture, furnishings and structure.

### ***Roles and responsibilities***

Staff should report any damage to or malfunction of equipment or facilities to RTO Management.

Students should report any damage to or malfunction of equipment or facilities to the educator.

### ***Cross references***

1.10 Work health, safety and welfare

1.14 Information technology for students

Standards for Registered Training Organisations (RTOs) 2015:

Clause 1.7, 5.1 – 5.4, 1.1 – 1.4, 2.3 – 2.4, 4.1

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin July 2009

Last reviewed Dec 2018

Version 5

Review date Dec 2020

## 1.14 Information Technology for Students

### ***Policy statement***

ANMEC and HERC will provide information technology and equipment for use by students as required during their course. This policy needs to be read and applied in conjunction with the ANMF (SA & TAS Branches) ICT Policies on the website:

ICT Breach Management Policy

ICT Electronic Messaging Policy

ICT Monitoring Policy

ICT Usage Policy

### ***Principles***

Information technology will be provided for use by students.

Equipment will be available during library hours.

Equipment will be maintained in working order.

Access to consumables (for example, paper or printing) is subject to students paying any relevant costs or fees.

### ***Implementation***

Students are required to provide their ID cards to use information technology in the library.

When copyright permits, students may download copies of internet files to meet course requirements.

### ***Definitions***

**Information technology** – includes access to ANMEC and HERC's electronic resources, library catalogue, Internet, word processing, printing and individual storage space.

**Student** – a person who has completed and lodged an enrolment form in order to undertake training.

### ***Roles and responsibilities***

Students must not use information technology for any purposes other than those related to their course of study. This includes the use of sites such as Facebook, eBay, YouTube.

Students who abuse information technology privileges may be banned from further use.

### ***Cross references***

1.13 Use of equipment by students

ICT Breach Management Policy (ANMF SA Branch)

ICT Electronic Messaging Policy (ANMF SA Branch)

ICT Monitoring Policy (ANMF SA Branch)

ICT Policy Definitions (ANMF SA Branch)

ICT Usage Policy (ANMF SA Branch)

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin July 2009

Last reviewed Dec 2018

Version 5

Review date Dec 2020

## 1.15 Clinical/Work Placement Agreements

### ***Policy statement***

A written agreement between ANMEC or HERC and the host workplace for any clinical/work placements for students will be negotiated and will provide details of expectations and responsibilities of both parties.

### ***Principles***

Individual host workplace requirements will be considered in the development of each clinical/work placement agreement.

In general, ANMEC and HERC will not pay a fee for clinical/work placements unless required by the host workplace and negotiated at the time of the development of agreement.

### ***Implementation***

Clinical/work placement agreements will be ongoing unless changes are required.

### ***Definitions***

**Host workplace** – any facility in which ANMEC or HERC places students for practical experience and observation during their course.

### ***Roles and responsibilities***

Clinical/work placement agreements for host workplaces will be authorised by Health SA BetterPlaced, or through individual service agreements.

The Course Coordinator is responsible for negotiating clinical/work placement agreements with host workplaces prior to students' placements, and for evaluating the placement experience post-placement.

### ***Cross references***

- 1.7 National police certificate
- 2.9 Clinical/work placement

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	July 2009
Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## 1.16 Issuance of Parchments

### ***Policy statement***

ANMEC or HERC will issue parchments in accordance with ASQA and AQF standards in a timely manner.

### ***Principles***

The RTO will issue qualifications, academic records and statements of attainment for units of competency registered within its scope of practice in a timely manner.

### ***Implementation***

ANMEC and HERC will issue AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the AQF qualification, skill set or VET Course as specified in the relevant training package or VET accredited course.

ANMEC and HERC will only issue a VET qualification or VET statement of attainment to an individual after verification that the individual has a student identifier. (Student Identifier's Act 2014) unless an exemption applies under the Student Identifiers Act 2014.

All AQF Certification Documentation issued by ANMEC meets the requirements of the Australian Qualifications Framework (AQF) and Standards for Registered Training Organisations.

AQF certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the AQF qualification, skill set or VET course if the training program in which the learner is enrolled is complete and providing all fees the learner owes to ANMEC or HERC have been paid.

Copies will be issued on request for a fee to any past students to replace a lost or destroyed parchment.

ANMEC and HERC will maintain records of parchments issued.

### ***Revocation of parchment:***

ANMEC and HERC reserve the right to revoke certification (AQF qualifications or statements of attainment) that it has issued in the following instances:

- Where incorrect information has been included in a Certificate/Diploma or Statement of Attainment
- Where acts of plagiarism by a student have been proven after issuing certification

ANMEC or HERC will contact affected students in writing to inform them of the revocation action. All original parchments and documents including Statement of Attainments and Academic records that have been identified to be revoked must be returned.

### ***Definitions***

**Academic Record** – issued with a qualification and lists results against the nationally recognised and accredited units of competency.

**ASQA** - Australian Skills Quality Authority is the national regulator for vocational education and training.

**AQF** - The **Australian Qualifications Framework** (AQF) provides the hierarchy of educational qualifications in Australia.

**Parchment** – a Certificate, Diploma or Statement of Attainment.

**Qualification** – formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification as specified by

- a nationally endorsed training package
- an accredited course that provides training for that qualification

**Revoke** - to officially cancel a record of results, statement of attainment, parchment or academic record

**Statement of Attainment** – lists results against the nationally recognised and accredited units of competency in which a student has been enrolled. A Statement of Attainment is issued where the student has not gained competency in all units required for the completion of a recognised AQF qualification.

### ***Roles and responsibilities***

ANMEC and HERC will ensure compliance with relevant reporting requirements including AVETMISS and other Federal and State governing reporting processes.

### ***Cross references***

Student Identifier's Act 2014

Standards for Registered Training Organisations (RTOs) 2015:

- Schedule 3

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	June 2000
Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## 1.17 Library

### ***Policy statement***

ANMEC and HERC will provide access to a library and specialised information service for current students.

### ***Principles***

The libraries will endeavour to provide access to information from a variety of sources in a selection of formats suitable to the differing needs of its clients.

The library services will respond to people's information and learning needs and manage the use, access, retrieval, dissemination, preservation, storage and organisation of this information.

### ***Implementation***

The libraries will be open from 9:00 am to 5:00 pm Monday to Friday and provide the following services for students:

- provision and borrowing of resources, both electronic and hard copy
- information literacy support
- assistance with information searches
- an understanding of copyright law

### ***Roles and responsibilities***

ANMF (SA & TAS Branches) are responsible for providing appropriate staff to the library services.

The library staff are responsible for the flow of resources and have the right to question the use of resources.

Users of the libraries are obliged to adhere to the libraries' procedures for borrowing and use of information technology.

Users of the libraries will be charged a replacement cost of any resource damaged or not returned.

### ***Cross references***

ANMEC policies:

1.4 Code of behaviour

1.13 Use of equipment by students

1.14 Information technology for students

NMBA Standards:

Standard 1.4

RTO Standards 2015:

Clauses 1.1 – 1.4

Clause 1.7

Clauses 5.1 – 5.4

Standard 1 (Clauses 1.5 – 1.6)

Clause 8.3

Clauses 2.3 – 2.4

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin December 2008

Last reviewed Dec 2018

Version 6

Review date Dec 2020

## 1.18 Aboriginal and Torres Strait Islander Policy

### ***Policy statement***

ANMEC and HERC are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they are encouraged to excel and achieve in every aspect of their training.

ANMEC and HERC are also committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

### ***Principles***

ANMEC and HERC have an obligation to ensure these commitments affirm the inherent right of Aboriginal and Torres Strait Islander students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high-quality education as a platform for enriching their life chances and achieving their full potential.

### ***Implementation***

ANMEC and HERC will endeavour to provide Aboriginal and Torres Strait Islander cultural education through providing opportunities for professional learning and career development experiences for all staff.

### ***Roles and responsibilities***

All staff are accountable for:

- ensuring the workplace and study environment is culturally inclusive and free from race discrimination and harassment as per the Equal Opportunity and Access Policy;
- acknowledging the identities of Aboriginal and Torres Strait Islander students; and
- providing supportive and culturally inclusive learning environments for Aboriginal students

### ***Cross references***

1.1 Equal opportunity and access  
1.2 Special needs and student support  
1.4 Code of behaviour  
1.8 Complaints  
RTO Standard 5  
NMBA Standard 3.3

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)  
Date of origin December 2011  
Last reviewed Dec 2018  
Version 4  
Review date Dec 2020

## 1.19 Child Safety

### **Purpose**

This policy was written to demonstrate the strong commitment of ANMEC and HERC management and employees to child safety and establishing and maintaining child safe and child friendly environments.

### **Context**

This policy reflects our commitment to provide a safe environment where every person has the right to be treated with respect and is safe and protected from abuse.

It complies with our obligations under the *Children's Protection Act 1993*, including:

Section 8B – 8D – Child Safe Environments and criminal history assessments for people working with children; and

Section 11 – Mandatory reporting.

It also complies with the Child Safe Environments: Principles of Good Practice and Standards for dealing with information obtained about the criminal history of employees and volunteers who work with children issued by the Chief Executive of the Department for Families and Communities.

### **Scope**

This policy, from the date of endorsement, applies to all employees, children, parents, and other individuals involved in the organisation.

### **Commitment to child safety**

All children who come to ANMEC and HERC have a right to feel and be safe. We are committed to the safety and well-being of all children and young people accessing our services and the welfare of the children in our care will always be our first priority. We aim to create a child safe and child friendly environment where all children are valued and feel safe.

### **Children's participation**

ANMEC and HERC employees and members encourage children to express their views, and make suggestions, especially on matters that directly affect children. We actively encourage children who use our services to 'have a say' about those things that are important to them. We value diversity and do not tolerate any discriminatory practices.

We teach children what they can do if they feel unsafe. We listen to and act on any concerns children, or their parents, raise with us.

### **Recruitment practices**

ANMEC and HERC take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. We employ a range of screening measures and apply best practice standards in the screening and recruitment of employees and volunteers. We interview and conduct referee checks on all employees.

We conduct criminal history assessment for people working with children, as set out in section 8B of the *Children's Protection Act 1993*. We ensure that criminal history information is dealt with in accordance with the standards developed by the Chief Executive of the Department for Families and Communities.



## ***Code of Conduct***

All employees and members are made aware of, and must abide by, our Code of Conduct. Our Code of Conduct was developed in collaboration with all our employees and will be influenced by the children who use our services and their parents.

## ***Support for employees and volunteers***

ANMEC and HERC seek to attract and retain the best employees. We provide support and supervision so people feel valued, respected and fairly treated. We ensure that employees who work with children have ongoing supervision, support and training so that their performance is developed and enhanced to promote the establishment and maintenance of a child safe environment.

## ***Reporting and responding to suspected child abuse and neglect***

Information about making appropriate reports of abuse or neglect is available from the Department for Families and Communities' website:

<http://www.families.sa.gov.au/childsafes>.

ANMEC and HERC will not tolerate incidents of child abuse.

All relevant employees understand their mandated obligation to notify the Child Abuse Report Line on 13 14 78 as soon as practicable if they have a reasonable suspicion that a child has been, or is being, abused or neglected by anyone.

We ensure that relevant employees are aware of how to make appropriate reports of abuse or neglect. We also provide opportunities for relevant employees to attend educational sessions on mandatory reporting.

Employees must also report to management any reasonable suspicion that a child has been, or is being, abused or neglected by another student or employee.

ANMEC and HERC may resolve to take protective action to keep the child and others safe.

## ***Strategies to minimise risk***

ANMEC and HERC aim to reduce risk to children by the development and enforcement of relevant policies:

Complaints

Procedure for breaches of policy

Privacy and confidentiality

Information technology for students

Taking images of children

Supervision of children

Physical contact

Procedures for dealing with situations where a member is being investigated for, or is charged with, a serious criminal offence

## ***Harassment/bullying***

ANMEC and HERC oppose all forms of harassment, discrimination and bullying. We take this issue seriously and encourage anyone who believes that they, or another person, has been harassed, discriminated against or bullied to raise this issue with management, further details can be found in the Code of behaviour policy.

## ***Communication***

ANMEC and HERC will ensure that everyone to whom this policy applies is aware of and has had an opportunity to read the policy.

We also ask employees and parents (where appropriate) to sign a written statement indicating that they have read and will abide by our child-safe policy. We retain a copy of all signed statements.

## ***Related policies and procedures***

Equal opportunity and access  
Privacy and confidentiality  
Code of behaviour  
Mandatory reporting  
National police certificate  
Complaints  
Use of equipment by students  
Smoking  
Information technology for students

## ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	March 2013
Last reviewed	Dec 2018
Version:	4
Review date	Dec 2020

## 1.20 Immunisation Policy for Clinical Placement

### **Introduction**

All student Health Care Workers undertaking clinical placement in Health facilities are required to follow the Immunisation Guidelines for Health Care Workers in the relevant state, available from: <https://www.sahealth.sa.gov.au> and <https://www.dhhs.tas.gov.au>

Immunisation Policy states that *'prior to the commencement of a clinical placement your education provider must provide a written statement/evidence confirming to the CEO or delegate of the health care setting confirming that you have a documented screening and vaccination history consistent with the provision of these guidelines'*.

### **Principles**

In order to satisfy contractual obligations, students will be advised that ANMEC and HERC will require evidence that students are adequately protected against vaccine preventable diseases at the commencement of their course and prior to clinical placement, so that students are not placed in risk-exposure situations prior to confirmation of immune status.

Prior to the commencement of a clinical placement, ANMEC and HERC will provide a written statement/evidence to the Chief Executive Officer/Executive Officer, or delegate of the health care setting, confirming that the student HCW has a documented screening and vaccination history consistent with the provisions of the Immunisation Guidelines for Health Care Workers.

ANMEC and HERC will inform students that they may be refused clinical placement by the health care provider, if their screening and vaccination is not provided. Students may not be able to graduate from their qualification without completing the minimum number of clinical placement hours.

### **Implementation**

#### **SA:**

Students will be provided with access to the Immunisation Guidelines for Health Care Workers in South Australia 2010, along with all relevant documentation via Moodle.

Students are required to provide evidence of immunisation or their reason for declining immunisation to their Course Coordinator at least one month prior to placement. Students will be advised that if they decline to be immunised (in courses where placement is mandatory) may be unable to enrol and/or complete their course.

#### **TAS:**

Students are expected to understand their responsibility to protect themselves and others from transmission of blood-borne and other infectious diseases.

HERC recognises the rights of students to refuse immunisation, however students should understand that many organisations now require immunisation prior to placement. Students may be required to provide written evidence that they have received particular immunisations prior to their placement. Students who do not meet the requirements may be refused a placement.

Students completing the Diploma of Nursing qualification are required to complete HERC's Student Immunisation Record Form which is provided at course commencement along with their Student Guide. It is mandatory that this form is finalised with your GP and returned to HERC within six (6) weeks of course commencement.

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***Cross references***

1.15 Clinical/work placement agreements  
2.9 Clinical/work placement  
ANMAC Standard 1.5  
ANMAC Standard 4

***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	September 2013
Last reviewed	Dec 2018
Version	3
Review date	Dec 2020

## **Section 2 – Course Participation**

## 2.1 Course Application

### ***Policy statement***

ANMEC and HERC will apply fair, equitable and transparent criteria for selection of students into courses.

### ***Principles***

Entry requirements will at a minimum reflect the levels stated in relevant training package documents. Conditions determined by external contracts or grants will take precedence over the selection criteria.

ANMEC and HERC will establish procedures and processes that ensure students demonstrate and meet proficiencies and skills which enable them to enrol, complete, and use their qualification, to gain employment outcomes, and meet licensing requirements as relevant.

### ***Implementation***

Selection documentation, incomplete or completed, is confidential and deemed to be the property of ANMEC and HERC.

Applicants will be provided with information about the opportunity to apply for recognition of prior learning, credit transfer and national recognition.

The completion of the application form must be entirely the work of the applicant.

During the application process, ANMEC and HERC will make reasonable accommodation for people with special needs.

Applicants will be informed of the outcome of their application no later than 10 days prior to course commencement.

An applicant may appeal the application process in line with the Appeals policy and procedure.

### ***Definitions***

'Application Questions' or 'Expression of Interest' online forms are selection tools used to gather information to determine eligibility for entry into ANMEC courses. The application form includes education and employment history, ability to undertake placements, language literacy and numeracy skills, and evidence of English language proficiency assessment (where relevant to the course).

### ***Roles and responsibilities***

Students must provide the necessary information by the required date.

### ***Cross references***

1.1 Equal opportunity and access 1.2 Special needs and student support  
1.9 Appeals RTO Standards: Standard 1, Clauses  
1.8 – 1.12, Standard 4, Clause 4.1 ANMAC: Standard 6.1

### ***Administration Authority***

CEO/Secretary ANMF (SA Branch)

Date of origin June 2001

Last reviewed Dec 2018

Version 6

Review date Dec 2020

## 2.2 National Recognition/Credit Transfer

### **Policy statement**

ANMEC and HERC accept and provide credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or
- authenticated VET transcripts issued by the Registrar

### **Principles**

National recognition will be granted where verified evidence has been provided for a qualification or unit of competency required for the course for which the applicant has applied.

### **Implementation**

Potential and successful applicants will be informed of the requirements and how to apply for national recognition/credit transfer.

Application for national recognition will be made prior to or on commencement of the course or unit of competency.

National recognition/credit transfer applications will be processed and the student notified of the outcome in a timely manner.

National recognition/credit transfer will only be authorised by an assessor who would normally qualify to assess the specific unit of competency.

*Note: Due to the AVETMISS requirements for recording of results, national recognition is recorded as credit transfer (CT).*

### **Definitions**

Australian Skills Quality Authority (ASQA) - is the national regulator for the vocational education and training (VET) sector.

Currency - in national recognition/credit transfer, currency relates to the age of the certificate/statement of attainment presented by the candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, depending on the age of the certificate/statement of attainment being presented, further evidence of currency may be required.

National recognition –

- recognition of the verified AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person
- recognition by each state and territory's registering body of the training organisations registered by any other state or territory's registering body and of its registration decisions
- recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory's course accrediting body and of its accreditation decisions

Qualification – formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification as specified by

- a nationally endorsed training package
- an accredited course that provides training for that qualification

RTO – a training organisation registered by a state or territory registering body in accordance with the *ASQA Standards for Registration* within a defined scope of registration. A training organisation must

be registered in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

### ***Roles and responsibilities***

The student is responsible for:

- lodging the application by the due date
- providing verified evidence that relates to the specific unit of competency

The Administration Officers are responsible for processing national recognition applications and notifying the student of the outcome within 6 weeks of enrolment.

### ***Cross references***

ANMEC Policies

2.3 Credit transfer

2.4 Recognition of prior learning (RPL)

RTO Standards 2015

Clause 3.5

NMBA Standards

Explanatory Note: Credit Transfer and Recognition of Prior Learning in Accredited Nursing and Midwifery Programs of Study

Standard 1.7

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2001

Last reviewed Dec 2018

Version 5

Review date Dec 2020



## 2.3 Credit Transfer

### ***Policy statement***

This policy has been combined into the National recognition/credit transfer policy and the recognition of prior learning (RPL) policy.

### ***Cross references***

2.2 National recognition/Credit transfer

2.4 Recognition of prior learning (RPL)

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	June 2001
Last reviewed	Dec 2018
Version	6
Review date	Dec 2020

## 2.4 Recognition of Prior Learning (RPL)

### ***Policy statement***

ANMEC and HERC are obliged and committed to ensuring that students are assessed for recognition of prior learning, whether formal or informal, that meets the required course competency outcomes.

### ***Principles***

RPL assessment -

- will meet the requirements of the training package
- is valid, reliable, flexible, fair and consistent
- involves the collection of sufficient, valid, authentic and current evidence
- is undertaken in a manner which provides the easiest approach for the applicant whilst preserving the appropriate level of assessment rigour

### ***Implementation***

Potential and successful applicants will be informed of the requirements and how to apply for RPL.

Application for RPL will be made prior to or on commencement of the course or unit of competency.

RPL applications will be processed and the student notified of the outcome in a timely manner.

RPL will be granted when a student demonstrates competency in all stated elements, essential skills, knowledge and performance criteria required for the specified unit.

RPL will only be granted by an assessor who holds a TAE40116 Certificate IV in Training and Assessment or higher, and who is qualified in the relevant area of expertise.

Where a student does not meet all competence requirements for the specific unit, opportunity will be available to assist the student to demonstrate competence.

RPL assessment and any further training will be based on a predetermined fee for service.

### ***Definitions***

Currency– in assessment, currency relates to the age of the evidence presented by the candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Recognition of prior learning (or RPL)– 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.

### ***Roles and responsibilities***

The student is responsible for:

- lodging the application by the due date
- providing current evidence that relates to the specific unit of competency
- paying the required RPL fee
- providing any further evidence requested by the assessor, including attending interviews or assessment in the workplace, within the specific timeframe

It is the obligation of the student to provide verifiable evidence of completion of a course or subject.

## ***Cross references***

ANMEC Policies:

2.2 National recognition/Credit transfer

RTO Standards:

Clauses 1.8 – 1.12

Clause 3.5

NMBA Standards:

Standard 1.7

## ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2001

Last reviewed Dec 2018

Version 7

Review date Dec 2020

## 2.5 Course Enrolment

### ***Policy statement***

Students will enrol in a course before the commencement of the course unless transferring from another training body.

### ***Principles***

ANMEC and HERC are committed to ensuring that enrolling students are provided with necessary, timely and accurate information that relates to requirements of the training program, payment (where applicable), policies and responsibilities of students.

Information provided by students at enrolment will be confidential.

Students will be inducted to the course and orientated to the facility in the first session of their course. This will include information about –

- policies
- equal opportunity
- complaints and appeals
- code of conduct
- assessment
- WHS Implementation

ANMEC and HERC have a clearly defined enrolment process which students are informed of at the time of application.

### ***Definitions***

**Student** – a person who has completed and lodged an enrolment form with ANMEC or HERC in order to undertake training.

**Training program** – a program (also known as a learning program), developed by ANMEC, that meets the training and assessment requirements of a qualification from a training package, one or more designated units of competency, or an accredited course. The training program may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. This may form part of a training and assessment strategy.

### ***Roles and responsibilities***

Students are responsible for completing enrolment requirements prior to the commencement of the course. Students should be aware that some courses have minimum age requirements at time of commencement, due to placement arrangements in health care facilities.

ANMEC and HERC are responsible for maintaining appropriate records of enrolments.

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	May 2003
Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## 2.6 Training Strategy

### ***Policy statement***

ANMEC and HERC will provide training which meets the requirements of the training package, training standards, industry and student's needs and reflects current pedagogy.

### ***Principles***

Training strategies will be based on data gained from current industry experts, legislative requirements and the needs of industry and students.

Students' needs will be met where possible by addressing relevant prior training and/or employment, learning styles, physical or intellectual disability, language, literacy and numeracy, location, cultural and ethnic background, and socio-economic factors.

Training strategies are monitored and improved on an annual basis or as required.

Records of staff and industry engagement meetings will be maintained and decisions concerning training and assessment strategies will be implemented.

### ***Implementation***

Resources specified in each training strategy include the training and assessment materials that will be used, the trainer and assessor competencies that are required, the facilities and equipment (including clinical/work placements), simulated work environment, support staff or resources that may be required to meet the needs of students.

### ***Definitions***

**Flexible learning** – is providing a range of learning environments and strategies to cater for differences in individual learning interests, needs, styles and opportunities.

**Industry** – implies industry organisations, industry training advisory bodies and skills councils, unions, specific clients and professional licensing bodies.

**Training package** – a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

**Training program** – a program (also known as a learning program), developed by ANMEC, that meets the training and assessment requirements of a qualification from a training package, one or more designated units of competency, or an accredited course. The training program may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. This may form part of a training and assessment strategy.

### ***Roles and responsibilities***

The Director of Operations and Strategy will ensure that systems are established to collect feedback from industry and students.

Students have the responsibility to provide feedback.

### ***Cross references***

- 5.3 Continuous improvement
- 5.4 Course advisory committee
- 2.5 Course enrolment
- 2.7 Course attendance
- 2.8 Course progress
- 2.9 Clinical/work placement
- 2.10 Assessment
- 5.9 Staff selection
- 5.11 Staff development
- 5.15 Training and assessment

### NMBA Standard 3

#### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	May 2003
Last reviewed	Dec 2018
Version	4
Review date	Dec 2020

## 2.7 Course Attendance

### ***Policy statement***

Students are encouraged to attend and will be informed at the enrolment session of the expectations relating to course attendance.

### **Principles**

Students are required to attend all sessions of study.

Students are required to attend clinical/work placements as per clinical placement notification.

Students must achieve competence in all units to meet the requirements of the course within the specified timeframe, including those that are assessed within the classroom and laboratories.

### **Implementation**

Students who are trainees, or who are being paid by an employer for class attendance will have absenteeism reported to their employers.

Students whose fees are paid through a government contract with ANMEC or HERC will have absenteeism reported if required under the terms of the contract.

Students who fail to attend classes, submit assessments as per their agreed training plan and / or make no contact with ANMEC or HERC, or their course coordinator, for 60 calendar days will be deemed to have abandoned their study and steps will be taken to withdraw them.

### ***Definitions***

Student – a person who has completed and lodged an enrolment form with ANMEC in order to undertake training.

### ***Roles and responsibilities***

Students must notify the Course Coordinator in advance of their absence from class. Students who are repeatedly absent or are at risk of exceeding absenteeism limit will be counselled by the Course Coordinator (or delegate).

Students are responsible for attending required sessions. Students are expected to attend at least 80% of the theoretical component of any unit of the course and/or complete the required self-directed learning and assessment processes established for the unit. When absent, students must provide evidence of sickness or exceptional/unpredictable circumstances.

Students are responsible for making up for sessions where they did not attend. ANMEC or HERC will initiate proceedings to withdraw a student, where they have been deemed to have abandoned their study.

### ***Cross references***

1.4 Code of Behaviour

2.10 Assessment

2.13 Termination of course enrolment

### ***Administration***

Date of origin August 2003

Authority CEO/Secretary ANMF (SA Branch)

Last reviewed Dec 2018

Version 6

Review date Dec 2020

## 2.8 Course Progress

### ***Policy statement***

ANMEC and HERC staff are committed to monitoring, recording and assessing the course progress of each enrolled student to ensure they are able to complete their training plan within their enrolment period, subject to the student fees being up to date at all times.

### ***Principles***

ANMEC and HERC staff will identify any student who is at risk of failing in their course progress and will apply an appropriate course progress intervention strategy

Course progress also includes payment of course tuition fees.

### ***Implementation***

ANMEC and HERC staff will ensure a course progress intervention strategy is implemented.

### ***Definitions***

**Course progress** – monitoring, recording and assessing of a student's progress in relation to the course in which the student is enrolled.

**Monitoring enrolment load** – the enrolments of students and their study loads are in keeping with the stipulated enrolment durations.

### ***Roles and responsibilities***

The relevant Course Coordinator is responsible for the monitoring, recording and assessing of students' progress.

Staff will identify where a student tuition fee has not been paid and will confirm the student's payment plan with the Administration Officer. Where there is no plan, the Administration Officer will liaise with the student within a short timeframe. If this is unsuccessful at any stage, then the ramifications are: a) the learning management system will be suspended b) no assessment will occur; c) clinical placement will be placed on hold; d) the student will not receive their transcript; and/or e) debt proceeds through the debt collection process. Course progress will continue on receipt of regular payment for services.

The Course Coordinator is responsible for providing information on course progress to students and any other authorised person such as the Training Advocate.

The student is responsible for contacting their Course Coordinator, at the earliest opportunity if there is any reason that they may not be able to keep up with their training plan, assessment log or allocated clinical placement

### ***Cross references***

- 1.4 Code of Behaviour
- 1.8 Complaints
- 1.9 Appeals
- 2.9 Assessment
- 2.13 Termination of course enrolment
- 2.17 Intervention
- NMBA Standard 4
- NMBA Standard 5



### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	December 2008
Last reviewed	Dec 2018
Version	4
Review date	Dec 2020

## 2.9 Clinical/work Placement

### ***Policy statement***

Students will undertake clinical/work placements at host workplaces when required to do so as part of their course requirements.

### ***Principles***

Clinical/work placements at host workplaces will be negotiated with host workplaces or Health SA BetterPlaced and individual services in TAS where required, to provide students with the opportunity of gaining the knowledge and skills to meet the criteria of the units of competency.

The Course Coordinator or delegate will endeavour to negotiate appropriate host workplaces for students.

Fees for scheduled clinical/work placement are included as part of the course fees except where special arrangements are negotiated with the students.

### ***Implementation***

ANMEC and HERC Course Coordinators will be responsible for informing students of work placement obligations prior to enrolment into any course that requires placement.

ANMEC and HERC will provide support for and assessment of students during their clinical/work placement.

Students must adhere to the host workplace's policies and procedures during their placement. These include but are not limited to policies and procedures regarding manual handling, national police certificates and immunisation.

Students may be required to pay a fee for any additional placements required, due to unsuccessful completion or non-attendance.

ANMEC and HERC Course Coordinators (or delegates) will be responsible for negotiations with host workplaces and /or BetterPlaced for clinical/work placement of students.

### ***Definitions***

BetterPlaced – central booking agency for timetabling student clinical/work placements for Enrolled Nurses in SA

Clinical/work placement – a period of time spent in a clinical/work environment in order for the student to observe, learn and demonstrate competence.

Host workplace – any facility in which ANMEC or HERC places students for practical experience and observation during their course.

### ***Roles and responsibilities***

The Course Coordinator or delegate will notify students of the host workplace prior to the commencement of their clinical/work placement.

The host workplace will provide one or more preceptors for each student. Students must provide evidence that they meet requirements of the host workplace prior to clinical/work placement.

Students are required to attend negotiated clinical/work placement days.

Prior to the commencement of their shift, students must notify the host workplace and the Course Coordinator or notified delegate if they are unable to attend.

Students must provide a medical certificate for leave of absence during clinical/work placement. Any periods of absence during clinical/work placements must be completed by negotiation with the Course Coordinator or delegate.

***Cross references***

ANMEC policies:

1.7 Screening and Background Checks

1.10 Work health, safety and welfare policy

1.15 Clinical/work placement agreements

NMBA Standard 5

Standards for Registered Training Organisations (RTOs) 2015:

Clauses 5.1 – 5.4

***Administration***

Authority CEO/Secretary

Date of origin July 2009

Last reviewed Dec 2018

Version 3

Review date: Dec 2020

## 2.10 Assessment

### ***Policy statement***

Students will be assessed in accordance with the training package and associated course requirements.

### ***Principles***

Assessment should be fair, flexible, valid, reliable and sufficient to ensure quality outcomes.

Assessment strategies should promote learning and foster self-evaluation by students.

Educators and assessors use established, current and verified competence to assess students.

Only education staff employed or partnering with ANMF(SA) who have the necessary training and assessment qualifications will assess competency.

Assessment results will be available to the students within 3 weeks of the completion date for the unit of competency unless otherwise approved by the Course Coordinator.

Participation in learning activities may form part of the method of assessing competency for a unit.

Assessments are to be submitted by the due date recorded on the training plan and/or assessment log plan.

Assessments can only be amended following approval of RTO Management on recommendation from the relevant Course Coordinator.

### ***Implementation***

ANMEC is responsible for the quality of the training and assessment in accordance with the current Standards for Registered Training Organisations that forms part of the VET Quality Framework, and for the issuance of the AQF certification documentation.

Students will be provided with the assessment requirements, conditions and the timeframes at the beginning of each unit of competency or as directed by the training plan.

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

Students requesting an extension of time must complete and return an extension form 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.

Individual assessments results will indicate whether the assessment was satisfactorily completed.

Unit results will indicate competency achieved or not achieved.

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.

After three unsuccessful assessment attempts, the student may be charged a fee for reassessment. Re-enrolment in the unit may be offered in consultation with the Course Coordinator. The Head of Learning & Development will approve any waiver or reduction in cost of a unit of competency reassessment fee.

Students must resubmit 7 days from the date of receipt of a not yet satisfactory (NYS) assessment decision.

Skills requiring physical participation must be assessed in a clinical setting.

Failure to comply with assessment requirements may incur a fee.

This assessment policy does not refer to non-accredited training provided in CPD workshops, external CPD and/or worksite training with a group or individuals.

### **Definitions**

**Assessment** – the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry competency standards of a training package or by the learning outcomes of an accredited course. Assessments include written assignments, group work, practical and oral skills assessments.

**Assessment tools** – the instrument/s and procedures used to gather and interpret evidence of competence.

- **Instrument** – the specific questions or activity used to assess competence by the assessment method selected. An assessment instrument may be supported by a profile of acceptable performance and the decision-making rules or guidelines to be used by assessors.
- **Procedures** – the information or instructions given to the candidate and the assessor about how the assessment is to be conducted and recorded.

**Clinical challenge** – where a student has failed to meet all of the clinical requirements or is struggling with a substantial amount of unit of competencies and/or stage of the qualification, the assessor may request the student to demonstrate the required clinical skills.

**Extension of assessment due date** – where a student is unable to meet the due date for assessment submission due to unforeseen circumstances or illness, they can complete an extension of assignment form and an educator may at their discretion grant additional time period for the assessment to be completed. This rule does not apply where a student is frequently requesting extensions for assignments and this conduct needs to be referred to the Course Coordinator.

**Training program** – A program (also known as a learning program), developed by ANMEC, that meets the training and assessment requirements of a qualification from a training package, one or more designated units of competency, or an accredited course. The training program may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. This may form part of a training and assessment strategy.

**Unit of competency** – specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

**Validation of assessment** – a process for ensuring that the evidence collected and the tools used throughout these assessments is consistent with the requirements of the unit of competency or cluster of units and of industry. It includes validating the assessment process, the assessment tools and instruments, the evidence collected using tools and instruments, and the interpretation of that evidence to make a judgement of competence in relation to the same unit(s) of competency. Validation may be undertaken before, during and after the actual assessment activity occurs and may include both formative and summative assessment. The latter includes assessment for the purpose of granting RPL.

**Validity** – one of the principles of assessment and also one of the rules of evidence. Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that –

- assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills must be integrated with practical application
- judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on proficiency.

### ***Roles and responsibilities***

Workplace observation is undertaken by both ANMEC and HERC assessors and host workplace assessors. However, where possible ANMEC and HERC will perform workplace observation if it does not breach the privacy rules in regards to direct patient care. Host employer staff members contribute to the field assessment by observing students and indicating whether or not the required skill or knowledge has been demonstrated.

Only the RTO's educational staff may award competency.

### ***Cross references***

- 1.9 Appeals
  - 2.4 Recognition of prior learning (RPL)
  - 2.7 Course attendance
  - 2.8 Course Progress
- Standards for Registered Training Organisations (RTOs) 2015:
- Part 2
    - Standard 1
    - Standard 2
    - Standard 3

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	June 2001
Last reviewed	Dec 2018
Version	6
Review date	Dec 2020

## 2.11 Transfer of Course Enrolment

### ***Policy statement***

Students have the right to transfer from one RTO to another.

### ***Principles***

A student may transfer from ANMEC or HERC to another RTO and be provided with a statement of attainment provided that the student has successfully completed one or more units of competency and has met all financial requirements until the time of transfer.

A student may transfer from another RTO to ANMEC or HERC provided they meet the entry requirements of the course into which they wish to enrol.

### ***Implementation***

ANMEC and HERC staff will assist the student by providing relevant advice regarding the transfer process.

### ***Definitions***

RTO – a training organisation registered by a state or territory registering body in accordance with the ASQA Standards for Registration within a defined scope of registration. A training organisation must be registered in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

Student – a person who has completed and lodged an enrolment form in order to undertake training.

### ***Roles and responsibilities***

ANMEC and HERC will ensure that the student records are complete and accurate at the time of their transfer.

### ***Cross references***

ANMEC Policies:  
2.2 National recognition/Credit Transfer  
2.4 Recognition of prior learning  
RTO Standard 2015:  
Clause 1.26 Clause 3.5  
Clauses 8.1 – 8.2

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)  
Date of origin December 2008  
Last reviewed Dec 2018  
Version 5  
Review date Dec 2020

## 2.12 Deferral of Course Enrolment

### ***Policy statement***

ANMEC and HERC will consider applications for deferral of course enrolment.

### ***Principles***

ANMEC and HERC recognise that students may have compelling circumstances beyond their control that necessitate the interruption of their course of study.

Approval of deferral is discretionary and will generally only be granted for periods of up to 12 months, or 6 months in the case of public funding circumstances.

For periods of longer than 12 months the student will need to withdraw from the course and seek to re-enrol when they are ready to resume study.

Students must be enrolled and in good financial standing to be eligible for deferral of study.

### ***Implementation***

A request by a student for the deferral of study must be in writing.

Units of competency that are incomplete at the time of deferral may be resumed when study is reactivated. However, ANMEC and HERC have the right to test their currency of knowledge and competence in the relevant areas of study where units are resumed.

The student will be required to re-enrol in units of competency and pay the fees associated with those units of competency.

### ***Definitions***

Deferral – an application by a student enrolled in a course to suspend their active participation in the course for a nominated period of time.

Student – a person who has completed and lodged an enrolment form in order to undertake training.

### ***Roles and responsibilities***

The student is responsible for requesting the deferral their course using the correct forms and process.

The student is responsible for informing ANMEC or HERC of their intended resumption of their course.

The student may be required to show currency of knowledge prior to completion of their qualification.

ANMEC and HERC will process a formal application for deferral and inform the student of the outcome within 10 working days of receipt.

### ***Cross references***

#### ***ANMEC policies:***

2.16 Transitioning

3.1 Payment of course fees

3.2 Course refunds

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin August 2005

Last reviewed Dec 2018

Version 5

Review date Dec 2020



## 2.13 Termination of Course Enrolment

### ***Policy statement***

ANMEC or HERC may terminate a student's enrolment if the student has breached the Code of Behaviour, is in dereliction of study requirements, or does not pay the required course fees according to the agreed payment schedule.

### ***Principles***

No student will have their enrolment terminated without an investigation the matter.

The process will be transparent.

Termination of enrolment is only considered a last resort.

The student has the right to appeal a decision in accordance with the Appeals policy.

### ***Implementation***

Before termination of a student's enrolment occurs

- the student must be offered appropriate counselling and advice
- when possible, a course of remedial action should be implemented

### ***Definitions***

**Termination of enrolment** – a student's enrolment in their course of study is terminated and will not be reinstated unless the termination is overturned through the appeals process.

### ***Roles and responsibilities***

It is the role of the Course Coordinator to inform the student and other relevant authorities of termination of a student's course enrolment.

### ***Cross references***

- 1.4 Code of behaviour
- 1.8 Complaints
- 1.9 Appeals
- 1.16 Issuance of parchments
- 2.7 Course attendance
- 2.8 Course progress
- 3.1 Payment of course fees
- 3.2 Course refunds

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	June 2001
Last reviewed	Dec 2018
Version	3
Review date	Dec 2020

## 2.14 Cancellation by Student of Course Enrolment

### ***Policy statement***

A student may cancel their course enrolment without reason.

### ***Principles***

Students may cancel their enrolment without providing any reasons for their request.

### ***Implementation***

The student's cancellation of their course enrolment will be finalised once the proper process and forms have been completed and appropriate refund issued in accordance with the Course refunds policy.

### ***Definitions***

Cancellation by student – a student requests the cessation of their course enrolment.

Student – a person who has completed and lodged an enrolment form in order to undertake training.

### ***Roles and responsibilities***

The student must provide the Course Coordinator with their request for cancellation in writing using the correct form.

ANMEC or HERC will provide a statement of attainment for completed units of competency as long as all payments due to have been made and results can be verified.

### ***Cross references***

- 1.16 Issuance of parchments
- 3.1 Payment of course fees
- 3.2 Course refunds

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin December 2008

Last reviewed Dec 2018

Version 3

Review date Dec 2020

## 2.15 Registration of Students

### **Policy statement**

The *Health Practitioner Regulation National Law Act 2009*, in force in each state and territory, (the National Law), requires that all students undertaking a Diploma of Nursing must be registered with the Australian Health Practitioners Regulation Authority (AHPRA), who administers the registration on behalf of NMBA.

### **Principles**

ANMEC or HERC will provide relevant details, taken from student enrolment forms, to AHPRA for student registration.

### **Implementation**

Under *Section 88 of the National Law*, ANMEC or HERC will, at the commencement of a course, leading to enrolment as a nurse, provide the name, student ID, date of birth, address, commencement and anticipated completion date of students enrolled to AHPRA.

Student registration ends when a student completes or otherwise ceases to be enrolled in the Diploma of Nursing. ANMEC or HERC will advise AHPRA of students who complete or withdraw from their studies within 60 days.

### **Definitions**

**Student** – a person who has completed and lodged an enrolment form in order to undertake training.

### **Roles and responsibilities**

The Administration Officer is required to provide AHPRA with all student enrolment details at the commencement of the Diploma of Nursing course.

The Administration Officer is required to inform AHPRA of a student's deferral, transfer, termination, cancellation or completion of a Diploma of Nursing within 60 days.

### **Cross references**

- 2.5 Course enrolment
  - 2.11 Transfer of course enrolment
  - 2.12 Deferral of course enrolment
  - 2.13 Termination of course enrolment
  - 2.14 Cancellation by student of course enrolment
- ANMEC Student Enrolment Form

### **Administration**

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	December 2009
Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## 2.16 Transitioning

### Policy statement

ANMEC and HERC are committed to ensure students are provided with up to date qualifications in line with industry standards.

### Purpose

To provide guidelines for the transition of students from a superseded training package qualification or accredited course to a new or revised training package qualification or accredited course.

### Principles

ANMEC and HERC recognise that training packages are reviewed periodically and where possible, students should have the opportunity to transfer to the most recent qualification if they cannot be completed within the transition period as defined by the training standards.

A student must be allowed to complete the course in which they originally enrolled or be transferred to the replacement course with minimum disadvantage to the student.

No new student will be enrolled in an accredited course after its accreditation expiry date or be enrolled in a Training Package qualification from 12 months after the Training Package date has been released on training.gov.au.

Notifications will be provided to all currently enrolled students of proposed transition arrangements as early as possible, explaining the effects of the transition arrangements, and offering advice and guidance.

### Implementation

Affected students will be offered transition into the reviewed package and must agree in writing before transition occurs. Transition will not occur until the student has replied in writing.

### Roles and responsibilities

ANMEC and HERC will transition affected students during their enrolment and this will be reflected by testamurs issued that define competency achieved, academic records, statement of attainments, parchment and/or graduation certificate.

In regards to responding the transition announcement, dereliction of study will apply in 60 days of an announcement if a student has not responded and connected to that respond continues to complete activities of learning and assessment as recorded in their training plan. Further to this, dereliction of study will be enforced if a student does not complete a training plan on request.

### Transitioning

Amendment of qualification by the AQF (Australian Qualification Framework) or Training Package updates

### Cross references

ANMEC Policy Manual: 2.2 National recognition

Standards for Registered Training Organisations (RTOs) 2015: Standard 1.26

### Administration

Authority CEO/Secretary ANMF (SA Branch)

Date of origin 1 March 2013

Last reviewed Dec 2018

Version 4

Review date Dec 2020

## 2.17 Intervention Policy

### ***Policy statement***

The intervention strategy guidelines have been produced to assist Educators in determining how to assist students at risk of not satisfactorily meeting program progress requirements as required by the Course Progress Policy.

At a minimum, the intervention strategy must be activated where the student has failed or deemed not yet competent in 50% or more of the assessments or units studied in any study period.

An intervention strategy must be activated where a student continually breaches Policies.

### ***Principles***

ANMEC and HERC recognise that:

- It establishes the needs of the students and delivers services to meet those needs
- It has a responsibility to provide the learners with training, assessment and support services that meet their individual needs
- All students have an equal opportunity to gain all graduate competency outcomes regardless of the mode of course delivery

### ***Implementation***

On identifying an issue the course coordinator / educator makes an appointment with the student to discuss and put an intervention strategy into place and complete the intervention documentation, and if required the LLN Support forms.

Educator and/or coordinator and student are to agree on an action plan and follow up date.

Students are required to sign any intervention documentation to acknowledge they have had a discussion with their course mentor and/or coordinator and agree with the recommendations.

Intervention documentation is to be given to the Course Coordinator for review and any further action.

Intervention actions are to be noted on VETtrak and filed on the students file.

### ***Definitions***

**Student** – a person who has completed and lodged an enrolment form in order to undertake training.

### ***Roles and responsibilities***

The course coordinator is responsible for monitoring current Intervention Plans.

Students have a responsibility to:

- Contact their course mentor or course coordinator at their earliest convenience if they are experiencing any difficulties
- conduct themselves in a responsible manner while at the ANMF or any other designated point of delivery
- abide by the policies and rules of any host organisations
- contact their course coordinator if they have extenuating circumstances and need to defer their course
- follow any assistance recommended to them by their course mentor and/or coordinator

### ***Cross references***

- 1.2 Student support
- 1.4 Code of behaviour
- 2.8 Course progress
- RTO Standard 1 and 3

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	September 2013
Last reviewed	Dec 2018
Version	2
Review date	Dec 2020

## Section 3 – Course payments and refunds

## 3.1 Payment of Course Fees

### ***Policy statement***

Students are required to pay the determined course fee consistent with their stipulated or negotiated payment schedule.

### ***Principles***

ANMEC and HERC will protect fees paid in advance and meet the Australian Accounting Standards.

Fees will be charged at a reasonable and commercial rate.

Fees and known costs (for example, books and uniforms) must be provided to students prior to enrolment and be incorporated into the enrolment document.

In accordance with ASQA Standards, in order to protect the student and the RTO, ANMEC and HERC will not accept –

- payments which are greater than the student's agreed monthly payment schedule
- payments ahead of the due date in the agreed monthly payment schedule

Required fees must be paid before any academic record, statement of attainment or course parchment is issued.

### ***Implementation***

Fees are reviewed annually and provided to prospective students.

A qualified accountant maintains the ANMF (SA & TAS Branches') accounts. Financial accounts are audited annually in accordance with Australian Accounting Standards.

Students must use the negotiated payment schedule.

Students may be excluded from participation in learning / assessment activities when payments have not been received by the due date.

An additional fee determined by the RTO Management may be charged for

- renegotiation of clinical/work placements and/or clinical assessments or part thereof
- repeating units of competency
- copies of statements of attainment and certificates and diplomas
- additional assessments beyond the 2 provided within course fees
- the provision of extra materials, processing and marking of work due to the student's non-attendance for assessment at a programmed time
- replacement of equipment and learning/assessment materials
- late payment of fees
- replacement of lost or damaged library books

These additional costs must be paid before the student commences any additional requirements.



## Definitions

**Course fee** – the fee determined for the course without additional costs which may be incurred during the course.

**Payment schedule** – a plan to assist the student to pay the determined course fees in instalments over the duration of the course.

**Student** – a person who has completed and lodged an enrolment form in order to undertake training.

## Roles and responsibilities

ANMEC and HERC will ensure that information contained in marketing and advertising that relates to course fees is accurate and relevant to current fees policy, and that students are informed of changes in fees prior to any course.

Students are required to inform administration as soon as possible if they are unable to make the required payments.

## Cross references

2.12 Deferral of course enrolment

2.14 Cancellation by student of course enrolment

3.2 Course refunds

Standards for Registered Training Organisations (RTOs) 2015:

- Standard 3.3
- Standard 5
- Schedule 6

## Administration

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	May 2007
Last reviewed	Dec 2018
Version	6
Review date	Dec 2020

## 3.2 Course Refunds

### ***Policy statement***

Students are entitled to a refund of course fees in line with the determined refund schedule.

### ***Principles***

ANMEC and HERC will provide a fair and reasonable refund schedule which is free from bias, dishonesty and injustice.

Refunds will be determined on an individual basis which recognises unforeseen circumstances which may affect a student's ability to continue their training.

### ***Implementation***

All refunds will be provided in accordance with the fee schedule provided to students upon enrolment.

For students undertaking a course externally, the commencement date will be the date of enrolment into the course.

Students and prospective students will be provided with information regarding the refund schedule.

Refunds will only be granted if all due payments for the course of study negotiated at the time of enrolment have been made.

Fees paid in advance will be refunded if ANMEC or HERC cancels the course.

### ***Definitions***

**Course fee** – the fee determined for a course without additional costs which may be incurred during the course.

**Student** – a person who has completed and lodged an enrolment form in order to undertake training.

### ***Roles and responsibilities***

Applications for refunds must be made to RTO Management in writing within 1 month of cancellation.

### ***Cross references***

- 1.4 Code of behaviour
- 2.12 Deferral of course enrolment
- 2.14 Cancellation by student of course enrolment
- 3.1 Payment of course fees

Standards for Registered Training Organisations (RTOs) 2015: Standard 5.3

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	May 2007
Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## **Section 4 – Workshop Participation, Payments and Refunds**

## 4.1 Workshop Registration

### ***Policy statement***

Participants must register at least 5 working days prior to the workshop.

### ***Principles***

Workshop programs consist of evidence-based and contemporary information.

Workshop programs will be issued on a bi-annual (or more frequent) basis.

Workshop programs will be available in hard copy and on the website.

### ***Implementation***

Registration will consist of the completion of an online registration form.

A statement of attendance will be provided to each participant who completes the workshop.

Where there is a unit of competency from a national training package associated with the workshop, a statement of attainment (if applicable) will be issued to participants who successfully complete all the requirements and have provided a valid Unique Student Identifier.

### ***Definitions***

**Participant** – a person who has completed and lodged a registration form and made payment in order to attend a workshop.

**Workshop** – a discrete session on a given topic provided on a fee-for-service basis.

### ***Roles and responsibilities***

Participants must provide the required information before being issued with a Statement of Attainment and by the due date.

### ***Cross references***

- 4.2 Workshop fees
- 4.3 Workshop refunds
- 4.4 Cancellation of workshops

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	July 2009
Last reviewed	Dec 2018
Version	3
Review date	Dec 2020

## 4.2 Workshop Fees

### ***Policy statement***

Fees for workshops must be received on the day of booking the workshop for individuals or 7 days from booking for stakeholders such as Aged Care Facilities/Acute Clinical sites.

### ***Principles***

Fees will be advertised in advance of workshops.

Registration for a workshop is not valid without full payment of fees for the workshop prior to the workshop.

### ***Implementation***

ANMEC and HERC will ensure that advance information about fees is available on the website, as well as paper and electronic form.

### ***Definitions***

**Participant** – a person who has completed and lodged a registration form and made payment in order to attend a workshop.

**Stakeholders** – a clinical worksite and/or Aged Care facilities.

**Workshop** – a discrete session on a given topic provided on a fee-for-service basis.

### ***Roles and responsibilities***

Participants must pay the required fee by the due date . prior to the workshop.

### ***Cross references***

- 4.1 Workshop registration
- 4.3 Workshop refunds
- 4.4 Cancellation of workshops

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	July 2009
Last reviewed	Dec 2018
Version	3
Review date	Dec 2020

## 4.3 Workshop Refunds

### ***Policy statement***

A full refund of fees paid may be provided where a participant gives more than 5 working days' notice of non-attendance.

### ***Principles***

ANMEC and HERC reserve the right to review individual applications for refunds on a discretionary basis.

### ***Implementation***

Refunds will be processed within 5 working days of the approval of an application.

No refund will be given where a participant does not give at least 5 working days' notice of non-attendance

### ***Definitions***

**Participant** – a person who has completed and lodged a registration form and made payment in order to attend a workshop.

**Workshop** – a discrete session on a given topic provided on a fee-for-service basis.

### ***Roles and responsibilities***

ANMEC will process refunds within 5 working days. However, in the case of a refund via a cheque this time will be extended.

### ***Cross references***

- 4.1 Workshop registration
- 4.2 Workshop fees
- 4.4 Cancellation of workshops

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	July 2009
Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## 4.4 Cancellation of Workshops

### ***Policy statement***

ANMEC and HERC reserve the right to cancel a workshop due to unforeseen circumstances or if the number of registrations is insufficient.

### ***Principles***

Workshops will not be conducted if the number of participants is below a level which is determined by Management.

### ***Implementation***

If the number of registered participants 7 working days before a workshop is scheduled is below a level which is determined by Management, registered participants will be notified of the cancellation of the workshop 4 working days before the workshop is scheduled.

If a workshop is cancelled due to unforeseen circumstances registered participants will be contacted as soon as possible.

### ***Definitions***

**Participant** – a person who has completed and lodged a registration form and made payment in order to attend a workshop.

**Workshop** – a discrete session on a given topic provided on a fee-for-service basis.

### ***Roles and responsibilities***

Participants will be informed of the cancellation of a workshop

- 4 working days before the workshop is scheduled where there are insufficient registrations
- as soon as the decision to cancel has been made if due to unforeseen circumstances

### ***Cross references***

- 4.1 Workshop registration
- 4.2 Workshop fees
- 4.3 Workshop refunds

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	July 2009
Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## Section 5 – Quality Improvement



## 5.1 Policy Development and Review

### **Policy statement**

ANMEC will develop policies addressing the ASQA Standards, ANMAC Standards (as applicable) and organisational requirements. Each policy will be reviewed biennially or earlier where necessary, in consultation with HERC.

### **Principles**

Policies are evidence-based.

Policies meet requirements of standards and requirements under ANMEC and HERC's registrations and obligations.

Policies will be designed to reflect industry best practice.

### **Implementation**

Policies are developed and reviewed through a consultative process involving stakeholders.

Internal procedures will be developed for policies. These procedures will be updated at the time of policy review or earlier if necessary.

### **Definitions**

Training and Skills Commission – Guidelines for registered training organisations registered to deliver vocational education and training under part 3 of the Training and Skills Development Act (2008).

ASQA standards - Commonwealth of Australia (2012) Standards for Continuing Registration (SNR), Canberra ACT.

Policy – a documented statement of a definite course of action that is to be adopted and implemented.

### **Roles and responsibilities**

Policies are endorsed by the ANMF (SA Branch) and ANMF (TAS Branch) and authorised by the CEO/Secretary ANMF (SA Branch) and ANMF (TAS Branch).

The RTO Accountable Officer is responsible for the development and review of policies.

ANMEC and HERC staff are required to provide input to the development and review of policies.

ANMEC and HERC staff and students are responsible for adhering to and upholding policies.

### **Cross references**

NMBA:

Standard 1.1

RTO Standards 2015:

Clauses 6.1 – 6.6

Clause 8.3

Clauses 8.1 – 8.2

Clause 4.1

**Administration**

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2007

Last reviewed Dec 2018

Version 5

Review date Dec 2020

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## 5.2 Risk Management

### ***Policy statement***

ANMEC is responsible for undertaking a systematic assessment of the risks which may arise in the provision of service and establish quality improvements to minimise the impact on students, staff, services and the organisation, in consultation with HERC.

### **Principles**

Risk management will be rigorous without being stifling.

### **Implementation**

Risk assessment will be undertaken and risk management strategies will be developed, implemented and reviewed annually.

This includes areas such as (but not limited to) financial viability risk, validation of training and assessment services, third party arrangements and issuance of AQF certification documentation.

### **Definitions**

Risk– the chance that an event will occur which will impact upon the core business of ANMEC and /or HERC

Risk assessment– the process used to identify risks and the likelihood, frequency and consequences of their occurrence.

Risk management– development of strategies to manage the effects of risks.

### **Roles and responsibilities**

The CEO/Secretary ANMF (SA & TAS Branch) and the Executive of ANMF (SA & TAS Branch) have overall responsibility for risk assessment and management.

The ANMF (SA and TAS Branches) has the responsibility of developing and implementing a risk management strategy for the RTOs.

Staff are responsible for ensuring compliance with the risk management strategy.

### **Cross references**

NMBA:

Standard 1.6

RTO Standards 2015:

Clauses 7.1 – 7.2

Standard 1

Standard 8

Clauses 3.1 – 3.4

Clauses 2.3 – 2.4

AQF Qualifications Issuance Policy

### **Administration**

Authority CEO/Secretary ANMF (SA Branch)

Date of origin July 2009

Last reviewed Dec 2018

Version 5

Review date Dec 2020

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## 5.3 Continuous Quality Improvement

### ***Policy statement***

ANMEC and HERC are committed to maintaining continuous quality improvement to enhance services, products, practice, policies and procedures through a process of systematic review and evaluation. This policy outlines ANMEC and HERC's commitment to Continuous Improvement and the arrangements to embed continuous quality improvement that focusses on optimal outcomes for students, staff, and stakeholders. Procedures will ensure high levels of compliance and performance under ASQA, AQF and other relevant standards and regulations.

### ***Principles***

Continuous quality improvement will be developed to ensure compliance and high levels of performance under the ASQA, AQF and other relevant standards and regulations.

### ***Implementation***

Staff and management will be actively engaged in the identification, actioning and review of continuous improvement activities through a range of mechanisms including surveys, industry, employer and student feedback, the complaints process, the Course Advisory Committees, and staff meetings, including the Compliance Management Committee.

ANMEC and HERC's continuous improvement processes are included in staff orientation and induction sessions.

Opportunities for improvement and resultant actions/outcomes/review will be documented via the Continuous Quality Improvement Register.

### ***Definitions***

ASQA Standards– Australian Skills Quality Authority (ASQA) uses the Australian Qualification Framework (AQF) Standards, National Vocational Education and Training Regulator Act 2011 and the Registered Training Organisations (RTO) Standards 2015 to regulate the registered vocational training sector in Australia.

Continuous improvement– a planned and ongoing process that enables ANMEC to systematically review and improve its services, products, practice, policies and procedures to generate better outcomes for clients and to meet changing needs. ANMEC constantly reviews its performance against the AQF standards, the Nursing and Midwifery Board of Australia (NMBA) Enrolled Nurse Standards for Practice and the Registered Training Organisations (RTO) Standards 2015 to plan ongoing improvements. Continuous improvement involves collecting, analysing and acting on relevant information from clients and other interested parties, including RTO staff.

Quality - the ongoing process of building and sustaining relationships by assessing, anticipating, and fulfilling stated and implied needs.

Quality Assurance - the systematic process of ensuring HERC training and business services are meeting our specified requirements

### ***Roles and responsibilities***

The Directors of Operations and Strategy (SA and TAS) are accountable to ensure that the continuous quality improvement policy and processes are established and for monitoring compliance with the policies and procedures.

The RTO Accountable Officer has overall responsibility for implementing continuous improvement process in relation to the development and delivery of education programs.

The Head of Learning and Development (SA) and the Business Manager (TAS) are accountable for ensuring that all ANMEC and HERC operations comply with the CQI policy and procedures/

The Administration Coordinator (SA) has overall responsibility for implementing systems to track improvement issues and actions and for monitoring compliance with the systems, with support from all administration team members.

Students are encouraged and enabled to provide feedback which will inform continuous improvement.

Staff are responsible for reporting, actioning and reviewing continuous improvement activities as specified in the Continuous Quality Improvement Procedure.

### **Cross references**

#### 5.10 Education staff orientation

RTO Standards 2015:

Clauses 6.1 – 6.6

Clauses 1.8 – 1.12

NMBA:

Standard 1.2

### **Administration**

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2001

Last reviewed Dec 2018

Version 7

Review date Dec 2020

## 5.4 Industry Engagement

### ***Policy statement***

ANMEC and HERC are committed to:

- ongoing and effective engagement with employees and employers in sectors in which we work and provide education and training
- establishing mechanisms for consultation and discussion which informs our practice, and ensures we implement strategies so our training continues to meet industry needs

### ***Principles***

ANMEC and HERC will consult with stakeholders in the initiation, development and review of courses and programs.

The information gathered through the engagement process will be used to:

- design strategies for training and assessment
- select suitable resources, trainers and assessors

The Course Advisory Committees (CAC) will be the principal means for ongoing and systematic engagement with industry but will be supplemented by less formal systems of industry engagement and by the ANMF wider role in the health and community services sectors.

### ***Implementation***

Members of the Course Advisory Committees will include representatives of industry, students and education providers. Membership is determined on the basis of expertise in relation to industry needs, education and curriculum.

Meetings will be held a minimum four times per year, via a variety of consultative mechanisms, including one-on-one meetings, teleconferences, video conferences, email consultation, and small group discussions.

### ***Definitions***

ASQA Standards– Registered Training Organisation (RTO) Standards 2015

### ***Roles and responsibilities***

Terms of Reference for the CACs will be endorsed by the ANMF (SA & TAS Branch) Executive. The Directors of Operations and Strategy (or delegates) will be convenors of the committees.

### ***Cross references***

5.3 Continuous improvement

5.5 Review of course delivery

Registered Training Organisations (RTO) Standards 2015:

Clauses 1.5 – 1.6

Clauses 1.13 – 1.16

Clauses 2.1 – 2.2

Clauses 1.21 – 1.25

Clauses 1.8 – 1.12

NMBA Standard:

Standard 1.3

### **Administration**

Authority CEO/Secretary ANMF

Date of origin July 2009

Last reviewed Dec 201

Version 6

Review date Dec 2020



## 5.5 Review of Course Delivery

### ***Policy statement***

Course delivery will be reviewed annually to ensure consistency with the requirements of training packages and other standards or regulatory requirements.

### ***Principles***

ANMEC and HERC will liaise with key stakeholders including students and industry to incorporate relevant feedback and evaluation.

Delivery of courses will utilise best practice and adult learning principles.

### ***Implementation***

The delivery of each unit of competency will be systematically evaluated by students, industry and staff.

A range of information will be used to conduct regular reviews of training and assessment, including:

- quality indicator data
- validation outcomes
- client feedback
- trainer and assessor feedback, and
- complaints and appeals

Necessary changes will be made and actions recorded in the Continuous Quality Improvement Register.

Where graduates require registration with regulating bodies, ANMEC or HERC will notify the appropriate bodies of significant changes to the delivery of a course.

Staff will be informed of changes to course delivery prior to commencement of the next course.

### ***Definitions***

**Training package** – a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

### ***Roles and responsibilities***

Administrators are responsible for collecting and collating evaluation material for review by Course Coordinators and RTO Management.

The Head of Learning & Development will consult with staff regarding recommended changes to course delivery.

### ***Cross references***

ANMEC Policies:

5.3 Continuous quality improvement

5.4 Course Advisory Committee

RTO Standards 2015:

Clauses 2.1 – 2.2

Clauses 1.5 – 1.6

Clauses 1.13 – 1.16

Clause 7.5

Clauses 1.8 – 1.12

NMBA Standards:

NMBA Standard 1.2

NMBA Standard 1.3

NMBA Standard 1.8

**Administration**

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2007

Last reviewed Dec 2018

Version 5

Review date Dec 2020

## 5.6 Course Evaluation

### **Policy statement**

Course content and delivery will be evaluated at predetermined intervals to ensure that the ASQA standards for continuing registration and the Training and Skills Commission guidelines are met and are in line with contemporary practice.

### **Principles**

Feedback provided by students and industry stakeholders will inform quality improvements.

Both formative and summative evaluation will inform improvements to course administration, content and delivery.

Evaluations are collected and submitted for the annual quality indicator data collated for the national training regulator (ASQA).

Employers are offered evaluations and the evaluations are collected and submitted for the annual quality indicator data collated for the national training regulator (ASQA).

### **Implementation**

Course review will take into account stakeholders' views and standards.

Survey and evaluation tools will meet regulatory requirements.

### **Definitions**

**Training and Skills Commission** – Guidelines for registered training organisations registered to deliver vocational education and training under part 3 of the *Training and Skills Development Act (2008)*.

**ASQA Standards** - Commonwealth of Australia (2015), Canberra ACT.

**Formative evaluation** – reviewing the quality of course administration, content and delivery on a continual basis.

**Summative evaluation** – reviewing the quality of course administration, content and delivery at the end of the course.

### **Roles and responsibilities**

Course Coordinators are responsible for collating and analysing evaluation and forwarding to the Compliance Management Committee (CMC).

The Directors of Operations and Strategy or delegate is responsible for reviewing the evaluations.

Course Coordinators are responsible for involving students in the formative and summative evaluations.

Students are responsible for completing evaluation tools as requested. This is a voluntary process.

### **Cross references**

5.3 Continuous improvement

5.4 Course Advisory Committee

5.5 Review of course delivery

ASQA Standard Two – Quality Assurance

NMBA Standard 1.2

NMBA Standard 1.8

**Administration**

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	June 2001
Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## 5.7 Records Management

### ***Policy statement***

ANMEC and HERC will ensure that its records management supports the continuous improvement of service provision and provides evidence of compliance with ASQA standards, RTO Standards 2015, NMBA 2016, Australian Privacy Principles, Training and Skills Commission guidelines, and relevant State Legislation.

### ***Principles***

ANMEC and HERC use a systematic approach that ensures maintenance and retention of records as required by ASQA standards, the Training and Skills Commission guidelines and the Australian Accounting Standards.

Records are accurate, secure, easily accessible and confidential. Electronic records are routinely backed up and effectively protected. Records that are archived are accessible and retained for the required period of time.

### ***Implementation***

Records will have version control and file pathways.

### ***Definitions***

Training and Skills Commission – Guidelines for registered training organisations registered to deliver vocational education and training under part 3 of the Training and Skills Development Act (2008).

ASQA standards - Continuing Registration for registered training organisations, Canberra ACT.

13 Australian Privacy Principles (APPs) - as outlined in the Privacy Amendment (Enhancing Privacy Protection) Act 2012

Record – a written, printed or electronic document providing evidence that activities have been performed.

### ***Roles and responsibilities***

Staff are responsible for recording information as required by the ASQA standards, the Training and Skills Commission guidelines and the Australian Accounting Standards. The RTO Accountable Officer is responsible for ensuring that records comply with the relevant standards.

### ***Cross references***

ANMEC Policies: 5.3 Continuous improvement

RTO Standards 2015: Standard 3

Clause 6.1 – 6.6

Clause 8.1 – 8.2

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin May 2003

Last reviewed: Dec 2018

Version 5

Review date: Dec 2020

## 5.8 Advertising and Marketing

### ***Policy statement***

ANMEC and HERC will advertise and market courses and workshops in an appropriate and ethical manner.

### ***Principles***

ANMEC and HERC will advertise and market courses and workshops in an accurate, ethical and responsible manner ensuring that clients are provided with timely and necessary information.

Advertising material must clearly state the selection requirements of ANMEC and HERC courses and workshops.

Advertising material must clearly state relevant fees and conditions.

Advertising material must clearly state the obligations of students regarding application and payment of fees.

### ***Implementation***

The Head of Learning & Development will ensure the marketing and advertising accurately represents the services provided, in consultation with the HERC Business Manager.

### ***Roles and responsibilities***

RTO Management will ensure that written permission has been obtained by any person or organisation featured in marketing or advertising materials in name, image, or written comment or testimonial.

### ***Cross references***

3.1 Payment of course fees

4.2 Workshop fees

Standards for Registered Training Organisations (RTOs) 2015:

- Part 3, Standard 4
- Schedule 4

Nationally Recognised Training (NRT) Logo specifications

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	December 2008
Last reviewed	Dec 2018
Version	5
Review date	Dec 2020

## 5.9 Education Staff Selection

### ***Policy statement***

Education staff employed by ANMEC and HERC will have a degree or higher qualification relevant to their area of teaching as well as a current TAE40116 Certificate IV in Training and Assessment or higher.

### ***Principles***

Education staff will be selected on the basis of their ability to contribute to the scope of teaching requirements within ANMEC and HERC, as well as to ensure their ability to demonstrate compliance and competence with all regulatory authority requirements.

### ***Implementation***

Positions will be advertised or expressions of interest sought from appropriately qualified persons.

Prospective employees must demonstrate that they satisfy the criteria for appointment to the relevant position.

Applicants must demonstrate values and commitment to the principles of trade unionism and of the ANMF.

Employment of education staff is subject to performance review during the induction process at 3 and 6 months, and continuing employment is subject to satisfactory annual performance review consistent with the organisation's policies and procedures.

### ***Roles and responsibilities***

RTO Management is responsible for selection of education staff using organisational recruitment and selection processes.

### ***Cross references***

RTO Standard 1

NMBA Standard 2

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin December 2008

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## 5.10 Education Staff Orientation

### ***Policy statement***

Education staff will complete orientation which includes policies and procedures, their job role and the maintenance of ASQA RTO Standards and the Training and Skills Commission guidelines.

### ***Principles***

Education staff will be supported throughout their orientation period.

### ***Implementation***

Orientation will begin on the day of commencement at ANMEC or HERC.  
Orientation will be undertaken during the first three months of employment.  
A mentor will be allocated to each new education staff member.

### ***Definitions***

Training and Skills Commission – Guidelines for registered training organisations registered to deliver vocational education and training under part 3 of the Training and Skills Development Act (2008).

Standards for Registered Training Organisations (RTOs) 2015

National Vocational Education and Training Regulator Act 2011

Orientation – the process of providing information to students and newly appointed staff.

### ***Roles and responsibilities***

RTO Management is responsible for ensuring the appropriate orientation of education staff.

### ***Cross references***

NMBA Standard 2

Standards for Registered Training Organisations (RTOs) 2015:

Standards 1.13 – 1.16

ANMEC mentoring procedure

### ***Administration***

Authority CEO/Secretary ANMF (SA Branch)

Date of origin June 2001

Last reviewed Dec 2018

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## 5.11 Education Staff Development

### ***Policy statement***

Educators will continue to develop their vocational training and assessment competencies to support continuous improvement in the delivery of services.

### ***Principles***

Education staff will be supported to continuously improve their knowledge of course content, ASQA standards and the Training and Skills Commission guidelines.

Education staff will be supported to seek updated knowledge by way of periodic industry placements.

### ***Implementation***

Education staff will have access to contemporary information about current vocational education and training methodology .

Education staff will have access to staff development opportunities by way of course/workshop attendance.

### ***Definitions***

**Training and Skills Commission** – Guidelines for registered training organisations registered to deliver vocational education and training under part 3 of the *Training and Skills Development Act (2008)*.

**ASQA standards** - Standards for Registered Training Organisations (RTOs) 2015

### ***Roles and responsibilities***

RTO Management is responsible for ensuring support for staff to attend staff development and industry placements.

Education staff are responsible for seeking opportunities for continuous improvement and industry placements.

### ***Cross references***

Standards for Registered Training Organisations (RTOs) 2015: Standard 1  
NMBA Standard 1.10

### ***Administration***

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	June 2001
Last reviewed	Dec 2018
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Review date	Dec 2020

## 5.13 Library Collection Development

### **Purpose**

The Librarians will consult with the ANMEC and HERC staff to support the objectives of the ANMF SA and TAS Branches and reflect the professional interests of members, staff and students in the development of the library collections.

### **Principles**

The library collections will be contemporary and meet the needs of members, staff and students.

### **Implementation**

Consultation with education staff is required in the selection and acquisition of resources to support their professional educational responsibilities. This includes the development of online guides and resources to support changes in delivery methods; plus an acknowledgment of different learning styles within the student body.

Recommendations from other staff, members and students will be considered against determined selection criteria.

### **Roles and responsibilities**

The Librarians are responsible for the development and maintenance of the library collections.

Staff, members and students are responsible for providing input in relation to the library collections.

### **Cross references**

1.4 Code of behaviour

NMBA Standard 1.4

### **Administration**

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	December 2008
Last reviewed	Dec 2018
Version	3
Review date	Dec 2020

## 5.14 Partnership (Third Party) Agreements Policy

### Policy statement

If ANMEC collaborates with another organisation for VET assessment, training and/or certification services, it will initiate a written agreement with the other organisation. ANMEC will keep a Partnerships register of all agreements and will forward a copy of the agreement to the other organisation and regulatory bodies as required.

### Principles

The other organisation and ANMEC will comply with the relevant legislation, including the Training and Skills Development Act 2008 and Standards for Registered Training Organisations (RTOs) 2015 in achieving the best outcomes for students.

### Implementation

Written agreements with other organisations will include the following:

- the name and address of both organisations
- the name of the chief executive officer (CEO) or equivalent of both organisations
- the name and contact details of the primary contact at the other organisation
- the program offered, including the relevant Training Package qualification or accredited course which includes the code, title and units of competency.
- a list of services offered by the other organisation e.g. training and/or assessment
- a statement outlining the level of service offered e.g. 'the ANMEC as RTO, will provide....'
- a statement acknowledging that the RTO is always responsible for training, assessment and certificates issued in its name
- a verified copy of the RTO's Certificate of Registration and Scope Certificate
- signatures of the CEOs (or equivalent or delegates) of both organisations
- dates for the period of the agreement
- fees related to the agreement and the collection of fees arrangements including any arrangement to collect fees prior to commencement
- the agreement will make clear where a third party is recruiting prospective students for the RTO on its behalf
- distinguishes where ANMEC is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party
- provisions that students are informed prior to enrolment of any third party agreements that may affect their learning and/or assessment services. This includes the name and contact details of any third party that will provide training and assessment, and related educational support services to the student on the RTOs behalf
- responsibilities of each party in ensuring that students are informed as soon as is practicable of any changes to services provided
- the rights of the student in the event that the third party delivering training and assessment on ANMEC's behalf closes or ceases to deliver any part of the training product that the student is enrolled in
- assurance that the third party will commit to the adherence to ANMEC policies and procedures including complaints / appeals procedures
- written confirmation that the third party will cooperate with the VET Regulator and comply with the Standards for Registered Training Organisations (RTOs) 2015
- how third-party arrangements will be monitored to ensure compliance

### Roles and responsibilities

The Head of Learning & Development will liaise with the intended partner to negotiate the agreement in consultation with the Director, Operations and Strategy.

The Administrative Officer will ensure that both parties have a signed copy of the agreement and will enter the details of the agreement on the "Register of Partnerships".

The Head of Learning & Development will monitor and manage the agreement to ensure compliance.

### Definitions

Third party - means any party that provides services on behalf of ANMEC but does not include a contract of employment between ANMEC and its employee.

### Cross references

NMBA Standard 1.11

Standards for Registered Training Organisations (RTOs) 2015:

Standards 4.1, 2.3, 2.4, 5.2, 5.3, 5.4, 6.1, 6.2, 7.3, 8.2.

### Administration

Authority CEO/Secretary ANMF (SA Branch)

Date of origin August 2011

Last reviewed Dec 2018

Version 6

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## 5.15 Training and Assessment

### **Purpose**

The purpose of the Training and Assessment Policy is to:

- guide the implementation of the current Strategic Goals specific to ANMEC outlined in the ANMF(SA) Strategic Directions.
- inform the ANMEC Training and Assessment Procedure
- guide the Compliance Management Committee
- inform all education, training and assessment practices at ANMEC (and any partners)
- ensure consistent, best practice in education, training and assessment
- ensure training and assessment at ANMEC is in accordance with the principles and parameters of the Australian Qualifications Framework (AQF)
- ensure all assessments comply with the Assessment Guidelines in applicable nationally endorsed Training Packages and/or State accredited curricula
- ensure qualifications and statements of attainment are issued in accordance with the requirements of the AQF and qualification requirements specified in National training packages and Industry accreditation bodies
- ensure compliance with the requirements of the ASQA and state and federal funding bodies (where relevant)
- ensure compliance with the audit requirements of the national training regulator and state and federal funding bodies (where relevant)
- promote continuous improvement in education, training and assessment practice.

### **Context**

It is the policy that:

1. Education, training and assessment are conducted by trainers and assessors who:
  - a) have the necessary training and assessment competencies as determined by the current regulatory body and
  - b) have the relevant vocational competencies at least to the level being delivered or assessed, and
  - c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
  - d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence through regular professional development.
2. Assessors will adhere to the Code of Practice
3. Assessment will be carried out in accordance within endorsed Training Package Assessment Guidelines or accredited curriculum guidelines.
4. Assessment practices will be inclusive and support equity principles. Reasonable adjustments may be made to assessment processes, to minimise disadvantage to individuals or groups, however, these adjustments will not compromise the integrity of the competency standard.

### **Scope**

This policy applies to all nationally accredited courses, or components of courses, listed on the ANMEC Scope of Registration.

### **Principles:**

1. Education, training and assessment is the learning process that:
  - a) provides a diagnosis of current competencies and knowledge

- b) analyses where training and learning effort should be focussed
  - c) develops training to suit individual needs and adult learning styles
  - d) enables access and equity for all learners enrolled at ANMEC
  - e) measures progress towards achievement of competencies and learning outcomes
  - f) provides feedback to both Educators and learners
  - g) assesses competence.
2. Education, training and assessment is provided through ANMEC or partners ( in the following contexts - skills recognition, workplace, online and on-site learning.
3. Education, training and assessment is a participative process, negotiated between trainer, assessor, learner and other relevant stakeholders.
4. All AQF qualifications issued by any other RTO will be recognised, when used as evidence for Credit Transfer.
5. Any student may appeal against an assessment decision, as prescribed in the *ANMEC Appeals Procedure*
6. Assessment including Recognition of Prior Learning (RPL):
  - meets the requirements of the relevant Training Package or VET accredited course; and
  - is conducted in accordance with the **principles of assessment** and the **rules of evidence**; and
  - meets workplace and, where relevant, regulatory requirements; and
  - is systematically validated.

### Definitions

Assessment - The process of collecting evidence and making judgements on whether a learner is competent.

Principles of Assessment - To ensure quality outcomes, assessment should be: fair, flexible, valid, reliable, sufficient.

Reasonable Adjustment - An action to assist a student with a disability to participate in education and training on the same basis as other students eg. providing resources and assessment instruments in large print for visually impaired students.

### Related policies and procedures

Policies:

5.3 Continuous Quality Improvement Policy

2.1 Course Application

5.5 Review of Course Delivery

5.6 Course Evaluation

2.5 Course enrolment

1.8 Complaints

1.9 Appeals

2.10 Assessment

5.9 Education Staff Selection

VET Student Loans Policies:

ASQA Standard One Training and Assessment Strategy

### Administration

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## 5.16 Notification of Significant Event

### ***Policy statement***

ANMEC and HERC are obliged and committed to ensure all relevant regulatory and government bodies are notified in a timely manner regarding any significant events that affect the operations of the RTOs.

### ***Principles***

It is a condition of registration that a registered training organisation (RTO) must notify relevant authorities and government funding bodies and / or departments about any:

- materials changes that occur to its management or operations, or;
- events that would significantly affect its ability to comply with VET Quality Framework or any state or federal contract or agreement

### ***Implementation***

Potential changes or events will be assessed for their significance.

Application for notification will be authorised by the CEO or delegate.

Application for notification will be made prior to or on commencement of the change in a timely manner

Notifications of significant events will be saved electronically on the shared drive or other suitable filing system for a period of thirty (30) years

### ***Definitions***

**VET** - Vocational Education and Training

**CEO** - Chief Executive Officer

**VET Quality Framework** - The vocational education and training (VET) Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

The VET Quality Framework comprises:

- the Standards for National VET Regulator (NVR) Registered Training Organisations
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework

### ***Roles and responsibilities***

RTO Management is responsible for –

- raising the possibility of a significant event with the appropriate senior management providing evidence that relates to the specific event / change
- seeking authorisation to notify
- lodging the application in a timely manner
- keeping the documentation for a period of thirty (30) years
- providing any further evidence requested by senior management, including assessment of the change or event, within the specific timeframe



## **Cross references**

RTO standard 8

## **Administration**

Authority	CEO/Secretary ANMF (SA Branch)
Date of origin	June 2001
Last reviewed	Dec 2018
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Review date	Dec 2020

## Section 6 – References

Age Discrimination Act 2004 (Commonwealth)

Children's Protection Act 1993 (South Australia)

Children, Young Persons and their Families Act 1997 (Tasmania)

Commonwealth of Australia ASQA Users' guide to the Standards for VET Accredited Courses

Disability Discrimination Act 1992 (Commonwealth)

Equal Opportunity Act 1984 (South Australia)

Equal Opportunity for Women in the Workplace Act 1999 (Commonwealth)

Health Practitioner Regulation National Law (South Australia) Act 2010

Health Practitioner Regulation National Law (Tas) Act 2010

Human Rights and Equal Opportunity Commission Act 1986 (Commonwealth)

National Vocational Education and Training Regulator Act 2011

Privacy Act 1988 (Commonwealth)

Public Health Act 1997 (Tasmania)

Racial Discrimination Act 1975 (Commonwealth)

Racial Vilification Act 1996 (South Australia)

Sex Discrimination Act 1984 (Commonwealth)

Standards for NVR Registered Training Organisations 2012 (Commonwealth)

Training and Skills Development Act 2008 (South Australia)

Training and Workforce Development Act 2013 (Tasmania)

Work Health and Safety Act 2011 (Commonwealth)

Work Health and Safety Act 2012 (South Australia and Tasmania)

Workers Rehabilitation and Compensation Act 1986 (South Australia)

Workers Rehabilitation and Compensation Act 1988 (Tasmania)