

Reviewed by Anne Walsh

Anne Walsh is part of the Organisational Improvement team in North Coast Institute (TAFE NSW). She has nearly two decades of experience delivering and assessing in the vocational and tertiary sectors across a range of qualifications,

including Electrical Trades, Business Studies, Training and Assessment, Communication and initial teacher education.

Company Accounting, 2nd Edition

Authors: AD Mills and WL Woodford

Publisher: Pearson Published: 2009

THE preface of this book makes it quite clear that it is aligned to *FNSACCT504B Prepare financial reports for a reporting entity* — a diploma level unit of competence in the Financial Services Training Package. It is certainly true that students studying at less than diploma level would find this text quite challenging, in terms of its layout and approach as well as content.

There are some small annoyances in this publication. Four of the ten content chapters, for example, have no overview at the beginning. None of them has a summary of key points, and although answers are provided for the 'self assessment' questions, none are provided for the practice questions in each chapter. This makes it difficult for the student to gauge progress.

The authors have been thorough with the content, but not as assiduous with their educational design. There is no mapping of the content to the elements or underpinning knowledge in the unit of competence. Similarly, some aspects have not been addressed. For example, performance criteria 1.4 refers to the use of charts, diagrams and supporting data being presented in appropriate format. I found no discussion in the text about presentation of information. The focus of the text is on the underpinning *accounting* related to creating financial reports rather than on the preparation of reports themselves.

This is a thorough text in terms of its treatment of the accounting principles that underpin financial reporting. The authors clearly know their subject matter and have included many comprehensive examples. It will be a valuable reference for anyone involved in company reporting. It is not, however, an ideal text for a student working alone. Although the back cover suggests it for student self-study as well as an accompaniment to classroom based delivery, I would recommend it for the latter only. ❖



Reviewed by James Worner

James Worner is a learning designer at the NSW Department of Education and Training's Centre for Learning Innovation. He has designed and implemented resources to support many training packages, including CPC08.

Site Establishment Formwork and Framing

Author: Adrian Laws

Publisher: Pearson Published: 2009

PEARSON Australia has released the next in its very useful Building Skills series: *Site Establishment, Formwork and Framework*.

Authored in student-friendly language by TAFE NSW teacher Adrian Laws, this book joins *Basic Building and Construction Skills* and *Basic Plumbing and Services Skills* as a resource to support the classroom teaching of trade certificate (General Construction) competencies under the *Construction and Plumbing* integrated framework, CPC08.

The content covers levelling and setting out a vacant site through to completion of the framed structure — including foundations and footings, flooring systems, walls and ceilings, roofs and eaves. A supplementary chapter deals with demolition.

Importantly, the text, images and exercises all support the inescapable truth that most general construction skills are best learned through quality practice, informed feedback and critical reflection. Any text-based teaching of the skills in question can only be supplementary to the learning that occurs, both on-the-job and in the TAFE workshop, under the guidance of experienced and qualified instructors.

Photos (all black and white) and line drawings are adequate to the task and references to additional resources, particularly TAFE NSW video materials, are plentiful and current. Each chapter contains a simple but useful summary as well as a page of suggested workplace activities and a set of handy worksheets. The quality of these activities is one of the book's main strengths.

Curiously, the chapters make no reference to either the integrated framework or the units of competency the chapters support. Though a refreshing break from 'edu-babble' for student users, teachers will find they also need to refer to the accompanying instructor's CD-ROM (available separately) for help with implementation and assessment. The CD contains solutions to the end-of-chapter worksheets; animated PowerPoint slides; a digital archive of all figures and tables within the text; a timber framing video; and a timber framing interactive game.

This book is an excellent supplement for students and reference for teachers. ❖



Reviewed by Narelle Neilson

Narelle Nielson has been nursing for over 30 years, working across a variety of areas in adult and pediatric health delivery with a major focus on neonatal intensive care. For the past five years she has been teaching nursing in the TAFE system

across all curriculums and presently holds a full time teaching position at Meadowbank TAFE.

Medical Surgical Nursing

Authors: Donna Ignatavicius and Linda Workman

Publisher: Elsevier Published: 2009

THE first advantage of this text is the fact that it is contained across two texts making picking it up or carrying it around far easier.

The focus of the information is on patient-centred care. As you go through each topic there is a breadth and depth of quality information, including alternative therapies, based on the latest research and evidence based practice to guide the reader to understanding the pathophysiology of the topic, treatment choices and goals for care. This allows the carer the tools to plan and deliver quality care that has the flexibility to meet the individual patient's needs. I found this very useful and would make it a text to refer to often to enrich my practice and teaching.

The organisation of the text is based on managing problems rather than systems. This should not be a problem once the text is used a few times. The use of colour coding for each chapter is helpful. The focus on critical thinking and the decision making challenges throughout the text creates an interactive experience for the reader, giving a greater opportunity to import the information into individual practice.

The key points at the end of each chapter help review the information. The disc has a range of topics covered with videos and animations which I found helpful in seeing how things work. The section on how to pronounce terminology is a wonderful idea. I found the review tests easy to use and useful as feedback to check my learning.

Overall I think this is a quality text full of information that is relevant, current and diverse in the way that it delivers information. I would recommend it both for the health professional who is training or who is highly experienced and needs to update their library. ❖



Reviewed by Pam Damon

Pam Damon is a VET practitioner specialising in teaching and recognition of training and assessment courses for TAFE NSW and delivering effective writing skills courses for the Department of Defence. Other qualifications and experience

include management, business, WorkCover OHS Consultation and FLM.

Management: Theory and Practice, 4th Edition

Author: Kris Cole

Publisher: Pearson Published: 2009

THIS new edition of *Management* is impressive in both its physical size and weight as well as in its comprehensive coverage of all aspects of managing organisations facing today's challenges. It talks about 'the new rules of adapting and innovating amid the uncertainties and unpredictability of the working environment' and offers skills and knowledge to enable managers and organisations to prosper and thrive.

It starts with both a brief Contents section — great for a quick skim — and an extensive Contents section suited to longer examination and selection.

It contains sections on *Big Picture*, *FYI* and *Checkpoints*. Summaries with each chapter finishing with excellent revision questions and interactive workplace activities make this an easy text to use.

The book contains a wealth of current information, theories and examples. In particular, there are three exciting new chapters. *Building Effective Work Teams* examines not only a wide range of types of teams but also the attitude and behaviour of individual and diverse team members that requires managers and team members to be highly skilled in interpersonal skills. Chapter 22, *Identifying and Managing Risks* is also excellent, with its relevant and thought provoking information, questions and scenarios — a must for all managers. Lastly, Chapter 23 *Managing for Sustainability* discusses today's 'green revolution' and introduces sustainable management practices, including four 'green' strategies for organisational sustainability.

An instructor's manual is available with essential information, including competency mapping grids to the *Business Services Training Package* qualifications, as well as units of competence, activities and notes, PowerPoint presentations and DVD clips with instructor notes on those clips.

Highly recommended. ❖



Reviewed by Sue Mandley

Sue Mandley is an experienced VET practitioner who is currently the Learning Management System Manager at the Gordon TAFE. She has been in the VET sector for 17 years and taught in the business, IT and teacher education areas.

IT Essentials

Authors: Kaye Burton, Frixos Ioannides, Ian Kenny, John Olekalns

Publisher: Pearson Published: 2009

IT Essentials is just that — essential! This third edition has been updated to provide vocational students with a handy resource giving them the technical knowledge and practical skills required to work in information technology to an intermediate and advanced level.

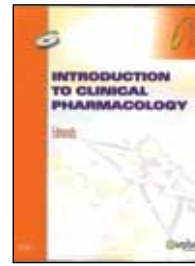
Six common core units of competency at Certificate III of the Information and Communication Technology Training Package are covered and students are assisted in becoming proficient users of technology. The information provides students with an excellent foundation, allowing them to move on to more advanced skills knowing they have covered the necessary earlier content.

The authors are all educators with experience in secondary and tertiary educational settings combined with extensive industry experience. This enables them to offer current knowledge and present the information in a business acceptable format. Because of their vast experience the information presented will appeal to those in the VET sector, as well as those in business wishing to learn or update their knowledge and skills.

With an extensive table of contents and index, the user is able to easily locate any required information. The layout of each section follows a similar pattern, allowing the user to rapidly become familiar with how the book works and spend time learning via the practical exercises and technical information.

Each section features an introduction with learning objectives, step-by-step guides, screenshots, practical activities to consolidate learning, concise summaries and self-check questions. There are also support materials available from the Pearson website and the user is advised about accessing these resources.

There is a definite "text book" look and feel about this book — it is a "wordy" tome but for those studying at this level, or those who have an interest or need in finding out the essential information required, this text provides it all. ❖



Reviewed by Anna Unwin

Anna Unwin is a registered nurse with over 17 year experience. She has post graduate qualifications in cardiac, intensive care and orthopaedic nursing and has been a full-time teacher for the last five years teaching courses on pharmacology and

medication administration.

Introduction to Clinical Pharmacology

Author: Marilyn Edwards

Publisher: Elsevier Published: 2009

IF one can look past the American terminology, spelling, statistics and legalities, one will find a comprehensive pharmacology text that is easy to read and that would be excellent for students commencing their studies of pharmacology.

The text is supported by a CD-ROM which offers animations, video clips, key term pronunciations, drug dosage calculator and questions to assess knowledge. The CD-ROM has a 'help' option which assists navigation of the CD-ROM. Throughout the text there are highlights of when the CD-ROM can be utilised to enhance the concepts and knowledge covered. One can, for example, read about diffusion and then watch the CD-ROM animation on passive diffusion.

Each chapter has learning objectives, a brief overview of the content and key terms at the beginning. Each chapter concludes with critical thinking questions which demand more than just recall; they require problem-solving and applied knowledge skills. Some chapters also contain case studies which allow integration of the concepts and knowledge covered.

Important sections on complimentary therapies and paediatric and geriatric considerations are included as well as three chapters devoted to maths and drug calculations. Opportunities are provided to practice drug calculations. Teachers can utilise the CD-ROM features as well as the case studies and questions to engage students.

Despite the fact that some drugs discussed are not used in Australia, there are many familiar drugs mentioned. Drugs are discussed in drug groups so one can relate to their attributes; for example, anticholinergics or betablockers. Each drug group contains information on its action, use, adverse reactions, drug interactions, nursing implications and client teaching considerations. There is a 'must know' and 'do not confuse' drug list which could be adapted for the Australian context.

A final feature to ensure ease of finding information is dual indexes; one generic and one a disorders index. ❖