





**IHNA**  
Australia

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**Course Handbook**

HLT54121 -

# Diploma of Nursing

## Acknowledgement to Country

IHNA would like to pay our respect and acknowledge Aboriginal and Torres Strait Islander Peoples as the Traditional Custodians of the Land. We acknowledge and pay our respects to the Elders; past, present and emerging of all Nations.

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**Welcome to Institute of Health and Nursing Australia, (IHNA) an vocational education provider. IHNA has successfully offered the Diploma of Nursing program for over the past 13 years, wherein over 4,000 students have successfully graduated and entered the healthcare system.**

During this time, IHNA has established strong partnerships with industry, established a reputation for quality education and provided a workforce that consists of highly trained graduate enrolled nurses.

IHNA offers the HLT54121 Diploma of Nursing program in conformity with the Enrolled Nurse Accreditation Standards 2017 and the Standards for Registered Training Organizations 2015, for new entrants to the healthcare system and for those who are working in the industry and wish to pursue a career in healthcare. By successfully completing this program of study, graduates will be eligible to apply for registration as an Enrolled Nurse (EN) with the Nursing and Midwifery Board of Australia (NMBA).

This handbook provides important information related to our delivery of the HLT54121 Diploma of Nursing. IHNA has been accredited to deliver this course by both:

- Australian Skills Quality Authority (ASQA)
- Australian Nursing and Midwifery Council (ANMAC)

IHNA students benefit from fully equipped campuses with modern facilities and amenities including state-of-the-art nursing and computer laboratories, student library, high standard audio-visual equipped classrooms and student breakout areas. All of this combines to ensure IHNA's significant contribution to meeting the training needs of the Australian workforce, particularly in the health care professions.





*Welcome to*

# IHNA

**Congratulations on becoming a part of our vibrant academic community. This Course Handbook serves as your comprehensive guide to navigating the diverse and enriching experiences that await you during your time at our esteemed institution. Whether you are a new student eager to explore new horizons or a returning student continuing your educational journey, this handbook is designed to be your go-to resource for vital information and resources.**

The purpose of the course handbook is to provide new students with practical and easily accessible information regarding your study. As its name suggests, this publication is aimed at increasing your effectiveness as a student. We suggest you read this handbook thoroughly and refer to it often throughout your course of study.

We wish you the best of luck in your academic pursuits and hope that you make the most of every moment during your time here. As you immerse yourself in our vibrant community, know that we are here to support you every step of the way.

IHNA Management

***Welcome to  
Institute of Health and  
Nursing Australia (IHNA)!***

# Course Information



Course code and title:

**HLT54121 – Diploma of Nursing**



AQF Level – 5

## Course Overview

The HLT54121-Diploma of Nursing is a Vocational Education and Training (VET) qualification. The program complies with the Standards for Registered Training Organizations 2015 and the Enrolled Nurse Accreditation Standards 2017.

## Possible Career Outcomes

- Enrolled Nurse
- Medical Centres
- Training Resource Centres
- Open Employment Services
- Other Community Settings and Clients' Homes

## Course Details

Qualification Code	HLT54121
Qualification Name	Diploma of Nursing
Duration	78 Weeks
Volume of Learning	2534 Hours
Amount of Training	1660 Hours
AQF Level	5
Course Delivery	Blended and Face to Face
RTO ID	21985
CRICOS Course Code	108323F
Campus	Melbourne, Perth, Sydney, Brisbane



**Professional Experience Placement (PEP)**  
**400 hours**

## Professional Experience Placement (PEP) requirements

- A satisfactory National Police Clearance (NCC) or Australian Federal Police (AFP) Clearance certificate
- Required immunisation
- Working with Children Check (WWCC)\*
- A valid NDIS Worker Screening Check

*\*Working with Children Check, which may be referred to by different names in various Australian states and territories.*

## Mode of Delivery

**Blended and Face to Face:** The qualification is approved to be delivered through Blended and Face to Face mode for domestic students.

**Face to Face:** The qualification is approved to be delivered through face-to-face mode for international and domestic students.





## Entry Requirements

There are no formal entry requirements for this qualification.

## IHNA Admission Requirements

### Domestic Students

- Successful completion of year 12 or pathway through certificate III or IV level qualification from the HLT or CHC training package\*
- 18 years of age and above at the time of commencement of the course
- Successful completion of the language, literacy, Numeracy and Digital (LLND) test and demonstration of competence level as exit level 3 in the Australian Core Skills Framework (ACSF) in both reading and numeracy
- NMBA specified level of English language skills <https://www.ahpra.gov.au/Registration/Registration-Standards/English-language-skills.aspx>

*\*Mature age individuals (22+) who may not have completed year 12 but have significant work experience in the health sector and who meet the LLN requirements may also be considered for enrolment.*

### International Students

- Successful completion of the Australian Year 12 course or pathway through Certificate IV level qualification from Health (HLT) or Community Services (CHC) training package
- 18 years of age and above at the time of commencement of the course
- NMBA specified level of English language skills
- Successful completion of the language, literacy, Numeracy and Digital(LLND) test and demonstration of competence level as exit level 3 in the Australian Core Skills Framework (ACSF) in reading and numeracy.

*IHNA requires an IELTS (Academic) score of 7.0 overall, with no individual band score below 7.0 or an equivalent English language proficiency test result. <https://www.ahpra.gov.au/Registration/Registration-Standards/English-language-skills.aspx>*

## Language, Literacy, Numeracy, and Digital (LLND)

All IHNA students must complete the Language, Literacy, Numeracy, and Digital (LLND) assessment to ensure that students meet the necessary requirements for successfully undertaking the course. IHNA administers the LLND test to evaluate each student's suitability.

*IHNA values diversity and inclusion. We welcome and encourage applications from all people, including Aboriginal and Torres Strait Islander people, people with disabilities, people from culturally and linguistically diverse backgrounds and people with diverse academic, work and life experiences.*

## Physical Requirements

The physical requirements below are necessary to function in healthcare facilities and/or community settings. Students must be able to perform and complete course objectives and requirements with or without reasonable accommodations. Skills and abilities that are needed to perform client care to pass the course objectives and requirements are:

- **Strength:** Sufficient to assist with lifting and transferring a client and perform CPR
- **Mobility:** Sufficient mobility to bend, stoop and bend down to the floor; ability to move around rapidly; and to move in small, confined areas.
- **Hearing:** Sufficient to hear through the stethoscope to discriminate sounds; to hear cries for help; to hear alarms onequipment and emergency signals; and various overhead pages.

- **Vision:** Sufficient to make physical assessments of client and equipment.
- **Communication:** To have the ability to communicate, in English, in both verbal and written formats; and interact with all stakeholders, including clients, staff and faculty Facilitators

Please declare in your course application if you have a disability that requires reasonable adjustments to fulfil these requirements.



## Aboriginal and Torres Strait Islanders Students

Aboriginal and Torres Strait Islanders Students are encouraged to apply.

Built on the principles of Aboriginal and or Torres Strait Islander, the strategy includes actions to:

- build more culturally inclusive physical spaces within IHNA.
- connect with community organisations around social cohesion and cultural awareness.
- strengthen research focused on inter-cultural engagement.
- commitment to the promotion, achievement, and rewarding of academic excellence through the provision of incentives for its Aboriginal and/or Torres Strait Islander students.



**Applicants are also required to provide evidence of the following prior to being eligible for participating in the Professional Experience Placement (PEP).**

- A valid and current National Police Clearance (NPC) or Australian Federal Police (AFP) Clearance certificate
- Required immunisation
- Working with Children Check (WWCC)
- A valid NDIS Worker Screening Check
- For safety reasons, pregnant students will only be permitted to attend placement until they are 32 weeks pregnant. A fit to work certificate may be required for students attending placements when pregnant.
- IHNA is obligated to notify to AHPRA when we have a 'reasonable belief' that a student has an impairment that, when undertaking clinical training, may place the public at substantial risk of harm (a very high threshold for reporting risk of harm to the public). Students are hence required to declare any disability or disorder (if any), or if they are on any medication which could affect the duties performed as a nursing student/EN which may require reasonable adjustments.

*Note: Where a student is in breach of the above requirements, they could be excluded from their PEP which may result in unsuccessful completion of the course. IHNA will not be responsible for any such exclusion. IHNA bears no responsibility if students do not undertake the requisite vaccination/s as required from time to time to work in the healthcare industry in Australia as legislated or as advised by the Department of Health (both Federal and respective State Governments).*



## Student Registration and Mandatory Reporting Requirement

Under the National Law, IHNA must ensure that all students enrolled in the Diploma of Nursing program are registered with the Australian Health Practitioner Regulation Agency (AHPRA) for the duration of their study. You do not need to apply for student registration, as this is IHNA's responsibility. IHNA is required to update your details with AHPRA in March and August of each academic year.

Under the National Law, IHNA must also notify AHPRA if a student undertaking clinical training has an impairment that may place the public at substantial risk of harm. This is a mandatory reporting requirement and IHNA has a legal obligation to comply. <https://www.ahpra.gov.au/Notifications/mandatorynotifications/Mandatory-notifications.aspx>

If you have any questions or concerns about student registration or mandatory reporting, please do not hesitate to contact IHNA staff.

## Registration to Work in Australia as an Enrolled Nurse

After successfully completing this program of study, students will be eligible to apply for registration as an Enrolled Nurse (EN) with the Nursing and Midwifery Board of Australia (NMBA) and work as EN.



## Mandatory Registration Requirements

To become a registered enrolled nurse or midwife in Australia, all applicants must meet a set of requirements. These requirements apply to all applicants except those who are seeking student registration. The requirements are outlined in the following mandatory registration standards:

- Registration standard: Criminal history
- Registration standard: English language skills
- Registration standard: Continuing professional development
- Registration standard: Professional indemnity insurance arrangements
- Registration standard: Recency of practice

For more information visit <https://www.nursingmidwiferyboard.gov.au/Registration-and-Endorsement.aspx>

## Program Structure and Mode of Delivery

This program consists of twenty-five (25) units of competency, to be delivered over three (3) semesters. This includes:

- 20 core units
- 5 elective units

Students must complete all 25 units.

The mode of delivery of the program are as follows;

- Face to Face
  - Offered at our campuses in Melbourne, Sydney and Perth
- Blended
  - Online lectures/ tutorials conducted via Zoom

The course will be delivered for 20 hours per week, consisting of lectures, tutorials and support sessions.

The delivery of the program includes a combination of;

- |                                                                                     |                                                   |
|-------------------------------------------------------------------------------------|---------------------------------------------------|
| → Lectures                                                                          | → Simulation-Based Training (SBT)                 |
| → Tutorials                                                                         | → Objective Structured Clinical Assessment (OSCA) |
| → Guest lectures by industry experts, multidisciplinary teams and specialist nurses | → Professional Experience Placement (PEP)         |

Detailed program schedules or timetables will be available to students through the Student Hub. The timetable explains the order of delivery of units of competency, assessment due dates and teaching-learning activities that need to be completed as students' progress with the program.

The course will be delivered via the ACE- Learning Management System (LMS) for:

- All course contents and learning resources
- Formative assessments and activities

Students are expected to spend two hours per day (10 hours per week) completing self-directed structured interactive learning activities to enhance their knowledge and understanding of the units. Students are expected to attend all scheduled classes. On-campus simulation-based training and OSCA are mandatory and conducted in blocks or as per their timetable at IHNA nursing laboratories.

Students cannot progress into the PEP until they have successfully completed all assessment requirements for the theoretical component (including OSCA in IHNA nursing laboratories).

## Semester 1

The units in semester 1 are as follows;

Unit Code	Unit Title
CHCDIV001	Work with diverse people
HLTENN035	Practise nursing within the Australian health care system
HLTAAP002	Confirm physical health status
HLTENN036	Apply communication skills in nursing practice
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS002	Follow safe work practices for direct client care
HLTENN037	Perform clinical assessment and contribute to planning nursing care
HLTENN041	Apply legal and ethical parameters to nursing practice
HLTENN045	Implement and monitor the care of the older person
HLTENN068	Provide end-of-life care and a palliative approach in nursing practice

### 120 hours of PEP in an aged-care setting

## Semester 2

The units in semester 2 are as follows;

Unit Code	Unit Title
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTENN039	Apply principles of wound management in the clinical environment
HLTAAP003	Analyse and respond to client health information
HLTENN040 (Part I)	Administer and monitor medicines and intravenous therapy
HLTENN044	Implement and monitor care for a person with chronic health conditions
HLTENN057	Contribute to nursing care of a person with diabetes
BSBPEF402	Develop personal work priorities
BSBLDR414	Lead team effectiveness

### 120 hours of PEP in a sub-acute care setting

## Semester 3

The units in semester 3 are as follows;

Unit Code	Unit Title
HLTENN043	Implement and monitor care for a person with acute health conditions
HLTENN040 (Part II)	Administer and monitor medicines and intravenous therapy
HLTENN047	Apply nursing practice in the primary health care setting
CHCPRP003	Reflect on and improve own professional practice
CHCPOL003	Research and apply evidence to practice
HLTENN038	Implement, monitor and evaluate nursing care
HLTENN042	Implement and monitor care for a person with mental health conditions
HLTADM008	Administer and coordinate Telehealth services

### 160 hours of PEP in acute care setting

Unit	Description
<b>Semester 1</b>  CHCDIV001  Work with diverse people	This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.  This unit applies to all workers.
HLTENN035  Practice nursing within the Australian healthcare system	This unit describes the performance outcomes, skills and knowledge required to practice as a nursing professional within the Australian health care system, providing health care across the lifespan of people in health and community care services and environments.  This unit applies to enrolled nursing work, carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements.
HLTAAP002  Confirm physical health status	This unit describes the skills and knowledge required to obtain and interpret information about a client's health status and to check a client's physical health. It requires a detailed knowledge of anatomy and physiology. This unit applies to individuals working directly with clients and assisting in providing health care services. Some disciplines may be subject to State/Territory regulatory determination regarding delegation and supervision.
HLTENN036  Apply communication skills in nursing practice	This unit describes the performance outcomes, skills and knowledge required to communicate effectively with people, families, carers and other healthcare professionals in healthcare settings. Communication in nursing requires using information technology and interpersonal skills applied therapeutically in nursing care and small group discussions.
HLTINF006  Apply basic principles and practices of infection prevention and control	This unit describes the performance outcomes, skills and knowledge required to apply basic infection prevention and control principles in work settings including implementing standard and transmission-based precautions and responding to risks.  This unit applies to individuals working in a range of industry and work setting contexts.

HLTWHS002	Follow safe work practices for direct client care	This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety and that of others in work environments that involve caring directly for clients. It focuses on maintaining the safety of workers, the people supported and other community members. This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their work in facility-based and/or home-based service provision.
HLTENN037	Perform clinical assessment and contribute to planning nursing care	This unit of competency describes the performance outcomes, skills and knowledge required, within the scope of practice, to perform preliminary and ongoing physical health assessments of all body systems, gathering data that contributes to an individualised health plan of care. This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses (RN) and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements.
HLTENN041	Apply legal and ethical parameters to nursing practice	This unit describes the performance outcomes, skills and knowledge required to work within legal and ethical parameters in professional nursing practice, including supporting rights and meeting the duty of care. This unit applies to enrolled nurses' work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements. The EN employs the skills stated in this unit, following Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.
HLTENN045	Implement and monitor the care of the older person	<p>This unit describes the skills and knowledge required to perform nursing interventions to support the physical, social and emotional well-being and nursing care needs of the older person in care.</p> <p>This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements.</p>
HLTENN068	Provide end-of-life care and a palliative approach in nursing practice	<p>This unit describes the performance outcomes, skills and knowledge required to provide a person-centred approach to palliative and end-of-life care in primary health care, hospitals, hospices, home and community care and long-term care facilities.</p> <p>This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements.</p>
<b>Semester 2</b>		
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	<p>The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice and develop strategies to enhance cultural safety.</p> <p>This unit applies to people in a broad range of roles, including those involved in direct client service, program planning, development and evaluation contexts.</p>
HLTENN039	Apply principles of wound management in the clinical environment	<p>This unit describes the performance outcomes, skills and knowledge required to apply contemporary wound management principles to the care of persons with various types of wounds. It involves working with the registered nurse within the multidisciplinary healthcare team to contribute to wound assessment, treatment and ongoing management.</p> <p>This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.</p>

HLTAAP003	<p>This unit of competency describes the skills and knowledge required to analyse client health information and then to plan appropriate health services within the scope of own role. It requires an in-depth knowledge of anatomy and physiology.</p> <p>Analyse and respond to client health information</p> <p>This unit applies to individuals who plan and provide services with some level of autonomy. Some disciplines will require a State/Territory regulatory determination regarding delegation and supervision.</p>
HLTENN040	<p>This unit describes the performance outcomes, skills and knowledge required to administer and monitor medicine and intravenous (IV) therapy, including calculating dosage requirements, reading and applying written instructions from an authorised prescriber, assessing the client for medicine effectiveness and side effects and responding to an allergic pharmacological reaction.</p> <p>Administer and monitor medicines and intravenous therapy (part 1)</p> <p>This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements.</p>
HLTENN044	<p>This unit describes the skills and knowledge required to provide nursing care to a person with chronic health conditions, including assessing needs, planning, implementing complex nursing interventions, evaluating outcomes and educating the person about their condition and about available resources.</p> <p>Implement and monitor care for a person with chronic health conditions</p> <p>This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements.</p>
HLTENN057	<p>This unit describes the performance outcomes, skills and knowledge required to provide nursing care to a person with diabetes, including assessing needs, planning and implementing nursing interventions, evaluating outcomes and educating the person about the condition and about available resources.</p> <p>Contribute to nursing care of a person with diabetes</p> <p>This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.</p>
BSBPEF402	<p>This unit describes the skills and knowledge required to plan and prioritise own work tasks. It also addresses the skills and knowledge to monitor and obtain feedback on personal work performance.</p> <p>Develop personal work priorities</p> <p>The unit applies to individuals who are required to design their own work schedules, plan their work and establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.</p>
BSBLDR414	<p>This unit describes the skills, knowledge and outcomes required to lead the performance of a team and to develop team cohesion.</p> <p>Lead team effectiveness</p> <p>The unit applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams. Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.</p>

## Semester 3

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HLTENN043

Implement and monitor care for a person with acute health conditions

This unit describes the performance outcomes, skills and knowledge required to meet the assessed healthcare needs of people with acute health conditions.

This unit applies to enrolled nurses' work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements.

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HLTENN040

Administer and monitor medicines and intravenous therapy (Part 2)

This unit describes the performance outcomes, skills and knowledge required to administer and monitor medicine and intravenous (IV) therapy, including calculating dosage requirements, reading and applying written instructions from an authorised prescriber, assessing the person for medicine effectiveness and side effects and responding to an allergic pharmacological reaction.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements.

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HLTENN047

Apply nursing practice in the primary healthcare setting

This unit describes the skills and knowledge required to contribute to the care of a person with chronic health problems by performing nursing interventions that support their needs and assist them in maintaining an optimal lifestyle within the community. This unit applies to enrolled nurses' work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

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CHCPRP003

Reflect on and improve own professional practice

This unit describes the skills and knowledge required to evaluate and enhance own practice through reflection and ongoing professional development.

This unit applies to workers in all industry sectors who take proactive responsibility for their professional development.

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CHCPOL003

Research and apply evidence to practice

This unit describes the skills and knowledge required to establish the information needed, gather information and critically analyse the data for relevance to own work.

This unit applies to health and community service workers who need to research existing information to support and improve their work practice. It does not cover primary research.

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HLTENN038

Implement, monitor and evaluate nursing care

This unit describes the performance outcomes, skills and knowledge required to implement nursing care as outlined in a person's nursing care plan, evaluate outcomes of care provided, record and report progress and respond to emergency situations.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia (NMBA) regulatory authority legislative requirements.

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HLTENN042

Implement and monitor care for a person with mental health conditions

This unit describes the skills and knowledge required to contribute to the nursing care and management of a person with a mental health condition.

This unit applies to enrolled nursing work carried out in consultation and collaboration with registered nurses and under supervisory arrangements aligned to the Nursing and Midwifery Board of Australia regulatory authority legislative requirements.

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HLTADM008

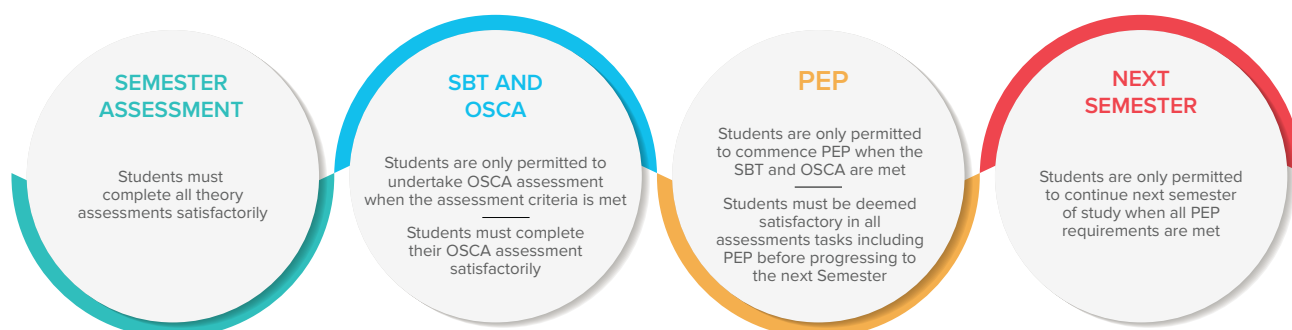
Administer and coordinate Telehealth services

This unit describes the skills and knowledge required to administer, support and monitor Telehealth services in a health care organisation in collaboration with health professionals and other service providers.

It applies to individuals in small to medium sized organisations who play a role in coordinating Telehealth activities in line with policies, procedures and protocols and legal and ethical requirements surrounding clinical risk management and governance.

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————— To ensure you are able to progress through the course, you can follow the chart below. —————



## Simulation-Based Training (SBT) and Objective Structured Clinical Assessment (OSCA)

Simulation-Based Training (SBT) is used to demonstrate and practice required nursing skills and knowledge in relation to each unit of competency. SBT is conducted in a simulated nursing laboratory. The OSCA will be an authentic summative assessment to prepare students for their PEP. Students must obtain a satisfactory outcome in OSCA before attending PEP.

You will be given plenty of opportunities to practice skills and tasks before you have your skills formally assessed. You will be given feedback on your assessments and where you are found not satisfactory, you will be given feedback and support prior to being reassessed.

Mandatory attendance is required for both SBT and OSCA. The student will get a timetable during orientation which includes all the details of the SBT and OSCA schedule.

## Professional Experience Placement (PEP)

The PEP is an essential component of the program. The PEP is designed to provide students with experiential learning opportunities to apply relevant nursing concepts in clinical practice. The aim of PEP for students is to allow them to perform safe and competent nursing care in accordance with NMBA Enrolled Nurse Standards for Practice 2016 and be consistent with the level of knowledge expected in the program.

The program's PEP components are carried out in Australian health-care facilities. Students should successfully complete theory and OSCA before proceeding to PEP for each semester.

Students are required to complete 400 hours of PEP distributed over three (3) PEP blocks. Placement duration may vary, but a full 8-hour workday is required and will include shift work.

Shift times are generally 7:00 AM to 3:30 PM and 1:30 PM to 10:00 PM but may vary slightly depending on the facility.

We will make every effort to place you in a location that is readily accessible to where you live, but some flexibility may be needed. In some cases, due to demand, students may be required to travel outside their area for their placement, which will incur additional costs, such as accommodation and travel expenses. We will discuss this with students in advance so they can make suitable arrangements.

Semester	PEP	Number of Weeks	Total Hours
Semester 1	Placement I in Aged Care Setting	3	120
Semester 2	Placement II in Sub-acute care Setting	3	120
	Placement III in Acute-care setting		
Semester 3	This is the final summative assessment of the program against NMBA EN standards for practice 2016.	4	160
<b>Total (10 weeks full time or part time equivalent)</b>			<b>400</b>

## Student Code of Conduct during PEP

Students must follow all guidelines as per the PEP Orientation guide for students while at placements.

The guide covers details about, but not limited to:

- Uniform and professional attire
- Personal valuables at PEP
- Professional behavior
- Alcohol/ Drugs
- Telephone etiquette
- Responsibility as a member of the healthcare team
- Standard infection control precautions
- Manual handling
- Clinical care document
- Scope of Practice document
- Medication administration
- Fees and Charges
- Attendance during placements
- Roles and responsibilities of all parties
- Progress monitoring
- Support during placements



IHNA is obligated to notify to AHPRA when we have a 'reasonable belief' that a student has an impairment that, when undertaking clinical training, may place the public at substantial risk of harm (a very high threshold for reporting risk of harm to the public). Students are hence required to declare any disability or disorder (if any), or if they are on any medication which may affect the performance of duties expected of a student enrolled nurse. IHNA will offer reasonable adjustment where required.

For safety reasons, students who are pregnant will only be permitted to attend placement until they are 32 weeks pregnant. A fit to work certificate may be required for students attending placements when pregnant.

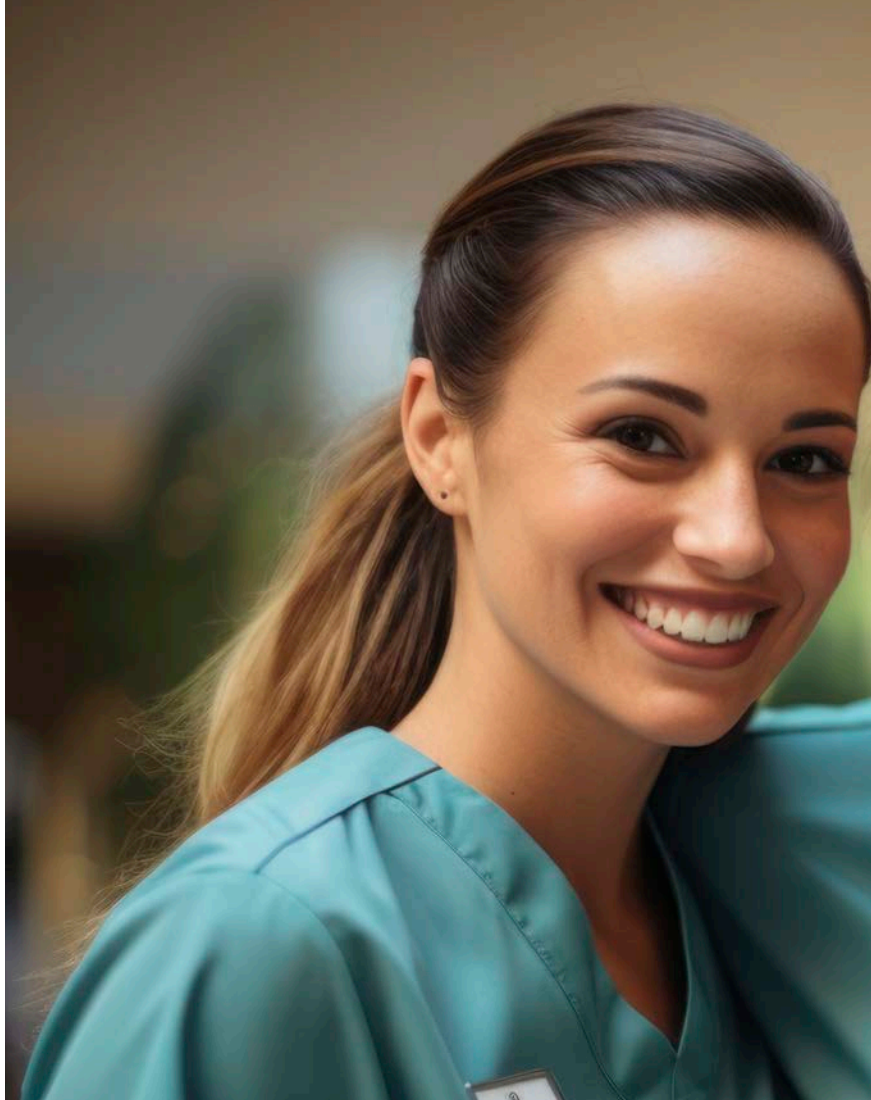
## Assessments

A range of assessment methods employed by IHNA ensures that assessments are fair, flexible, valid, and reliable while ensuring that IHNA meets the requirements of the relevant Training Package and the rules of evidence.

### Assessment Requirements

All programs leading to Registration as an Enrolled Nurse in Australia are based on students being assessed against:

- The requirements specified for individual units of competency within the HLT54121 Diploma of Nursing
- The Nursing and Midwifery Board of Australia (NMBA) Enrolled Nurse standards for practice which clarify supervision, responsibility and accountability.



### Assessments Include Formative and Summative Assessments.

Students are given opportunities to practice and consolidate their skills and knowledge in the formative assessments prior to undertaking the summative assessments. Summative assessments are mandatory and linear, in that students need to progress from theory to simulation to PEP.

The summative assessments include:

- Short answer
- Case study, project, exams, Individual or group presentations

### The PEP Assessments

The PEP assessments include nursing skill performance (PEP Tool) and portfolios. As students undertake three PEPs of increasing complexity, they are expected to apply their skills and knowledge to new environments. The students are assessed against the NMBA Enrolled Nurse Standards of Practice 2016 as per the unit requirements.

IHNA uses ClinSoft, a clinical placement management system that provides a streamlined platform to manage student placement operations, used by students, educators and Clinical Educators to assess students and for facilitating real-time interactions and collaboration.

In line with IHNA's Assessment Policy and Procedure, each student will be given an opportunity for one reassessment for any competencies not achieved on the first attempt. A reassessment fee will be applicable if the student is removed from a PEP venue.

A learning contract will be developed and implemented for students who do not successfully complete the first opportunity for reassessment of the theory or simulation component of the program. With regard to PEP, the contract will be implemented if students do not perform as per the set requirements.

If a Satisfactory outcome is not achieved after the second attempt, students will be required to re-enroll in the units that have not been satisfactorily completed (at their own cost), if they are to continue and fulfill the requirements for the program.



## Submission of Assessments

All assessments are to be submitted on or before the assessment due date of which students will be advised at the beginning of each semester and viewable in student hub. A plagiarism declaration (Assessment agreement) is signed by each student before starting the assessments. For written assessment tasks the agreement specifies that the student will not engage in plagiarism, collusion, or other forms of cheating.

All assessments are required to be submitted online via Student Hub using the student's own username and password. Students are required to have completed the academic integrity module and complete the plagiarism declaration before they submit any assessments.

## Academic Writing and Referencing

Referencing is the formal acknowledgment of the sources used to support your work. As nurses, we are committed to evidence-based practice, so it is essential to document and cite all research used in our writing. This demonstrates that your work is defensible and based on high-quality, current and well-researched evidence.

The assessment instructions will include specific instructions on the referencing format expected in your assessments. However, APA 7th is the preferred referencing style used by IHNA.

## Medication Calculation Exams

There are two Medication Calculation Exams, scheduled at the end of Semester 2 and Semester 3. Students will undertake this task under examination conditions and must complete the task 100% satisfactorily. Assessments will be marked as soon as submitted. The student will have one further attempt after support and practice sessions.

## Final Assessment

The final PEP of the program is undertaken in Australia and aims to consolidate the acquisition of competence and facilitate transition to practice. A summative PEP assessment adopting ANSAT tool (Australian Nursing Standards Assessment Tool) is used during the final PEP to be completed by the Clinical Educator.

# Training and Learning Resources

## Academic Staff

IHNA has adequate and appropriate academic staff to deliver the program at all sites and in modes of delivery. Teaching staff are qualified in the relevant discipline for their level of teaching. Other services or facilities include:

- Course induction and orientation
- ACE Learning Management System
- IHNA Unit guide
- IHNA Unit specific Learner guide
- Integrated online library
- Student management system
- Campus and online library
- Computer Library
- Fully equipped classrooms
- Fully equipped nursing lab
- Qualified Nurse Educators
- Support Staff

Interactive learning resources including PowerPoint presentations, hand-outs and other resources, plus the course timetable and assessment requirements are made available as support material to all students for each unit of competency. On the orientation day, students are provided with a copy of the timetable that explains the sequencing of units, assessment dates, educator details, delivery times, dates and specific venues or platform.

The course handbook is made available to students at time of enrolment and explains details and requirements of the program.

## The Prescribed Textbooks

- Koutoukidis, G., Stainton, K., & Hughson, J. (2020). *Tabbner's Nursing Care: Theory and Practice*. (8th ed.). Elsevier.
- Tiziani, A. (2021). *Havard's Nursing Guide to Drugs - Mobile Optimised Site: Vol.* (11th ed). Elsevier.
- Waugh, A., & Grant, A. (2022). *Ross & Wilson Anatomy and Physiology in Health and Illness* (14th ed). Churchill Livingstone.

## Recommended Readings

Brotto, V., & Rafferty, K. (2019). *Clinical Dosage Calculations* (3rd ed.). Cengage Learning Australia

Broyles, B. E., McKenzie, G., Pleunik, S., Page, R., & Reiss, B. S. (2019). *Pharmacology in Nursing Australian & New Zealand Edition* (3rd ed.). Cengage Learning Australia

Gray, S., Ferris, L., White, L. E., Duncan, G., & Baumle, W. (2019). *Foundations of Nursing: Enrolled Nurses* (2nd ed.). Cengage Learning Australia

Harding, et.al. (2020) *Lewis's Medical-Surgical Nursing*, (11th Ed.) Mosby Elsevier

Tollefson, J., Watson, G., Jelly, E., & Tambree, K. (2019). *Essential Clinical Skills: Enrolled Nurses* (4th ed.). Cengage

## Learning Environment

IHNA has cutting-edge infrastructure and facilities, as well as provisions for dealing fairly with students from diverse backgrounds. The primary focus of IHNA is on student well-being and safety. IHNA has procedures in place to handle

student complaints and grievances. Relevant content, clear learning goals and feedback, opportunities to develop social skills and tactics to assist students to thrive are all part of such an environment.



## Nursing Laboratory Resources

IHNA has a well-equipped simulated laboratory on each campus which provides students with the opportunity to participate in a realistic, simulated environment. This provides students with the opportunity to develop and demonstrate skills and knowledge.

The nursing simulation lab has been designed to resemble a contemporary aged care, subacute and acute hospital and is well equipped to meet unit requirements as well as students' learning needs.

Aside from standard clinical equipment such as ECG machines, patient lifters, computerized patient models and IV pumps, other equipment which is available for use in simulated clinical scenarios includes, but is not limited to:

- High, Medium and low-fidelity mannequins with corresponding touch screen monitors
- Alaris IV pumps
- Medication administration carts
- Skills trainers, such as full-body mannequins, IV arms, central line chests, etc.
- Specialized clinical examination lighting
- Bedside (simulated oxygen), air and suction
- Generous clinical bed space
- Computerized manikins to simulate patients
- Patient call bell
- Anatomical models
- Audio/visual systems to record student assessments and group work.

The clinical skill laboratories are Wi-Fi enabled and include IT systems that give students easy accessibility to web-based resources such as the LMS, library, MIMS, virtual simulation and the internet.

## Library Resources

All library resources are managed through Ex Libris Alma (Integrated Library Operating System), a common platform for

library operations and integration of library learning resources. All resources, electronic and print, are searchable through

Primo, which is an advanced federated search catalogue with a discovery layer and which integrates with Alma. Directly

after enrolment and orientation (and throughout their studies), students can use their login credentials to access the elearning

resources. E-Learning resources include the following database subscriptions;

- CINAHL Complete
- Health Business Elite
- Nursing Reference Centre
- ReadIt
- Medline
- Johanna Briggs Institute (on Ovid)
- Trip Database Pr
- InfoRMIT Health Collection
- InfoRMIT Indigenous Collection
- Mosby's Nursing Consult (videos)
- eMIMS drug database
- Nursing Reference Centre Plus
- Clinical Key Students Dental



## Delivery Location

### **IHNA Melbourne Heidelberg**

597 Upper Heidelberg Rd, Heidelberg Heights, VIC 3081, Australia

☎ +61 3 9450 5100

### **IHNA Melbourne CBD**

Level 10, 399 Lonsdale Street, Melbourne, VIC 3000, Australia

☎ +61 3 9455 4444

### **IHNA Perth**

Level 2, 12 St. Georges Terrace, Perth, WA 6000, Australia

☎ +61 8 6212 8200

### **IHNA Sydney**

Level 7, 33 Argyle Street, Parramatta, NSW 2150, Australia,

☎ +61 2 8228 6400

### **IHNA Brisbane**

Level 3, 59 Adelaide Street, Brisbane, QLD 4000, Australia

☎ +61 7 3123 4000



## Assessments

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### **Theory Assessment (TA)**

This assessment may consist of scenario-based questions, short response questions, case studies, and multiple-choice questions. The purpose of the TA is to reinforce your theoretical learning. To successfully complete this assessment task, students are expected to attempt and answer all questions satisfactorily.

### **Simulation Based Assessments (SBA)**

SBA assess the practical component of the unit. The assessment will be conducted in a simulated environment that reflects workplace conditions. All simulations for this qualification are done online.

### **Professional Experience Placement (PEP)**

Professional Experience Placement refers to the hands on training or real-world experience component of a student's education, typically undertaken in a work place relevant to their field of study. During professional experience placements, students apply the knowledge and skills they have gained in a classroom to real-life situations. These placements are an integral part of this qualification and domestic students are required to complete 16 hours of placement in the health care facility.

## Who will arrange the placement?

The PEP will be arranged by IHNA once the student successfully completes the simulation-based assessment part of the program. Typically, the course coordinator will consider where the students live and their mode of transport, to try and send them to the most appropriate and convenient location. However, there is no guarantee that you will be sent to your closest or preferred facility.

The students could also arrange the PEP facility by themselves, if preferred, as agreed with the course coordinator. The students are responsible to organize their own accommodation (if required) during PEP. As part of the program, the student may need to travel for PEP and all costs associated with travelling, uniform, placement material costs (e.g. for pocket articles), and accommodation shall be borne by the student.



## Will I be paid?

It is important to remember that you are a student and not a paid employee, so you will not receive a working wage.



## What if the student does not go for placement or Did not complete placement?

Student must inform the course coordinator or Assessor if they have any genuine/valid reason for not attending the scheduled PEP. The final decision will be taken by the course coordinator for rescheduling the PEP. The students are responsible for payment of PEP in case they cannot go on allocated time or replace hours



## Submitting Assessments

You are expected to complete assessments for all units once you have completed the theory lessons. You will have access on full and detailed instructions of the requirements for each assessment, including its context and purpose. You will be able to access and submit your assessments in the student portal

## Resubmissions

If you receive feedback to say your submission was 'Not Yet Satisfactory', you will need to provide more evidence to support your claim for competency. This may mean re-doing some of the theory questions, putting extra or more relevant information into your portfolio, or demonstrating a task again. IHNA does not charge a fee for resubmission of assessments. If, after couple of resubmissions your work is still 'Not Yet Satisfactory', you will be notified as "Student at risk". At this stage IHNA will provide you with support services to improve your standing. Another opportunity will be given for you to submit the assessment (third chance) or verbal challenge will be conducted to complete the assessment.

## Competence

IHNA has selected specific assessment tasks to ensure there is ample time and opportunity to demonstrate the required competence. The Assessment tasks are mapped to the competency standards and designed for all learners to complete. These assessments give the student an opportunity to demonstrate adequate knowledge and skills as outlined in the evidence guidelines stated within the Training package. At the end of each task, the student's progress will be marked by the assessor as 'satisfactory' or 'not yet satisfactory'.

The assessments will be evaluated based on the marking guides provided to the assessors for each assessment item. The feedback on assessment will be given back to the students in two weeks' time after submission of the assessment. The student must complete all the assessment tasks as instructed, in line with the specific instructions on how to complete the assessment tasks. To achieve a satisfactory outcome for an assessment, the student should attempt and answer all questions in the assessment task. To be deemed Competent in each Unit of competency the student needs to have completed all the assessment satisfactorily. Assessment outcome for each task will be displayed in Student Hub.

## Assessment Feedback

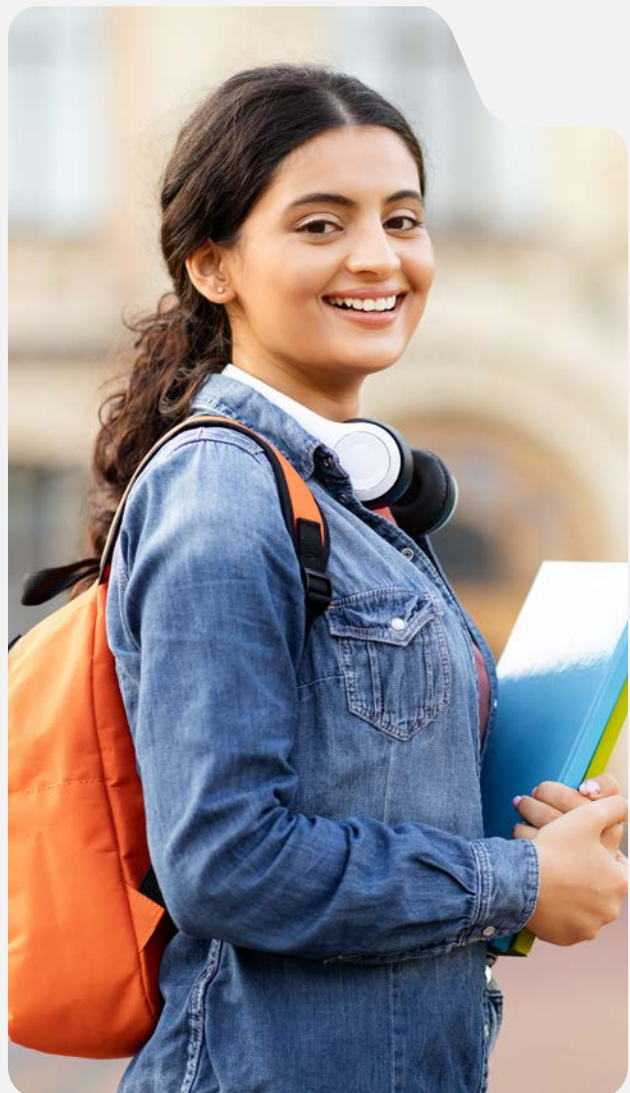
You will receive feedback regarding the outcome of each of your assessment items. To be deemed 'Competent' against a nationally accredited unit, you must be deemed Satisfactory for all the assessments in that unit.

## Referencing

When it comes to properly acknowledging where information has come from, students should be aware of, and be able to properly use, referencing protocols. IHNA Online expects that you use APA style of referencing when writing your assessments.

More information about how to do this can be found at:

- Home - IHNA Online Library - LibGuides at Health Careers International (myihm.com.au)
- <https://libguides.jcu.edu.au/apa>





## Plagiarism, Collusion and Cheating

**Plagiarism:** Students are required to submit their own work for assessment. The presentation of someone else's work, words, or ideas as one's own is plagiarism, and, therefore unacceptable. Plagiarism can be deliberate or accidental. Whenever students use the words or ideas of another person in their work, they must acknowledge where it is originally taken from.

**Collusion:** It is an understanding or agreement between two or more people to intentionally cooperate to gain an unfair advantage in assessment and may include.

- Unauthorised and unacknowledged joint authorship in an assessment task
- Unauthorised and unacknowledged copying or use of material prepared by another person for use in assessment

**Cheating:** 'Cheating' is to act dishonestly or unfairly to gain advantage. It can also be defined as completing an assessment without a student's own effort and getting someone else to do the work. This is not an acceptable practice and will affect the progression of the program.

Procedures for prevention of Plagiarism, Collusion and Cheating

- IHNA Online will inform students about cheating, collusion and plagiarism in several ways via the "guidelines to students" to make them aware of plagiarism, collusion and cheating and its consequences.
- IHNA Online will require each student to complete an Assignment Cover Sheet that includes information on plagiarism, collusion and cheating and a signature from students indicating they have not cheated, colluded or plagiarised in their assessment. This is required to be completed by the student for each assessment task.
- IHNA Online trainer/assessor will actively monitor students during student assessments to detect any instance of plagiarism, collusion or cheating.



## Right of Appeal

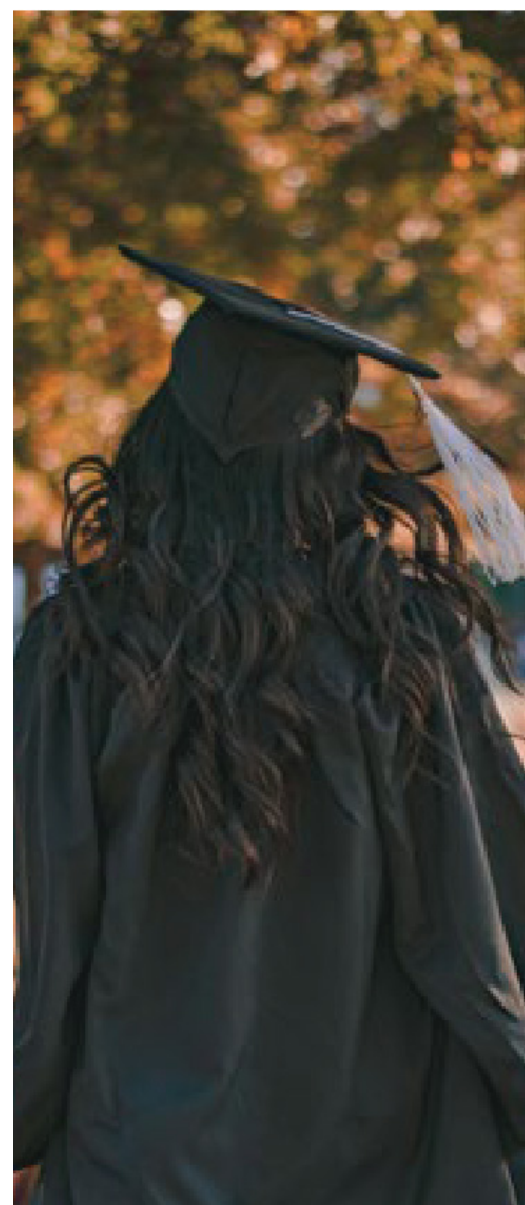
Students have the right to appeal against the application and/or the outcomes of the above procedures. Refer to

- |                                                                  |                                                                                                              |                                                                              |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| → IHNA's Student Complaints and Appeals Policy and Procedure.    | → Application and Enrolment Procedure for VET Programs                                                       | → Privacy Policy                                                             |
| → Applicable policies and procedures for the student's reference | → Academic Participation and Progress Policy                                                                 | → Fee Payment Policy                                                         |
| → Access and Equity Policy                                       | → Assessment Policy                                                                                          | → Refund Policy                                                              |
| → Students Complaints and Appeals Policy and Form                | → Certification, Issuing and Recognition of Qualifications and Statements of Attainment Policy and Procedure | → Recognition of Prior Learning Policy and Procedure                         |
|                                                                  |                                                                                                              | → Deferral, Leave of Absence, Withdrawal and Suspension Policy and Procedure |

The policies and procedures can be found at <https://ihna.edu.au/students/policies-links-forms/>



Students will receive a program credential/certificate on successful completion of the program.



## Certificate Issuance

Students will receive a program credential/certificate on successful completion of the program. To obtain the qualification students must complete the entire program successfully. Students can exit the program prior to completion at any stage and will be issued with a Statement of Attainment if they have successfully completed the assessment requirement for the unit / units.

Qualifications will be issued within 30 calendar days from the date of completion of the TPCAR by both student and assessor. Once issued, students will be notified, and certificates are posted to students or students may collect the certificate from their respective campus. If you have outstanding assessments or placement, certificates will be issued after submission of all outstanding items if they meet competency.

Students can request for reissue of a program credential/ certificate. Students must submit an 'Application for Re- Issue of Program Credential' form and submit it to the Registrar/ Student Administration Officer. The

Registrar reserves the right to decide the validity of the request and grant the same. A fee of \$25 per credential will be charged for re-issuance.

The re-issuance of certificate will take up to 20 working days from the approval of application for re-issuance of program credential.

## Program Evaluations

As part of IHNA's continuous improvement process we will carry out our own evaluations both during, and at the conclusion of the program. These evaluations will assist us to improve process, delivery, training, and content. Results are analysed and tabled for review and outcomes implemented.

In addition, at the final session you will be asked to complete a Learner Questionnaire on behalf of the AQTF. This data is collated at the end of the financial year and the results are posted to the IHNA's website.

Finally, all students in the VET sector may receive the following from the National Centre for Vocational Education.

Research, none of which are compulsory:

- An invitation to participate in a survey
- An invitation to participate in a department endorsed project
- Be contacted by the Department for audit or review purposes.

## Educational and Support Services

In accordance with the Standards for RTOs 2015, at a minimum, IHNA will provide the support that includes:

- Identifying requirements (such as literacy, numeracy, English language or physical capabilities) students would need to complete each qualification, and
- developing strategies to make support available where gaps are identified.
- This may include but is not limited, to provide:
  - Language, Literacy & Numeracy (LLN) support
  - Assistive technology
  - Additional tutorials, and/or
  - Other mechanisms, such as assistance in using technology for online delivery components.

Students will have access to support services via Rishi the Bot. Full details of the support services available to students are set out in the Course Handbook and in the IHNA website.

Examples of student support services include, but are not limited to:

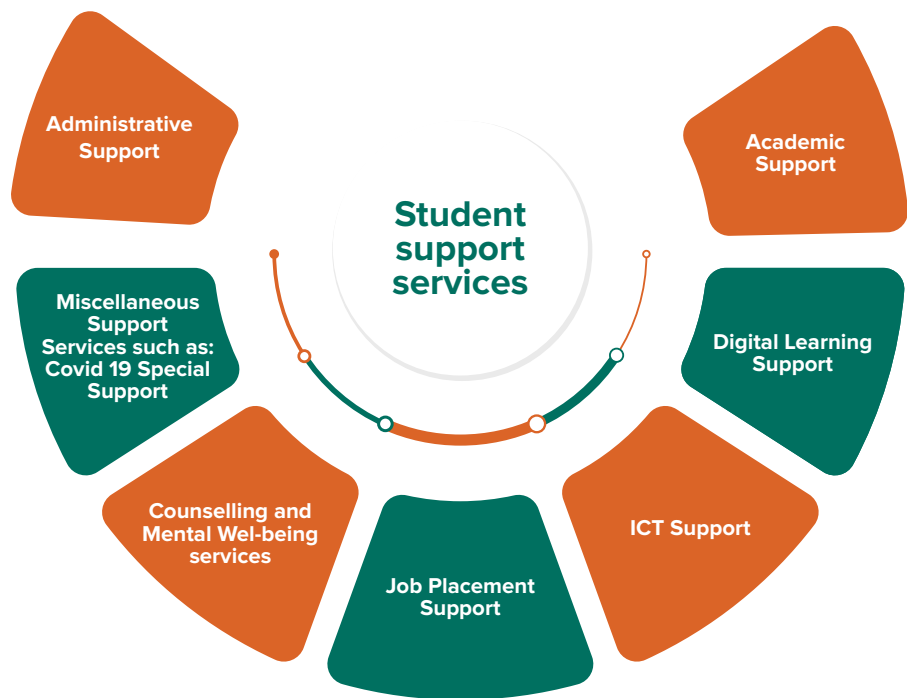
- Orientation to the program, facilities, resources etc.
- English language support
- Language, Literacy and Numeracy (LLN) support
- Welfare support services
- Counselling support services
  - Internal counselling/mentoring service by IHNA staff
  - External counselling by Relationship Australia
- IT support (available 24/7) for IT issues such as access, logins, using software and many other matters by telephone, email and VOIP.
- Opportunities to ask questions in real-time with the chat, voice call and video call functions in Microsoft Teams/Blackboard Ultra

- Library and literature search assistance including orientation webinars.
- Assistance with academic writing, referencing and citation styles.
- After-hours support for students while on PEP
- Career Guidance
- Resolution Institute (independent mediator).



## Student Support Services

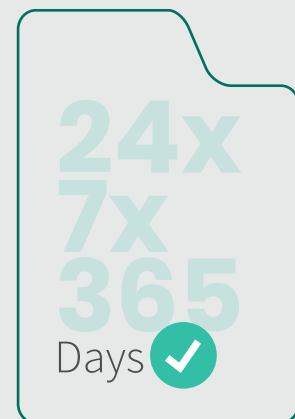
IHNA offers support services to help students to adjust to study, achieve their learning goals and make satisfactory progress towards the learning outcomes. IHNA provides both academic and non-academic support to students.



## RISHI the Bot

Rishi chatbot is our recent innovative approach to enhance Student Support. The support is available from various sources like ACELMS, Student Hub, and our websites for academic, Administration, IT support, Finance, Complaints, Appeals, COVID support, Testamur Application etc. The virtual agent is available 24x7x365 days. A team of Student Support Executives is available in the backend to immediately resolve any concerns that our students may have. If an instant resolution is not available, a ticket will be generated in Knowledge Hub and assigned to the concerned staff member for resolving it at the earliest.

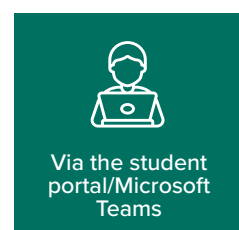
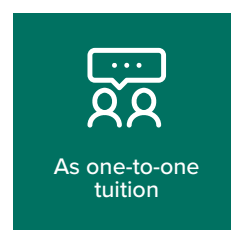
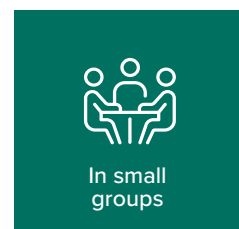
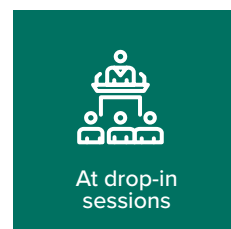
This new system will be a one-stop-shop for all student assistance needs, replacing all present student support systems. This support system's front end is an online chat system with robotic process automation for immediate resolution of student needs. If the system determines that additional involvement is required, the chat will be taken over by a support staff person who will resolve the issue with a student. If the problem cannot be handled, it will be added to a ticketing system, which will alert the appropriate staff to resolve the problem.



## Academic Support

Student learning is facilitated by experienced qualified academic staff including nurse educators and tutors. Academic support includes facilitating and supporting students to enhance their knowledge and skills required to successfully progress and complete the program within the nominated timeframe and to the expected academic standard. This may include assistance with interpreting expectations for assessments or tasks, writing skills, information on literacy and accessing appropriate resources, using information technology, mathematical problem-solving or referencing.

**Depending on student needs, learner support is offered:**



## Student Support Services

Students will have access to support services via Student management systems. Full details of the support services available to students are set out in the Course Handbook and on the IHNA website.

Examples of student support services include, but are not limited to:

- Orientation to the program, facilities, resources etc.
- Language, Literacy and Numeracy (LLN) support
- Welfare support services
- Counselling support services
  - Internal counselling/mentoring service by IHNA staff
  - External counselling by Relationship Australia
- Student support services for IT issues such as access, logins, using software and many other matters (by telephone, email and chat)
- Student support services can be accessed via Rishi Chatbot, Student Support email and toll-free number
- Opportunities to ask questions in real-time with the chat, voice call and video call functions in Microsoft Teams
- Library and literature search assistance including orientation webinars
- Assistance with academic writing, referencing and citation styles
- After hours support for students while on PEP
- Career guidance
- Resolution Institute (independent mediator)

IHNA provides support for students from diverse backgrounds including Aboriginal and Torres Strait Islander people, international students and students with disabilities. Likewise, IHNA has established the Aboriginal and Torres Strait Islander Education and Support Committee to promote and support the communities, not only from students' perspectives but also for staff members and local communities.

## Student Support Tickets System

The student support ticket system operates at campus and national levels. Students can contact their designated educator, student administration officer, course coordinator and/or placement supervisors through the Student Hub, IHNA website and MS Teams.

Students of IHNA will have access to our comprehensive student support services to make sure they have every chance possible of successfully completing their program

## ACELMS Support Session Booking

Students can book support sessions for various services through ACELMS:

- Academic support session booking
- Counselling and Mental Health Support
- IT support
- Aboriginal and Torres Strait Islander support
- Student wellbeing & Safety

## Support For At-Risk Students

IHNA provides academic support to help students achieve their learning goals. We have processes in place to identify students at risk of academic difficulty and to develop intervention strategies. These strategies may include:

Providing one one-on-one assistance with academic skills such as essay and report writing, research skills and meeting assessment requirements;

- Counselling for assistance with personal issues affecting studies and/or referral to an external professional organisation
- Opportunity for reassessment
- Mentoring
- Attending additional lab sessions or classes

Literacy and learning support can be offered, as required, including:

- One-on-one support
- Workshop at course induction with medical terminologies explained
- Support in using digital learning resources
- Flexibility to allow additional time

If you need help or simply need someone to talk to, please reach out to your educator or Student Support Officers. If you

feel sick during class or during placements, please notify your clinical facilitator immediately. If illness requires you to take

time off your studies, you should see a doctor to obtain a medical certificate for the period of your absence.

## Assisting Our Quality Improvement

All students enrolled in the Diploma of Nursing will be sent an Expression of Interest form to apply for membership of the Student Campus Council (SCC) Student Representative Council (SRC) and Academic Board. Our policy is to have a student representative on this committee to coordinate local activities and ensure student representation on issues and continuous improvement.

### Student Representative Council (SRC)

The purpose of an SRC at IHNA is to act as a key source of communication between the student body and IHNA. Students nominating for SRC membership may be class representatives and/or independent students. By consulting with fellow students and presenting their concerns at SRC meetings, SRC representatives ensure that student voices are heard and that opportunities for improvement are addressed. Additionally, the SRC provides a platform for students to develop valuable soft skills such as organization, leadership, communication and mentorship. Members from the SRC are also elected as a part of Academic Board.

### Student Survey and Evaluation

We regularly seek feedback on the quality of our services throughout this course. We welcome your comments and input at any time. We will formally request your feedback during surveys conducted at the end of each unit, OSCA and PEP. We will also seek feedback each semester from the staff involved in your training and assessment and in contributing to your PEP.

### Complaints and Appeals

You have the right to complain about and appeal any of our decisions. We welcome complaints and appeals as part of our continuous improvement processes. Please refer to your Student Complaint Form and Process and our published policies and procedures for lodging a complaint or appeal.

## Support to Complete the Enrolment

IHNA's friendly administration support team provides one-on-one assistance to the students to complete the enrolment process by guiding them through documents via phone calls, emails, and face-face sessions. No prior appointment is required.

## Orientation Day

Students will be advised to attend the mandatory orientation day at IHNA prior to the commencement of the program or make prior arrangements with IHNA to gather the program information.

The orientation day will provide an orientation about the program including details regarding program summary, expectations, occupational health and safety, student support services, accessing to library resources, applicable policies, assessment, progress, campus facilities and fire and safety aspects. An orientation day schedule will be sent to the enrolled students prior to the orientation day.

## Trainer / Assessor Support for Online Students

Students will be contacted by their trainers or assessors via phone, email, messaging and or through the online discussion forums. IHNA's trainers or assessors play an active role in the discussion forums. They will provide a response to a student email enquiry within 48 hours – and in most cases much sooner.

At the commencement of the program, students will be introduced to their course coordinator, trainer or assessor via AH email who will continue to give support as they progress through their studies via AH email and/or telephone calls.

## Career Guidance

Career guidance is provided by assisting students (if requested) with interview techniques, letters of application and CV/resumes preparation. Students can clarify their career interests, discover new possibilities, and learn more about education and training options. Speak to one of IHNA's friendly staff for more information.

## Counselling Services

IHNA students have access to staff for counselling and advice. These services are provided by appointment by Student Support Officers. A Counsellor is available for staff and students of IHNA to access as required.

IHNA's counsellor is available to all students to discuss issues such as:

- |                                        |                                                                              |
|----------------------------------------|------------------------------------------------------------------------------|
| → Stress and depression                | → Suicidal thoughts or self-injury                                           |
| → Relationships and family matters     | → Homesickness                                                               |
| → Sexual assault                       | → Adjusting to the Institute                                                 |
| → Identity issues                      | → Motivation issues                                                          |
| → Study issues and performance anxiety | → Exam stress or any other matter a student wishes to discuss in confidence. |

**The course coordinator and trainers or the delegated personnel will be available to provide additional support during the program duration.**

## Support to Aboriginal and Torres Strait Islander Students

IHNA endeavours to provide an environment of support and care for Aboriginal and Torres Strait Islanders students that is conducive to cultural understanding and sensitivity. Where a student identifies as an Aboriginal person and/or Torres Strait Islander during enrolment or orientation it is recorded in the Student Management System and notification made to the relevant course coordinator. The course coordinator is responsible for ensuring that the student is offered the opportunity to contact IHNA's Indigenous Health Adviser if that is their wish. The Indigenous Health Adviser can be contacted via the DoS. It is the responsibility of the course coordinator to ensure that appropriate referrals are made.

All Aboriginal and Torres Strait Islander students are to be offered support to assist them to participate in the training and assessment activities. IHNA may provide support services, or arrangement for services, for Aboriginal and Torres Strait Islander students and prospective students. To ensure that all curriculum and training materials are inclusive of student needs, IHNA considers cultural and diversity and the needs of Aboriginal and Torres Strait Islander people. Appointments with IHNA's Indigenous Health Adviser can be arranged via the DoS.



## IHNA Training Plan

IHNA will provide to an enrolled student an electronic copy of their individual training plan in the student hub. This document will detail how the program will be delivered including:

- Name and contact details of the Training Provider;
- Title and code of program;
- Expected duration of the program;
- Title and code for each subject to be completed as part of the program;
- Scheduled Hours for each subject;
- Timeframe for each subject, including the start date and end date of each subject;
- Delivery modes to be used for each subject;
- Method(s) of assessment for each subject;
- Persons responsible for the delivery and/or assessment of each subject (where this information is not available within the timeframe for first issuing a Training Plan, it must be made available as soon as is reasonably practicable); and
- Record of RPL and credit transfer hours granted, as relevant.

## Support for Students with Disabilities

IHNA will assist students with a disability to succeed in their studies at the Institute. These students can consult confidentially and, if eligible, register for support (they will need recent documentation of their disability or medical condition). A learning support plan can then be negotiated with their course coordinator.

The students with any forms of disability are encouraged to:

- Inform IHNA clearly about the disability at enrolment.
- Speak up about their needs.
- Make enquiries as early as possible as the institute may need time to organize the support that may suit you.
- Supply a written verification of the disability by the professional of your choice (e.g., general practitioner, medical specialist, allied health professional).

Any information about your disability will be kept confidential. IHNA respects your rights not to reveal information about your disability. But you may need to consider the impact that

it may have on your support needs.

IHNA provides the following services for students with disabilities:

- Assistance during program application, enrolment, and orientation.
- Assistance with physical access to buildings and special parking facilities
- Liaising with external agencies (e.g., Transport and Accident Commission (TAC))
- Special study materials and equipment (e.g., ergonomic chair, tape recorder)
- Organising direct learning support (e.g., note takers, special tutors and signing interpreters for the deaf).

Program Coordinator will negotiate with other IHNA trainers and assessors to provide alternative assessment and special considerations.

- Reasonable adjustment may include but is not restricted to:
- The use of adaptive/assistive technology (equipment and software designed for use by people with a disability)
- Educational support
- Alternative assessment methods
- Learning and assessment aids such as papers in large print or the use of scribes or interpreters
- Extra time to complete a program or assessment.

## Reasonable Adjustment

Reasonable adjustments are made to ensure that the applicant/student is not presented with artificial barriers to demonstrating achievement in the program. Reasonable adjustments may include the use of adaptive technology,

educational support and alternative methods of assessment such as oral assessment in line with the requirements of the Training Package. Reasonable adjustments will be provided for applicants/students with special learning needs (such as disability or a learning difficulty) according to the nature of the learning need and application according to the requirements of the relevant Training Package and NMBA requirements.

## Recognition of Prior Learning (RPL)

Students can have their competency from prior learning and work experience recognised in this unit by providing a portfolio of evidence, possibly including third-party reports, and participating in an interview process. A practical demonstration may also be involved to determine currency and confirmation of skills. Refer to IHNA's RPL policy for more information.

Prospective students will be notified of the RPL policy and process prior to enrolment into the course, via orientation, discussions, Course Handbook and/or through the website. They are encouraged to apply if they believe that they may be eligible.

Students are encouraged to apply for RPL prior to or immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any class/simulated lab practice opportunities offered should they be unsuccessful in the RPL process. Students are given an RPL kit showing the units they need to complete and methods for demonstrating competency in those units.

Wherever RPL is applicable the amount of training will be reduced from the total delivery hours.

## Credit Transfer (CT)

Students can have their competency from prior formal training recognised through mutual recognition and credit transfer. Credit Transfer is applicable only for equivalent units of competency that have been completed as part of the achievement of another course(s). Evidence required includes an USI-generated transcript; or a certified copy of a statement of attainment or testamur and transcript. It is also possible to access the student's USI transcript with their permission to obtain evidence of completed nationally recognised training.

Applicants for Credit Transfer must complete the credit transfer application form, attach a copy of a verified Award or Statement of Attainment and submit the application to the Course Coordinator. The Course Coordinator must check the Award or Statement of Attainment and grant Credit Transfer for identical units that have been identified as completed successfully.

Verified copies of courses and Statements of Attainment used as the basis for granting Credit Transfer must be placed in the student files. The student and the Course Coordinator must sign the completed Credit Transfer record. Granting of such credit transfers must be recorded as a unit outcome in the student files. Students' individual training plans will be adjusted to reflect any credit transfer granted.







*Please note: Credit Transfer (CT) for HLTENN units is granted only for students who complete a Diploma of Nursing program accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC) and which is approved as 'an approved program of study' by the Nursing and Midwifery Board of Australia (NMBA) in accordance with the Enrolled Nurse Accreditation Standards 2017.*

*All candidates enrolled in the Diploma of Nursing program at IHNA must complete the 400-hour placement requirement, regardless of whether they have their prior learning or work experience recognized through credit transfer (CT) or recognition of prior learning (RPL). This is to ensure that all candidates have the same level of training and are prepared for the workforce.*

## Learning Resources

The recommended textbooks for this course is: "The Road to Social Work and Human Service Practice" by Donna McAuliffe and Lesley Chenoweth, Cengage AU, 11 Sep. 2017.

Students have access to resources to assist in the facilitation of learning including:

-  Learners' guides
-  PowerPoint presentations
-  Audio-visual materials
-  Reference library
-  IT facilities
-  Timetables

## Computers

IHNA has computer labs with computers that can be accessed during working hours.

Students must have a personal computer and access to internet to access all learning resources, online library, assessments, communicate with educators, fellow students, support services etc.

All students must have a basic computer knowledge and skills. As a IHNA student, you'll have access to the Internet and Wi-Fi at all our learning environments (campus).

You will also have to the online learning tools such as:

- The Student Portal
- ACELMS
- Zoom
- Microsoft office 365 (Teams, Yammer)

## Fees & Refund

Students may be eligible for government funding. Please speak to an admissions consultant to know more. Enrolling in this qualification and availing the relevant state funding, may affect student's future training options and the eligibility for further government subsidised training.

Payment plans available. Detailed fees available on IHNA website- Fees and Charges

**Domestic:** <https://ihna.edu.au/ihna-fees-charges/>

**International:** <https://ihna.edu.au/international-fees-schedule/>

Tuition Fees do not include any additional resources such as books, uniforms, equipment, printing, duplicate student ID card, etc.



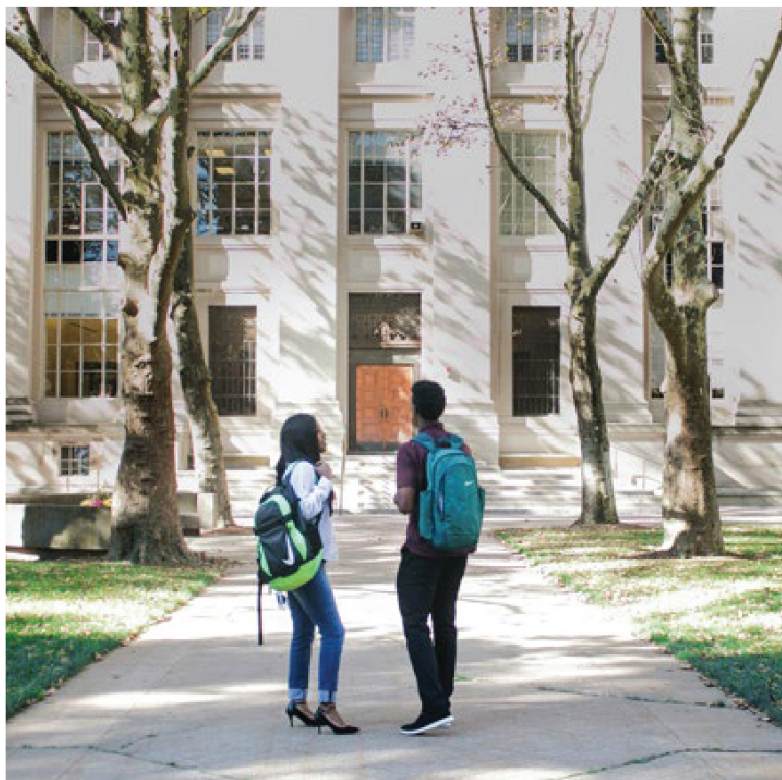
## Student Withdrawal / Deferral

Students seeking to withdraw from a program must complete the 'Withdrawal/Deferral from a Program Request Form' and submit to the Registrar/program coordinator. Upon submission student's records will be checked for any outstanding fees (census date applicable depending on program) Census date is applicable for calculating the fees liabilities of the student while withdrawing.

- If the student withdraws on or before the census date, is not liable for the tuition fees; and if the student withdraws after the census date, they will incur the fees liabilities.
- Any fee refund will be calculated as per the Fee Refund policy. Students will be notified of the outcome by the Student Admin/Registrar.
- Once enrolled students have 5 working days cooling off period to withdraw from the program and avail a full refund of the fees paid.
- If you wish to withdraw from a program for any reason, it is essential that you notify IHNA and complete the Student Withdrawal Form. If your student fees are paid, IHNA will generate a student results transcript for any units successfully completed.
- If a student withdraws from a program, it is at our total discretion if we allow the student to re-enrol and commence another program date. This will be determined on a case-by-case basis. Should this occur twice, no discussion will be entered into as we will not accept the next application.

Should we accept your second application, we treat this as a new application. The application process including documentation must be completed again and the fees associated with that program are payable again (resource fees are not). If there has been a fee increase, the current fee is payable. Fees for the second application would be calculated as follows:

- Government Funded Students
- No reduction is provided to student fees.
- Fee for Service Students



Fees would be calculated by applying Credit Transfer to any units you may have successfully completed and making an adjustment to the new fee. This will be sent to the student prior to commencement of the program for approval. The permission to defer a place cannot be granted for more than one year and is granted at the discretion of the course coordinator (or delegated nominee). Deferral is also applicable if a student is enrolled in a program that has multiple semesters and wish to commence their studies of a semester later after completing the previous semester before the semester commencement date.

Only one deferral per program is allowed during program duration. Students will be notified in writing of the approval of their deferral application. A student must also notify the Institute of his/her intention to take up his/her deferred place at least two months before the commencement of his/her program of study or the offer will lapse. Students will be informed of the outcome of the deferral request by the Registrar. All the deferral documents submitted will be stored in the IHNA KH

## Exit Opportunities

To attain the qualification student must complete the entire program. Students can exit the program prior to completion at any stage but will be issued with a statement of attainment as competent for all units that they have been deemed as competent.

If a student wishes to exit before the completion of PEP, the units with PEP component cannot be deemed as competent and therefore will not be issued a statement of attainment for those units and any other unit that is incomplete.

## Unique Student Identifier (USI)

The Unique Student Identifier (USI) is a form of file number that will link students to their training records which are held in the national training collection. Students will be able to access their records online, download them and share them with future training organisations electronically. With the student's permission, training organisations will be able to see their students' entire nationally recognising training record commencing with records collected in 2015. Training organisations will find it easier to assess pre-requisites and credit transfers and assess students' eligibility for government funded training places.

The USI will improve the VET sector's transparency and responsiveness, enable more evidence-based policy intervention by Governments and support the management of government funded student subsidy programs. The USI Office has developed two connection options:

- A web services solution that provides a seamless system to system interface with a training organisation's student management system and
- The USI Registry system. Both systems allow:
  - The creation of USI accounts for students who give the training organisation permission to do so
  - The ability to verify a student's USI number to ensure its accuracy and reliability before uploading their AVET-MISS compliant submission to the National Centre for Vocational Education Research (NCVER) database.

Students who need a USI include:

- Students who are enrolling in nationally recognised training for the first time.
- School students completing nationally recognised training; and
- Students continuing with nationally recognised training.

A student who is continuing study is a student who has already started their program in a previous year (and not yet completed it) and will continue studying after 1 January 2015.

- Once a student creates their USI they will be able to:
- Give their USI to each training organisation they study with.
- Give their training organisation permission to view and/or update their USI account.
- Give their training organisation view access to their transcript.
- View and update their details in their USI account; and
- View online and download their training records and results in the form of a transcript from 2016.
- Control access to their transcript from 2016.

To create your USI, please visit

<https://www.usi.gov.au/students/how-do-i-create-usi>



## USI Access Form

To gain access to the USI Registry system you are required to complete the USI Access Form. This form is available on the USI website using the following link:

<https://forms.business.gov.au/smartforms/servlet/SmartForm.html?formCode=USI-SysAccess>

This is an online form and once submitted the USI Registry system will be updated with your information. This will be completed within a couple of business days. You can access the USI Registry system through the USI website at [www.usi.gov.au](http://www.usi.gov.au)

The following documents are acceptable forms of ID in the USI Registry system and can be verified through the document verification service:

- Driver's Licence – issued in Australia
- Medicare card – current and issued in Australia
- Passport – Australian passport
- Birth Certificate – issued in Australia
- Certificate of Registration by Descent
- Citizenship Certificate
- Visa – the international passport number is required to link to the visa
- Immi Card – issued in Australia.

Please visit: <http://usi.gov.au/Students/Pages/steps-to-create-your-USI.aspx> to learn more.

Further reading: link to USI website  
<http://www.usi.gov.au/Pages/default.aspx>



## Laws and Regulations

There is no direct link between this course and licensing, legislative and/or regulatory requirements. However, the skills in this course must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards, and industry codes of practice. Some of the legislations are as follows:

- Fair Work Act 2009
- Fair Work Regulations 2009
- The Equal Employment Opportunity Act 1987
- Workplace Gender Equality Act 2012
- Sex and Age Discrimination Legislation Amendment Act 2011
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- The Privacy Act 1988
- The Racial Discrimination Act 1975
- VIC: Equal Opportunity Act 2010
- WA: Equal Opportunity Act 1984
- NSW: Anti-Discrimination Act 1977
- NSW : Health Practitioner Regulation National Law (NSW) No 86a of 2009
- VIC : Health Practitioner Regulation National Law (VIC) Act 2009
- WA: Health Practitioner Regulation National Law (WA) Act 2010
- NSW: Work Health and Safety Act 2011
- VIC: Occupational Safety and Health Act 2004
- WA: Work Health and Safety Act 2020
- Family Law Legislation Amendment (Family Violence and Other Measures) Act 2011

## Education for Overseas Students (ESOS) legislation

As an ESOS agency under the Education Services for Overseas Students Act 2000 (ESOS Act), ASQA assesses the registration and re-registration of programs on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and monitors providers against the:

- Education Services for Overseas Students Act 2000
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, and
- ELICOS National Standards, if applicable



## General Information to Student

### Student Records

As a student, you may gain access to your study records upon request to IHNA. These records include copies of assessments you have completed, applications for RPL and RPL assessments, and copies of statements of attainment and qualifications. If the copies requested are duplicate copies to replace those already provided to students, a small fee will be incurred. Please contact [studentsupport@ihna.edu.au](mailto:studentsupport@ihna.edu.au) or speak to us at the reception to request any information. Students need to submit 'Student Records Access Request Form' and a Proof of ID (license, passport) before access.

#### Student responsibilities:

As a student you are required to:

- Ensure that all the information provided to IHNA is accurate.
- Notify IHNA of any contact details changes (email, phone, address etc.) as soon as possible. Our contact with you is vital; keeping IHNA up to date with your contact details is a must so we can provide our quality service to you.
- Advise IHNA of any difficulties or problems you may experience with IHNA staff, procedures or training using the feedback options available in IHNA website or speaking to IHNA in person.
- Achieve satisfactory progress with your studies through participation as required.
- Not commit any plagiarism or cheating.
- Complete your program of study in the allocated time frame.
- Be aware that costs may be incurred for extension of study that has not been completed in the



agreed allocated time frame.

- Abide by the policies and procedures pertaining to a student that are in place at IHNA.
- Repayment of any debt to be incurred under the VET Student Loans scheme arising from the provision of services
- Students may require purchasing materials to support their learning need based on the program they are enrolling in. The materials may include laptop, computer, software (E.g., Microsoft Word, excel, etc.), stethoscope, watch with seconds hand, textbooks, stationaries etc.

For student responsibilities during placement, please refer to the Student Code of Conduct and Clinical Placement Policy and Procedure available from the following link –

<https://ihna.edu.au/policies-links-forms/>

# Code of Conduct

## Student Code of Conduct Policy

This details the expected student behaviour/conduct as well as the possible consequences to students if they misconduct (breach of the code of behaviour)

The code of behaviour requires students to exercise the following rights,

- Be treated fairly and with respect by all students and staff.
- Learn in a supportive environment which is free from harassment, discrimination, and victimisation.
- Learn in a healthy and safe environment where the risks to personal health and safety are minimised.
- Have their personal details and records kept private and secure according to our Privacy Policy.
- Access the information IHNA holds about them.
- Have their complaints and appeals dealt with fairly, promptly, confidentially and without retribution.
- Make appeals about procedural and assessment decisions.
- Receive training, assessment and support services that meet their individual needs.
- Be given clear and accurate information about their program, training and assessment arrangements and their progress.
- Access the support they need to effectively participate in their training program.
- Provide feedback to IHNA on the client services, training, assessment, and support services they receive. All students, throughout their training and involvement with, IHNA, are expected to:
- Treat all people with fairness and respect and not do anything that could offend, embarrass, or threaten others.
- Not harass, victimise, discriminate against, or disrupt others.
- Not to engage in any form of sexual harassment.
- Not exhibit behaviour that may be interpreted as being abusive. This includes the wearing of any type of clothing that has offensive or racial words printed on it.
- Not behave in a manner that disrupts other students during classroom sessions.
- Treat all others and their property with respect.
- Respect the opinions and backgrounds of others.
- Follow all safety policies and procedures as directed by staff.
- Report any perceived safety risks as they become known.
- Not bring into any premises being used for training purposes, any articles or items that may threaten the safety of self or others.

- Not provide false information relating to their identification
- Notify us if any of their personal or contact details change.
- Provide relevant and accurate information to IHNA in a timely manner.
- Approach their program with due personal commitment and integrity.
- Complete all assessment tasks, learning activities and assignments honestly and without plagiarism or infringing on Copyright.
- Hand in all assessment tasks, assignments, and other evidence of their work.
- Make regular contact with their Trainer/Assessor.
- Prepare appropriately for all assessment tasks, visits, and training sessions.
- Notify IHNA if any difficulties arise as part of their involvement in the program.
- Notify IHNA if they are unable to attend a training session for any reason at least 12 hours prior to the commencement of the activity.
- Make payments for their training within agreed timeframes, where relevant.
- Respect Copyright and Intellectual Property.

All resources and materials given to the student are copyrighted material and students cannot be duplicated, distributed, or published without permission from the copyright holder. Publishing includes posting of the material online, including posting on social media. The materials covered by copyright include, but are not limited to, electronic journal articles, books including eBooks, program materials such as unit guides and assessment instructions, videos, images, and eLearning content. Where no citation information is given, students should assume that copyright holder is Health Careers International Pty Ltd. Copyright licensing arrangements do allow students to print or photocopy 10% or one chapter of copyrighted works such as books or eBooks for use in the program of their studies.

- Smoke only in the designated areas.
- Not to use, possess, sell, or distribute any alcohol or illegal substances on IHNA property. Any student doing so will be reported to the Police and dismissed from the training.
- All students are expected to follow the codes of behaviour. In case of any instances of misconduct, student involved will be contacted by an IHNA staff to discuss the event in detail and this will be documented and maintained on the student's file. In case the behaviour continues, student will be given a final warning and a time frame to rectify the same. Student may be terminated if the issue continues after 3 instances. All cases will be assessed on an individual basis.

## Privacy

The Institute of Health and Nursing Australia (IHNA) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015).

As such, IHNA is required to comply with Federal law regarding Privacy and confidentiality of employees, clients, and contractors. The purpose of this policy is to outline how IHNA complies with the Privacy Act 1988 and the Australian Privacy Principles (APPs) 2014, in accordance with the Standards for Registered Training Organisations (SRTOs 2015) and the Higher Education Support Act 2003 and the VET Student Loan Act and Rule 2016.

For further details, please refer to the Privacy Policy available at the following link –

<https://ihna.edu.au/students/policies-links-forms/>

## Access of Data Available with IHNA

IHNA acknowledges that as per the new APP 12 (<https://www.oaic.gov.au/privacy/australian-privacy-principles-guidelines/chapter-12-app-12-access-to-personal-information/>), it is required to provide access to all an individual's personal information it holds, even if that information is also the personal information of another individual, unless there are mitigating circumstances precluding access or legal grounds to refuse access. IHNA shall consider whether the individual has a right of access to the information under other legislation. If not, IHNA may make a discretionary decision to either grant or deny access to the information.

For further details, please refer to the Privacy Policy available at the following link –

<https://ihna.edu.au/students/policies-links-forms/>



## Marketing Communications

IHNA will not forward contact details on to a 3rd party for direct marketing purposes, however we may use a person's contact details to inform them of upcoming events of interest. If any person wishes not to receive these communications, they will have the option to opt out of further contact.



## Access and Equity

IHNA's Access and Equity Policy is published in IHNA's website. It is the responsibility of all staff members to ensure the requirements of the Access and Equity Policy are always met. IHNA abides by current legislation regarding equal opportunity.

IHNA acknowledges its obligations under State and Federal equal opportunity law, including:

- Anti-discrimination Act 1997
- Age Discrimination Act 2004
- Disability Discrimination Act 1992 (including Disability Standards for Education)
- Disability Discrimination Act 2005
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

All students applying for programs will be given every opportunity and assistance to enter programs of their choice and supported to participate and achieve competency in all curriculum activities.

Using a variety of assessment methods, support will be given to each individual student to attain competency. If competency cannot be demonstrated as being achieved, the student will not be awarded a result of "competent" until they have met all the curriculum requirements.

IHNA is committed to offering all students the opportunity to access education and be able to perform at their optimum level in all programs. be able to perform at their optimum level in all programs.

## Harassment and Discrimination

IHNA is committed to providing a learning environment free from harassment, bullying and discrimination. Unlawful discrimination covers the following: - age, disability/impairment, gender and lawful sexual activity, marital status, physical appearance, political beliefs, pregnancy, race, religious beliefs.

In accordance with Federal and State legislation, sexual harassment, and discrimination on the grounds of age, impairment, industrial activity, lawful sexual activity, marital status, physical features, political belief or activity, pregnancy, race, religious belief or activity, status as a parent, will not be tolerated.

Individuals who feel they are being harassed or discriminated against should discuss the situation with IHNA management.



## Work Health and Safety

IHNA is committed to providing a safe and healthy environment for staff, students, and visitors. IHNA is accountable for the implementation of this policy and ensures a safe workplace and training facility is provided and maintained.

Staff, students, and visitors are required to conduct themselves in a manner that does not wilfully contribute to the creation of hazards and injuries. Where an accident or hazard has been identified, it is the responsibility of all staff and students to report this immediately to IHNA management by completing an Accident/Incident/Hazard Report Form. When training is being conducted off site or at the client's facility, the trainer will ensure a safe working environment before training is conducted. abide by the following guidelines:

- Students are not required to attend any class (including distance learners) before 8 am or after 10 pm.
- We advise students & trainers attending our night classes to leave together in a group and look out for each other's safety. Should a student ever feel unsafe, please bring this to your trainer's attention so that measures can be taken to maximise our student's safety.
- For the welfare of other students and staff, students should not attend classes if they have a communicable disease such as: Influenza, Measles, Mumps, Rubella and Chicken Pox. This list is not extensive and if you are not sure what is a communicable disease you should contact reception.

## General Safety, Emergency Rules and Procedures

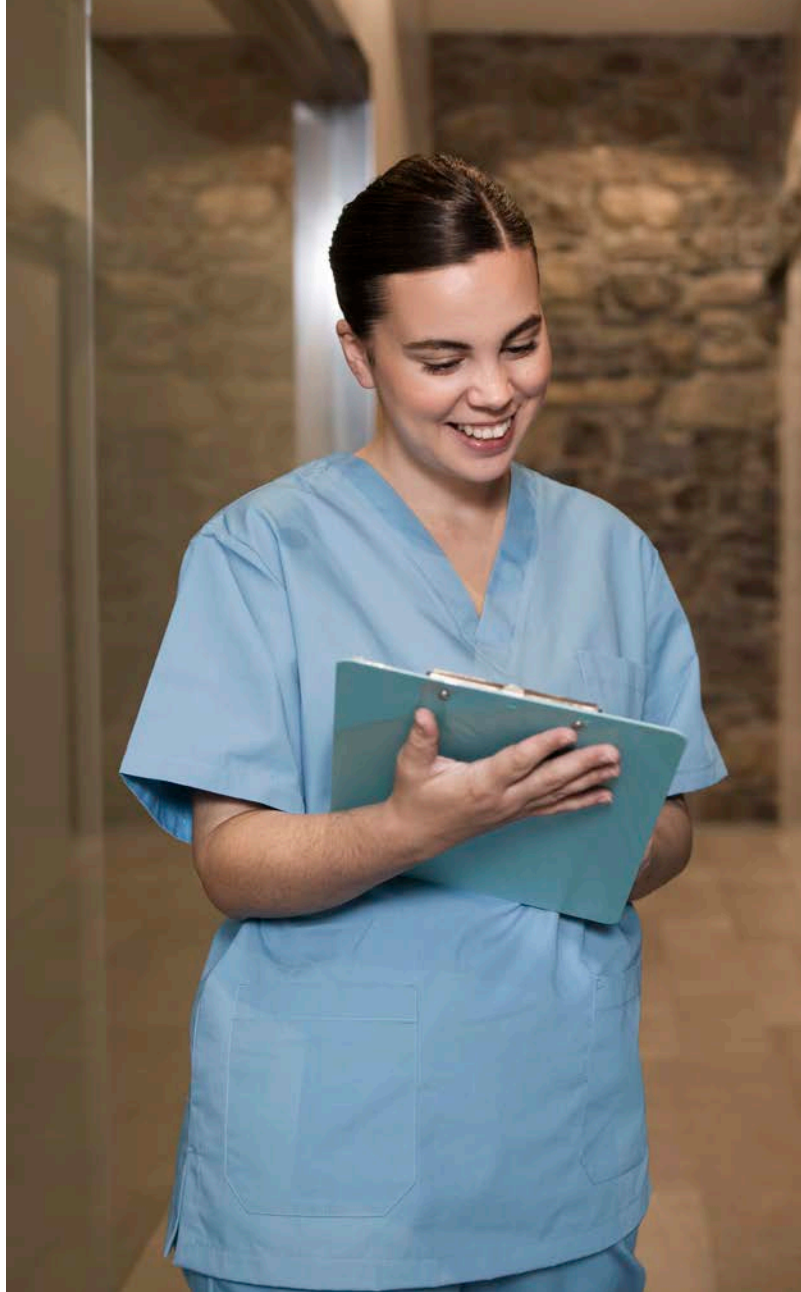
At Induction, trainers will review General safety and Emergency procedures.

In situations where there is potential for cross-infection all standard precautions for infection control must be implemented.

All students will be made aware of evacuation plan locations and meeting points as indicated by the trainer at induction.

In the event of a fire or other life-threatening emergency, the trainer will direct evacuation. In such an event, students should take any valuables which can be secured immediately without danger and walk directly out of the building in an orderly manner, via the nearest safe exit.

Proceed to the indicated emergency assembly area as directed in the fire and safety policy of the building, which is a designated area within a safe distance from the building and wait for the trainer to check the roll and give further instructions. Under no circumstances may you re-enter the building until you are directed to do so by the trainer.



## Emergency Contact

All students are to provide an emergency contact name and number when they enrol in an IHNA program. The purpose of the Emergency Contact details is to provide all staff members with the necessary contact information in a timely manner should they need it in the event of a medical emergency involving a student. Emergency contact lists (providing a student's emergency contact name and number) for all classes will be available to trainers so they have access to necessary contact information on hand regardless of their location and delivery time of a program. This contact list will be always available on the student profile on AH. The content of this list will remain private and confidential.

## Change of Address/Personal Details

Immediately inform your admin officer or email to [studentsupport@ihna.edu.au](mailto:studentsupport@ihna.edu.au) so that your details can be amended. This is important so we can contact you at any time regarding any program changes. If you wish to change your name, original documentation needs to be cited i.e., marriage certificate/deed poll details for the purposes of issuing certificates and statements of attainment.



## Student Photos

As a student your photo/image and/or testimonial may be used in IHNA's marketing material, including but not limited to IHNA website, YouTube, brochures, Facebook, Instagram, etc.

No photos will be released without an individual's consent and students will be required to complete IHNA Media consent form.

## Copyright

Please be aware that the student resources supplied by IHNA comply with copyright laws. As such, these resources are not to be reproduced by a student or trainer without prior written approval by management.

## Student Attendance

If a student is unable to attend a class, they must either contact their trainer or the IHNA office. "Informed Absence" is where a student has spoken to the trainer in advance of the class to advise they are unable to attend. "Absence" is where no contact or contact only on the day has been made.

Students must discuss with the trainer to attend "make up" classes on another day. 100% attendance is compulsory during PEP. You are expected to complete a full shift for all required PEP days. If you miss one or more days, you are required to make up missed placement days. Your community service facility assessor and course coordinator will determine this. Failure to complete the number of placement days will result in not meeting the requirements of PEP.



# Academic Calendar

**IHNA offers intakes for HLT54121 – Diploma of Nursing year during:**

- January
- March
- May
- July
- September
- November

## Public holiday

Holidays	Vic	NSW	WA	QLD
New Year's Day	Mon/1 Jan	Mon/1 Jan	Mon/1 Jan	Mon/1 Jan
Australia Day	Fri/26 Jan	Fri/26 Jan	Fri/26 Jan	Fri/26 Jan
Labour Day	Mon/11 Mar		Mon/06 Mar	
Easter Holidays	Fri 29 Mar-Mon/1 Apr	Fri 29 Mar-Mon/1 Apr	Fri 29 Mar-Mon/1 Apr	Fri 29 Mar-Mon/1 Apr
ANZAC Day	Thu /25 Apr	Thu /25 Apr	Thu /25 Apr	Thu /25 Apr
Labour Day				Mon/6 May
WA Day			Mon/ 3 Jun	
King Birthday	Mon/10 Jun	Mon/10 Jun		
Queen's Birthday			Mon/23 Sep	
AFL Grand Final	Fri /27 Sep			
Labour Day, Kings Birthday		Mon /7 Oct		Mon /7 Oct
Melbourne Cup	Tue/5 Nov			
Christmas Day	Wed/25 Dec	Wed/25 Dec	Wed/25 Dec	Wed/25 Dec
Boxing Day	Thu/26 Dec	Thu/26 Dec	Thu/26 Dec	Thu/26 Dec



# Glossary of Terms

Here we are providing a list of important glossary terms that students should read and understand while studying at IHNA.

Term	Explanation
<b>Academic Staff</b>	Academic Staff Education provider staff who meet the requirements and are engaged in teaching, supervising, supporting and/or assessing students for required skills, knowledge, attitudes and graduate competency outcomes.
<b>Accreditation</b>	Accreditation Form of program evaluation in which the quality of an education program is judged against defined accreditation standards through a combination of self-assessment and external peer review. Accreditation of program ensures that the education and training is rigorous and prepares the graduates to practise the profession safely.
<b>Accredited courses</b>	Accredited courses Refer to nationally recognised courses accredited by VET regulators.
<b>Accepted student</b>	They accepted student of a registered provider means a student (whether within or outside Australia): (a) who is accepted for enrolment, or enrolled, in a course provided by the provider; and (b) who is, or will be, required to hold a student visa to undertake or continue the course.
<b>Australian Qualifications Framework (AQF)</b>	Australian Qualifications Framework (AQF) The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia, encompassing higher education, vocational education and training and schools.
<b>Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)</b>	Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) AVETMISS is a national data standard, which ensures the accuracy and consistency of vocational education and training (VET) information.
<b>ACELMS</b>	ACELMS is more than higher education software, where you can access your learning materials.

<b>Compulsory study period</b>	Compulsory study period A compulsory study period is one in which the student must enrol unless granted a deferment or suspension from enrolment or leave of absence under Standard 9 (Deferring, suspending or cancelling the student's enrolment). A compulsory study period does not include periods in which the student can elect to undertake additional studies. See also 'Study period'. Confirmation of Enrolment (CoE) A document, provided electronically, which is issued by the registered provider to intending overseas students and which must accompany their application for a student visa. It confirms the overseas student's eligibility to enrol in the course of the registered provider
<b>Course credit</b>	Course credit Exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency currently held. Includes academic credit and recognition of prior learning
<b>Course</b>	Has the meaning given in the ESOS Act
<b>Course progress</b>	The measure of advancement within a course towards the completion of that course irrespective of whether course completion is identified through academic merit or skill-based competencies.
<b>Culturally and linguistically diverse (CALD)</b>	The term 'culturally and linguistically diverse' identifies communities. Which comprise people for whom English is not their primary language, or who were born into a culture significantly different to the dominant? Australian culture. CALD groups include refugees and asylum seekers and migrants
<b>Curriculum</b>	Curriculum Incorporates the total planned learning experience including: educational and professional philosophies, program structure and delivery modes subject outlines, links between subject learning outcomes, their assessment and the national competencies or standards for practice, teaching and learning strategies and professional experience placement plan.
<b>LMS</b>	A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs.
<b>Mode of study</b>	Includes attendance face-to-face in a classroom, supervised study on the registered provider's campus, distance learning, online learning, and work based learning
<b>Unit</b>	A discrete component of study within a course; the term includes 'subject' and 'module'.
<b>Recognition of prior learning (RPL) RPL</b>	Recognition of prior learning (RPL) RPL is a form of assessment that acknowledges formal and informal learning gained through previous training and education, work experience and life experience. The RPL process involves validation of existing skills and knowledge. Through this process credits in a course and, in some cases, a full qualification may be able to be obtained.



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