Registered Nurse Re-entry to Practice Program
Course Information Booklet
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1. Welcome to the Institute of Health and Nursing Australia (IHNA)

The Institute of Health and Nursing Australia (IHNA)

- Is a Registered Training Organization (RTO) located in Heidelberg, Victoria and Perth, Western Australia
- Has been operating successfully since 2007
- Provides
  - Registered Nurse Re-entry to Practice Program
  - Initial Registration for Overseas Registered Nurses for overseas trained nurses intending to work in Australia
  - HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing)
  - Professional Development Programs and
  - Certificate courses
- Offer nationally accredited courses approved by ANMC/ASQA
- ISO 9001:2008 certified

2. Location of the Institute and accessibility

Office Hours

The Institute office hours are 0830am to 0430 pm, Monday to Friday. The Institute is closed for business on public holidays.

Public Transport

The Institute is accessible by public transport on bus and train routes.
Melbourne Campus Location:

Address: 599 Upper Heidelberg Rd
Heidelberg Heights VIC 3081

Street view

Directions  Search nearby  Save to map  more
Perth Campus Location:

3. Course Name

Registered Nurse Re-entry to Practice Program

4. Course Aims

The course has been developed to prepare nurses who are seeking to register after a lapse in practice or removal from the register for a period exceeding the regulatory recency of practice requirement in Australia. The course provides students with theory and clinical experience that reflects contemporary nursing practice in Australia. It will build upon students’ previous practice knowledge and skills by providing a supportive learning environment that encourages students’ acceptance of learning responsibility or initiative either through a face to face or mixed mode such as E-Learning. Students are prepared to acquire expansion of knowledge, an increased perception in complex issues in nursing and an increased analytical ability. Students are expected to demonstrate safe practice at the entry level according to ANMC competency standards.
5. Course Learning Outcomes

On completion of the course, the graduates will be able to:

- Practice safely and competently by adhering to ANMC National Competency Standards for the Registered Nurse
- Utilize a problem solving approach in the delivery of nursing care in a range of healthcare settings
- Critically evaluate, manage and use evidence-based information that provide effective nursing care to individuals, families and groups in a manner which reflects an awareness of their age, social, religious and cultural status
- Contribute to the further development of nursing knowledge by undertaking nursing research or inquiry in their work practice
- Pursue personal and professional growth through commitment to lifelong learning.

6. Course Coordinator – both Campuses

Mrs Gulzar Malik RN, BScN, BA, Critical Care Cert, Cert IV TAE, MN, PhD Candidate (Monash) MACN

599 Upper Heidelberg Road
Heidelberg Heights, Melbourne

Email: gulzar@ihna.edu.au

Contact Number: 03 9455 4425, Contact hours: Office days 0830am-0430pm

7. Course location

<table>
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<th>Perth Campus Face to Face and On-Line (E-Learning)</th>
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<tr>
<td>Institute of Health and Nursing Australia,</td>
<td>Institute of Health and Nursing Australia,</td>
</tr>
<tr>
<td>597-599 Upper Heidelberg Road,</td>
<td>Level 2 Carillon City Arcade,</td>
</tr>
<tr>
<td>Heidelberg Heights, Victoria 3081.</td>
<td>680-692 Hay Street Mall,</td>
</tr>
<tr>
<td>Tel:+613-9450 5100</td>
<td>Perth WA 6000.</td>
</tr>
<tr>
<td>Fax:+613-9457 7577</td>
<td>Tel: 08 6212 8200, Fax: 08 6212 8222</td>
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8. Course structure

8.1 Outline of the course

The Registered Nurse Re-entry to Practice Program has been developed to enhance the aims and philosophy of the course, firstly by providing core modules relevant to contemporary nursing practice in Australia, and secondly by enabling students to achieve ANMC National competency standards for registered nurse so as to be re-registered as a registered nurse, with the Australian Health Practitioner Regulation Agency. Professional Experience Placements are incorporated to facilitate integration between the theoretical components and practice areas.

The course consists of four modules,

(1) Professional Issues in Clinical Practice (PICP) 40 hours
(2) Comprehensive Health Assessment (CHA) 40 hours + 20 hours Lab & Simulation
(3) Evidence Based Nursing Care (EBNC) 48 hours + 12 hours Lab & Simulation
(4) Professional Experience Placement (PEP) 160 hours

8.2 Course Duration

The course is offered as full-time load of 320 hours.
Theory: 160 hours (4 weeks)
Professional Experience Placement: 160 hours (4 weeks)

Part time option is available for the students. The total 320 hours of the course can be completed within a maximum period of 6 months.

8.3 Mode of delivery

The two modes of delivery intended for this course are:

1) On campus or Teacher led class room (face to face) delivery:
   Includes,
   • Lectures and participation class room activities
   • Simulation and laboratory works at IHNA
• Assignments and skills assessments (at IHNA)
• Professional experience placement at an acute care setting (medical and surgical wards)

2) Mixed mode by E-Learning (Online delivery):
   Includes,
   • Theory online and participation in computer conferences
   • Simulation and laboratory works at IHNA on scheduled days
   • Assignments and skills assessments (online and/or at IHNA)
   • Professional experience placement at an acute care setting (medical and surgical wards)

1. On campus or Teacher led class room delivery (face to face)

Duration of on-campus or teacher led classroom (face to face) learning consist of 160 hours of theory and 160 hours of Professional Experience Placement in acute care settings. The students will attend the theory at IHNA campus as scheduled. The on campus session also contain the simulation and laboratory works. Once the students successfully complete the theory (three modules: PICP, EBNC, CHA) and the applicable assessments, they will proceed to the fourth module (PEP).

2. Mixed Mode by E-Learning (Online delivery)
Students are given the flexibility to complete the 160 hours of the theory component of the course through IHNA’s E-learning platform.

The e-learning is an effective and popular method of delivery in the form of self-paced learning. It is a flexible, web-based learn-on-demand system that allows learners to complete required courses in a way that suits their individual schedules still addressing course requirements. At IHNA, we’re well versed in delivering online training solutions to meet the needs of today’s students. IHNA e learning platform is being prepared for Re-Entry to the Register Course for Registered Nurses.

The students enrolled for E-learning will complete the theory online following the structured timetable. During their guided learning, they will participate in the computer conference sessions and submit the assignments as per the scheduled time table. The E-learning students also need to attend the simulation and laboratory sessions at IHNA as scheduled.

Once the students successfully complete the theory online (three modules: PICP, EBNC, CHA) and the applicable assessments (either online or at IHNA), they will proceed to the fourth module (PEP).
Simulation and laboratory sessions for E-learning students

The students undertaking theory part of the program through E-learning mode are required to attend four days on-campus sessions. The primary purpose of the workshop is to review the previously practised nursing skills, simulation and mandatory clinical skills assessment. The schedule will be given to the student on enrolment.

The Professional Experience Placement will be in acute care settings (medical and surgical wards). Students can organize the clinical placement or IHNA will coordinate for them.

9. Module descriptor

9.1 Module one: Professional issues in clinical practice

Module Code: REN 01

Campus Location: Heidelberg/ Perth/On-Line

Contact Hours: 40 hours

Professional issues in clinical practice (PICP) provide students with advance knowledge and skills related to professional nursing practice in Australia. This module emphasizes the key structural components of the Australian Health Care Systems, their inter-relationships, regulatory bodies, professional standards, contemporary health care models of practice used and relevant policy issues. The theoretical component also focuses contemporary nursing practice and Indigenous health and culture. This module will focus on developing students’ understanding of and ability to critically assess how the Australian Health System has evolved and current issues and challenges including pressures for reform.

9.1.1 Module coordinator and contact details:
Mrs Shali Bijo

599 Upper Heidelberg Road

Heidelberg Heights, Melbourne

E-mail: shali@ihna.edu.au

Phone: 03 9450 5100

Perth campus: Ms. Natalie Goldman oversees the face to face course delivery at Perth campus
9.1.2 Learning objectives

Upon successful completion of this module, the student will be able to:

1. Explore and analyse the professional practice and legal implications of the health care professional relationship with clients, their families and other health care providers.
2. Adopt workplace strategies in resolving legal and unprofessional issues that arise in the various domains of the health care within own scope of practice.
3. Comprehend and apply the recognized standards and codes of practice relevant to the registered nurse.
4. Critically evaluate the manner in which the prejudice, racism and discrimination are manifested in nursing and health care.
5. Render, and contribute to, culturally safe nursing practice within a professional and ethical framework and seek assistance in resolving cross cultural misunderstanding and issues.
7. Analyse contemporary health issues and issues in nursing and identify the implication of these issues in nursing education and practice in a global perspective.
8. Analyse current nursing therapeutic regimens and explore options for effective improvement in quality nursing practice.
9. Engage in reflective practices and professional development of self and others to enhance nursing practice.
10. Critically evaluate the significance and application of nursing research, evidence based practice and continuing nursing education as a registered nurse and contribute to research process.
11. Facilitate the empowerment of others including diverse groups, through effective and therapeutic communication.

9.1.3 Assessment tasks

The assessment tasks associated with this module are:

1. Case study 40%
2. Research poster 40%
3. Class room activities / computer conferencing 20%
9.1.4 Required reading

**Book:**

**Website**


**Journal articles:**


**Recommended Reading**


**9.2 Module two: Comprehensive Health Assessment**

Module Code: REN 02

Campus Location: Heidelberg/ Perth/On-Line

Contact Hours: 60 hours (40 hours Theory and 20 hours Simulated Laboratory Activities)

Through the process of critical thinking and reflection of practice, students will analyse the application of evidence-based practice in the assessment and planning of nursing care of people across the lifespan. An enquiry-based learning approach is used to encourage students to develop an understanding of clinical reasoning and decision making processes and acquire practical skills to assist clients with their activities of daily living and managing complex care. The module reviews the previously practised nursing skills such as health assessment, different documentation methods, administering medications and basic to advance nursing procedures in the interests of client safety.

**9.2.1 Module coordinator and contact details:**

Mrs. Priya Salandy

599 Upper Heidelberg Road

Heidelberg Heights, Vic

Email: priya@ihna.edu.au

Phone: 03 94505113

Perth campus: Ms. Natalie Goldman is oversees the face to face course delivery at Perth campus

**9.2.2 Learning objectives:**

1. Demonstrate independent and safe clinical practice in a health care setting based on the integration of theoretical principles, legal aspects, practical skills, leadership qualities, professional standards, critical thinking and decision making ability

2. Review occupational health and safety principles and contribute to risk assessment and risk management to minimize unsafe practice
3. Provide individualized person-centered care for patients according to relevant nursing care principles, care facility protocols addressing the cultural safety at the level of a registered nurse as a client advocate.

4. Delegate, supervise and collaborate with health care team members within the scope of practice.

5. Adopt enquiry based practices in client assessment, interpretation of data, planning, implementation, documentation, client education and evaluation of evidence based care with proficiency in utilizing the health care resources.

6. Explore data bases and critically analyze the studies to support and contribute to client care, research process and career development of self and others.

7. Review and demonstrate independent and collaborative practical skills in nursing procedures formulating, following and reviewing nursing care plans/pathways/policies.

8. Explore and address emergency clinical situations using critical thinking, leadership and problem solving abilities (Standard 7.4).

9. Apply critical thinking and decision making abilities in managing complex nursing procedures in clinical settings prioritizing the work load and client needs.

10. Implement strategies to establish and maintain therapeutic relationship using effective communication skills to render care and comfort to clients, colleagues and significant others.

9.2.3 Assessment tasks

The assessment tasks associated with this module are:

1. Literature review 80%
2. Computer conference/class room activity 20%
3. Clinical competency assessment - Competency Based
4. Medication administration and calculation test 100%

9.2.4 Required reading

Books:


Journal articles:


Module three: Evidence based nursing care

Module Code: REN 03

Campus Location: Heidelberg/ Perth/On-Line

Contact Hours: 60 hours (48 hours Theory and 12 hours Simulated Laboratory Activities)

The module evidence based nursing care will enhance the knowledge and understanding of students on the importance of evidence based nursing practice. This module also focuses on concepts and challenges in managing patient care, explores the implications and challenges of a rapidly ageing population and encourages students to acknowledge the individuality of the ageing experience and the need for older people to maintain their own health and health care management where possible. This module covers the importance of leadership in nursing, nursing informatics and mental health as well. This module will assist the students to explore, critically analyse the importance of evidence based nursing practices and the nursing informatics and health care delivery. Also analyse a number of clinical information systems and determine their role in improving nursing care.

9.3.1 Module coordinator and contact details:

Mrs Greesh Zacharia, IHNA, Melbourne

E-mail: Greesh@ihna.edu.au

Perth campus: Ms. Natalie Goldman oversees the face to face course delivery at Perth campus
9.3.2 Learning objectives

Upon successful completion of this module, the student will be able to:

1. Explore and comply with professional standards, organizational guidelines and legislation in the community, mental health and aged care sectors within scope of practice.

2. Explore and reinforce knowledge of emergency situations, reforms and issues confronting vulnerable populations in Australian society.

3. Address areas such as health promotion and education, community health needs analysis, culturally sensitive practice, managing challenges and inter-sectorial collaboration.

4. Incorporate the conscious use of the current best available resources and evidence into clinical practicum for better client outcome, professional development and advanced research.

5. Analyze Clinical Information Systems and determine their role in improving evidence based nursing care.

6. Demonstrate collaborative assessment, planning, management and evaluation of clients/patients in the community, mental health and aged care setting.

7. Apply critical thinking and decision making abilities in managing complex nursing procedures in clinical settings prioritizing the work load and client needs.

8. Implement strategies to establish and maintain therapeutic relationship using effective communication skills to render care and comfort to clients, colleagues and significant others.

9. Delegate, supervise and collaborate with health care team members within the scope of practice.

10. Review and demonstrate independent and collaborative practical skills in nursing procedures formulating, following and reviewing nursing care plans/pathways/policies.

9.3.3 Assessment tasks

The assessment tasks associated with this module are

1. Article review 80%

2. Computer conference/class room activities 20%

9.3.4 Required reading

Book:


**Journal articles:**


References


9.4 Module four: Professional Experience Placement

Module Code: REN 04

Campus Location: Heidelberg/Perth

Contact Hours: 160 hours

The Professional Experience Placement is a vital component of the course. The professional experience placement component of the course will enable students to reflect and consolidate the knowledge and skills gained from the three modules and to demonstrate their effectiveness in putting theory into practice. Students will be expected to apply theoretical principles and clinical skills in a supervised clinical environment with an increasing level of complexity and independence. Students are also expected to demonstrate and be assessed that their knowledge and skills meet the required ANMC National competency standards for the registered nurse.

9.4.1 Module coordinator (Both campuses) and contact details:

Mrs Shali Bijo

599 Upper Heidelberg Road

Heidelberg Heights, Melbourne

E-mail: shali@ihna.edu.au

Phone: 03 9450 5100

9.4.2 Learning Outcomes

On the successful completion of this module, students should be able to:

- perform safe and competent nursing care in accordance with ANMC competency standards, and consistent with the level of knowledge expected at the course
- demonstrate the application of related theoretical knowledge and skills learned into acute care settings
- develop individualized nursing care plan for patients by taking into consideration of patients’ medical condition, socio-cultural background and developmental stage
- apply knowledge of communication skills by demonstrating appropriate interpersonal skills with patients, families and allied healthcare professionals
- apply the principles of occupational health and safety including infection control to all aspects of care in acute care settings
- apply legal and ethical principles to the health care requirements of patients
- participate in critical reflective process through journal documentation of critical incidences, discussion and self evaluation and inquiry of learning experiences in the clinical setting
- participate in patient education and provide relevant information on patient discharge and transfer
- Analysis; Provision and Coordination of Care; and Collaborative and Therapeutic Practices.

9.4.3 Duration

Full time

160 hours (40 hours per week x 4 weeks) of professional experience placement.

Students will undertake the PEP in acute medical and surgical wards where they will be working with clients who are from diverse cultural, ethnical and linguistic backgrounds and healthcare requirements.

Speciality area placements (in operation theatre, ICUs or emergency departments) can be considered for a week, depending on previous experience of students.

Students will be undertaking the PEP under direct supervision by a registered nurse.

Part time option could be discussed with the course coordinator. However, the course coordinator will be ultimately responsible to decide on this. For more details, please refer the professional experience placement guide for the students.

The professional experience component will include morning and afternoon shifts, normally Monday to Friday. The students are not allowed to do any night shifts or weekend shifts.

9.4.4 Student supervision

A Clinical Nurse Supervisor will be assigned to a group of 4-8 students delegated to work in minimal to moderate degree of patient dependency settings. Each student will be set up with a preceptor at the start of each shift. There will be one preceptor working with one student. The IHNA Course Coordinator will visit the health care facility every fortnight or on call to provide support on behalf of IHNA to the students and faculty at the health care facility and to collect feedback if any.
The development of learning contracts for the non-progressing students will be dealt with in a joint meeting between Clinical Nurse Supervisor, Course coordinator/IHNA Clinical Educator, Training manager IHNA, the student and a student’s support person.

9.4.5 Assessment tasks

The assessment tasks associated with this module are

Formative assessment

1. Student’s/participant’s progress in the clinical component of the course will be monitored and documented during the 2nd week of supervised clinical practice. At this time it is expected that the student/participant should be progressing through their Clinical Assessment Tool and be displaying appropriate clinical competence.

2. Case study work sheet: Each student will be given a hard copy of the worksheet and will be required to fill one worksheet for one patient in two weeks (depending on the need of the student or clinical educator, more than one worksheet can be filled). The worksheet will initiate critical thinking and promote inquiry based learning. The worksheet could be discussed by the clinical educators when conducting the weekly meeting or can be done at any convenient time.

Summative assessment

Student’s/participant’s progress in the clinical component of the course will be monitored and documented during the 4th week of supervised clinical practice. At this time it is expected that the student/participant should be progressing through their Clinical Assessment Tool and be displaying and demonstrate competent in ANMC (2006) National Competency Standards for the Registered Nurse.

10. Recognition of prior learning (RPL)

There is no provision of further recognition of prior learning or credit transfer for this course. This course itself is a credit transfer for their previous nursing qualification.

11. General Instruction for assignments

Students should access information from relevant, current literature published/studies undertaken within past five years. Critical thinking, problem solving and decision making skills should be nurtured and utilized through peer group studies, self-directed learning and teacher led class room activities.

IHNA has a standardised policy for the procedure of all examinations (as applicable).
It is mandatory that student ID cards/ individual user names and pass words are utilised thus ensuring authenticity of the student participating in the course learning and assessments processes of the course.

Pharmacology assessment will be conducted onsite.

**11.1 Referencing**

All major contentions to be supported by references and all sources consistently cited throughout the written task. Name, dates and page numbers (where appropriate) are referenced correctly. All references in the text appear on the reference page, and vice versa. The reference style adheres to the Harvard style. Evidence of a wide research of scholarly journals and current literature (at least 7 different references presenting substantive information cited excluding the references derived from the internet).

**11.2 Submission of assignment**

**11.2.1 Presentation:**

Work should be typed, double spaced, and written in 12-point font size. Direct quotes and citations are not counted in the word limit, nor are appendices or the reference list. Work outside the prescribed word range may not be marked or may lose marks.

**11.2.2 Hard copy submission:**

The completed assignments should be stapled in the top left hand corner together with signed assignment coversheet and self-declaration.

Delivered in person / courier to:

Institute of Health and Nursing Australia,

599 Upper Heidelberg Road

Heidelberg Heights,

Victoria 3081

Do not e-mail, post or hand your assignments to any educators or module coordinator directly. Please keep a copy of completed task for your reference. Please do not put papers into folders or plastic sleeves.

**11.2.3 Online submission:**

In terms of online assignment submission, students must attach an online assignment coversheet and self-declaration with each assignment for validation of student ID.
Do not submit the assignment as an attachment to e-mails. Your assignment should be submitted electronically via IHNA E-learning platform. You will receive a confirmation message within two days’ time from the Institute once you have successfully submitted your assignment.

Please refer to IHNA E-learning information guide for detailed information.

11.2.4 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.

Various forms of plagiarism as follows:

Downloading or copying any materials/ideas or part of it from an online source and submitting it as your own work with acknowledging.

Buying, stealing or borrowing any materials/ideas and submitting it as your own work.

IHNA utilizes plagiarism checker which checks the submitted assignments, compares among student assignments and compares with a small database from internet for plagiarism.

Cheating:

Cheating can 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 course.

Procedures for dealing with situations involving plagiarism and cheating will be according to IHNA Plagiarism and Cheating Policy and Procedure

Invigilation processes for all assessment are based on IHNA Conduct of Examinations policy and Procedure. Also, all the students irrespective of the mode of delivery of the course are required to complete an assessment cover sheet with self-declaration. IHNA utilizes plagiarism checker which checks the submitted assignments, compares among student assignments and compares with a small database from internet for plagiarism.

12. Extensions

Extension will only be granted by the Course Coordinator for one week on receipt of application with supporting documents of extenuating circumstances. Failure to submit an assignment by the agreed deadline will result in a penalty of the deduction of 5% of the total marks allocated to the assessment component for each day that the assignment is late.
13. Evaluation of the course

Student evaluation of the course content and teaching will be undertaken on completion of the theory program. Evaluation of the professional experience placement will be done at the end of the placement.

14. Course Requirements

Admission requirements:

A nurse or midwife who no longer holds registration or holds non practising registration who:

a) has not practised within the last five (5) years and does not meet the recency of practice standard must demonstrate successful completion of a re-entry program approved by the Board or

b) has not practised between five (5) and ten (10) years must demonstrate successful completion of a re-entry program approved by the Board

c) has not practised for ten (10) years or more must demonstrate successful completion of an Board approved entry to practice pre-registration program.


The following documents must be included in the applications form:

1. Certified copies showing completion of training diploma or degree in Nursing and registration certificate with nursing board.

2. Letter from AHPRA confirming acceptance to undertake Re-entry to the register course for registered Nurses.

3. Documentation confirming your date of birth - A certified copy of your birth certificate should be provided as proof of date of birth. If you are unable to supply a birth certificate, please supply a certified copy of your passport.

4. A photograph for identification purposes.

5. A valid national police clearance certificate
6. Evidence of change of name – If the name on any of your documents is not the same as that on the birth certificate, you will need to supply a certified copy of one of the following as evidence of your change of name: marriage certificate, divorce papers or deed poll.

7. An up to date Curriculum Vitae or Resume

8. Employment statements – original or certified copy

Statements from employers on official letterhead giving dates of employment, your area of expertise and where you were working.

9. Professional reference – original or certified copy - You should supply one professional reference (dated within the last three years and on official letterhead), which includes the following:

- Date of employment
- Areas of experience
- A statement of your professional competence as a nurse/midwife
- Name, signature and position of the referee

10. All applicants must have a vaccination certificate.

- National police clearance and Immunisation certificate are mandatory. Without these documents, professional experience placement commencement/completion is not possible.

Prospective students applying to enter the Institute of Health and Nursing, Australia to study the course will be assessed by the Course Coordinator in terms of their qualifications and their potential for successful study.

15. Professional Placement Experience Requirements

15.1 National police clearance

To comply with the requirements of placement providers, all IHNA students enrolled in proposed Re-entry Program who attends direct care/patient areas clinical placements are required to have a National police clearance conducted. Details of this requirement are included in their respective Department of Health website. The Department of Health, Commonwealth of Australia - State and Territories, has directed that an offer of placement in direct care/patient areas cannot occur until the completed police record have been assessed and clearance given.

You will need to complete the application form and return the form according to the instructions in the application form.
Please follow the link below to apply for or obtain more information on the National police Clearance (links provided only for Victoria and Western Australia).


15.2 Vaccinations/immunisations/Immunity
IHNA strongly endorses the recommendations included in the Immunisation Guidelines for Health Care Workers as stated by the various Department of Health, Commonwealth of Australia - State and Territories. IHNA requires that you are vaccinated against preventable diseases such as diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, chicken-pox, hepatitis B, hepatitis A and tuberculosis.

IHNA required all nursing students to ensure immunisations are up to date. Students attending Professional Experience Placement are required to provide an up to date immunisation record to staff at their allocated placement venue before they can begin their Professional Experience Placement.

In some State/Territory, the students must show proof of immunity (not just proof of immunisation) for all childhood and adult vaccinations. Serological tests need to be done and results to be produced.

Infectious diseases

If the health care facility has a policy to ensure that students have been cleared of notifiable diseases (E.g. TB, Hepatitis B) by a medical practitioner, prior to the work experience placement commencement, students should be advised to undergo applicable tests and produce the results.

Important: Any non-compliance with regard to requirements such as National police clearance, serological tests and vaccinations could lead to exclusion from the Professional Experience Placement venue. IHNA will not hold responsibility in this.

Registration with AHPRA:
Students apply to AHPRA to gain registration as a registered nurse following successful completion the Bridging program. AHPRA registration enables graduates to practice anywhere in Australia. Please follow the links for more details on registration with AHPRA as applicable:


16. **Attendance**

A record of attendance of theory and professional experience will be kept. Any professional experience placement hours missed will need to be managed appropriately prior to gaining successful completion of the course.

17. **Fees and Costs Involved in Undertaking Training**

Fees are invoiced according to the fee schedule provided prior to enrolment.

**Fee Refund Policy**

Fee refund arrangements are outlined in the Agreement and Contract which students are required to complete prior to enrolment.

18. **E-learning student information**

Please refer to IHNA E-learning information guide for detailed information.

19. **Support services at IHNA**

IHNA offers support services to help students to succeed with their study at the Institute of Health and Nursing Australia. Some programs or support are for particular groups of students while others are open to all students.

19.1 **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 required.

19.2 **Orientation day**

Students are mandatorily advised to attend the orientation day at IHNA prior to the commencement of the course or make prior arrangements with IHNA to gather the course information.

The orientation day will provide details regarding, for example, course summary/expectations, occupational health and safety concerns, student support services, accessing library resources, orientation to applicable
policies, assessment of study progress and campus orientation including fire and safety aspects. An orientation day schedule will be send to the enrolled students prior to the orientation day.

On the orientation day, an orientation pack will be distributed which include course information guide, E-learning information guide, professional experience placement guide, assessment guide to the students, relevant documents (e.g. Time table, assessment cover sheet, students complaints and appeal form, feedback forms, ANMC national Competency Standards for Registered Nurses).

Students who can’t attend the orientation day could request for the orientation pack from the institute. The pack will be sent to the students. The information could also be retrieved from the E-learning platform. The students could contact the course coordinator through Skype, email and through phone (teleconference) to discuss further on any aspects as per the orientation day schedule.

19.3 On Arrival” Reception Service

On Arrival Reception Service can be booked by all new students (and immediate dependents) arriving in Melbourne or Perth for the course. This service means that students will be greeted at Melbourne or Perth International Airport and taken to their place of accommodation.

The cost is $80 per student.

To arrange this service, the enrolled students are advised to contact the student support manager at studentservices@ihna.edu.au three days prior to their arrival so that convenient arrangements could be made. An e-mail confirming this arrangement will be send to the student and the course coordinator.

19.4 Accommodation Support

IHNA can provide students with excellent accommodation at a very reasonable cost. Our hostel and other accommodation facilities are arranged as close as possible to training locations and professional experience placement venues. We offer the following: fully furnished shared accommodation which incorporates all utilities bills, internet facilities, local telephone facilities. All accommodation includes a common kitchen and dining area.

Contact the student support manager at studentservices@ihna.edu.au for more details. Enrolled students will be allowed to visit the accommodation facilities prior to making decisions on the accommodation.

19.5 Welfare Services

IHNA provides students with a broad range of welfare services including assistance with enquiries about fees, social security allowances and benefits and applications for course-related financial support. Students are requested to contact the registrar at enquiry@ihna.edu.au at the corresponding campus for more details.
19.6 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 by talking with a Student Support Manager.

The student placement division assists students with employment and the agency division employs some of the graduates.

19.7 Counselling services

IHNA students have access to staff for counseling and advice on appointment. An internal Counselor is available for staff and students of IHNA to access as required. Dr. Chris Au is credentialed mental health nurse with the Australian College of Mental Health Nurses (Mental Health Incentive Program Reg. No.0332). He is a Medibank provider of counseling services (Medibank No.4152431K).

IHNA’s counsellor is available to all students who may want to talk about:

- stress and depression
- relationships and family matters
- sexual assault
- identity issues
- study issues and performance anxiety
- suicidal thoughts or self-injury
- homesickness
- adjusting to Melbourne or the Institute
- motivation issues
- exam stress
- anything else you would like to talk about in confidence.

The course coordinator and module coordinators or the delegated personnel will be available to provide additional support during the course duration. Students could contact the concerned personnel through e-mails, teleconference, telephonic discussions, by person (on appointment) and Skype.

In the E-learning platform, a forum ‘peer chat’ is created to encourage free discussion between students and between the course coordinator and students.

19.8 Complaints and Appeals process

IHNA has a comprehensive Student Complaints and Appeals policy and student complaints resolution procedure (Please refer the IHNA website). Any complaints or appeals from the students will be managed based on this policy.
To protect students’ rights and interests, IHNA is a member of ACPET. ACPET is the Australian Council for Private Education and Training; the national industry association for independent providers of post-compulsory education and training for Australian and international students. As a member of ACPET, IHNA has joined ACPET External Student Appeals Service.

19.9 Support to ATSI students

Students of Indigenous background may choose to liaise with the Welfare Officer. The Welfare Officer will assist with contacting the external koori liaison officer who will provide cultural, study and general support for Indigenous students. The Welfare Officer will assist with the arrangement of appropriate cultural support services at the Institute's expense.

IHNA believes in adult learning principles. People from all social and cultural backgrounds will be equally treated and due respect will be given to Aboriginal and Torres Strait Islander people, people from Culturally and Linguistically Diverse background, people with disability and mature age students. Additional free of charge teaching-learning sessions will be arranged for students who require extreme support. Students will be guided to external support agencies, if required, for specific support strategies. The training manager, as the IHNA representative, will make decisions regarding this service.

IHNA will support the Aboriginal and Torres Strait Islander students for:

- Enrolment and course advice; academic support - tutoring and mentoring, photocopying and computer facilities, assessments tasks, presentations; job vacancies.
- Social support - cultural awareness activities, drop-in center (crisis-help network), community organizations and events; referrals and support in housing counseling and discrimination advice; and access to the Indigenous Resource Library.
- IHNA will encourage and direct the students to join the Congress of Aboriginal and Torres Strait Islander Nurses.
- IHNA will set up an Aboriginal student center and Aboriginal Coordinator, to provide academic counseling and above mentioned support services for Aboriginal students once the students enrolled.

ABSTUDY policy by the Department of Education, Employment and Workplace Relations provide direction and assistance for ABSTUDY, ANF (VIC Branch) Metropolitan Education Grants and ANF Regional Education Grants, scholarships and study awards, and finance matters.

IHNA do have approval from Centre link for current courses. Reference Number: 3P762
IHNA is in contact with other organisation like Koori Heritage trust and Victorian Aboriginal Education Association Inc (VAEAI) for further guidance so that IHNA can offer maximum support for the ATSI students.

Once students joined the proposed course they can get membership from Congress of Aboriginal and Torres Strait Islander Nurses and will be eligible all the support services.

19.10 Support for Students with Disabilities

IHNA’s Welfare Officer can 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 (Please refer the IHNA website).

The students with any forms of disability are encouraged to:

- 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 its impact that may have on your support needs.

IHNA provides the following services for students with disabilities:

- Assistance at times of program application, enrolment and orientation
- Assistance with physical access to buildings and special parking facilities
- Liaising with external agencies eg Transport and Accident Commission(TAC)
- Providing 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

Course Coordinator will negotiate with other IHNA teachers to provide alternative assessment and special examination consideration.

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 course or assessment.

19.11 Educational and Personal counselling

An internal Counsellor is available for staff and students of IHNA to access as required. If you need help to learn more effectively or you feel stressed or overwhelmed by a personal issue, you can make an appointment to talk with a professional student counsellor. Counsellors can assist with most issues, including coping with change or stress, time management and study skills.

The Student Support Services Office will assist to arrange counselling services for you at the Institute’s expense.

19.12 Clinical Learning Laboratories

At IHNA, there are three multi-purpose clinical learning laboratories available for teaching, demonstrating and practice of skills along with access to a bathroom that includes bath and shower facility for demonstration and practice. Each clinical learning laboratory is furnished with audio-visual equipment including Internet facilities available for staff and student use in each clinical learning laboratory. In addition; there are two self-directed learning rooms that students can use for clinical skills related learning. The clinical laboratory/library will be open from 08.30 am to 18.30 hours so that students could get more time for practice. The student has to organize with the Course coordinator for the extra support or assistance from an educator for the laboratory session. The course coordinator will schedule the educator according to the necessity.

19.13 Photocopying

A photocopier is available in the library for student use. Students requiring photocopying services need to contact the Student Support Officer for the use of the photocopier.

19.14 Learning Support

Your Course Coordinator can help if you are having difficulties with your subjects in your course. They can assist you to develop a better understanding of your class work and a learning plan to help you successfully complete your course.

In the E-learning platform, a forum ‘peer chat’ is created to encourage free discussion between students and between the course coordinator and students.
19.15 Student Alumni Committee (SAC)

The SAC runs activities and events for the institute's students. Students are also encouraged to participate in student representation on various Institute committees. They can gain experience, develop their skills, meet other students, have fun and add value to their studies through student presentation.

19.16 Code of Student Behaviour

Students are required to follow the Code of Student Behaviour at all times. Failure to follow the Code of Student Behaviour may involve the imposing of sanctions including removal from the course. The Code of Student Behaviour can be viewed on www.ihna.edu.au

19.17 Relevant Regulatory Authority

For further information regarding Regulatory Authority Information and Criteria for Registration to Practice please refer to the following AHPRA website: http://www.nursingmidwiferyboard.gov.au/ which provides information regarding Registration Endorsement and Standards, Codes, Guidelines and Statements and Accreditation.

19.18 Access and Equity Policy

This document is published on IHNA website www.ihna.edu.au. It is the responsibility of all staff members to ensure the requirements of the Access and Equity Policy are met at all times. IHNA abides by current legislation in regards to equal opportunity.

19.19 Privacy

IHNA is committed to the responsible management of personal information and to protecting the right to privacy of those whose information it holds.

In handling personal information, staff of IHNA will abide by the privacy principles that form part of the Information Privacy Act 2000.

Personal information is collected solely for the purpose of operating as a Registered Training Organization under the Australian Quality Training Framework. The requirements of the registering authority may require the release of personal information for the purposes of auditor for collection of data by Commonwealth and State Government departments and agencies. It is a requirement of the Australian Qualifications Framework that students can access personal information held by the Institute. Students may request corrections to information that is incorrect or out of date. They should apply to the Training Manager if they wish to view their own records.

19.20 Policies for student reference:

- Academic participation and progress policy
• Assessment policy
• Risk assessment and risk minimization policy
• Access and equity policy
• Students complaints and appeal policy
• Student code of behaviour
• Plagiarism Policy
• Conduct of Examinations policy and procedure

* More information on institutional policies will be provided on enrolment. Further information can also be made available from the IHNA website or contacting the student services office.

19.21 Course Commencement

Course commencement date will be informed to the students by mail and phone call. The date is also published in the IHNA website or by directly contacting the student services office during working hours.

19.22 Lodging your application

You may download the application form from IHNA website www.ihna.edu.au.

Your application including ALL supporting documents must be either sent online or post to:

Institute of Health and Nursing Australia
597-599 Upper Heidelberg Road,
Heidelberg Heights, Victoria 3081,
Australia.

You may contact the institution on:

Tel: +61 3 94505100
Fax: +613 9457 7577
E-mail: mail@ihna.edu.au

Working hours: Monday-Friday (0830-0430pm)

For official enquiries: mail@ihna.edu.au
For course enquiries: enquiry@ihna.edu.au
For payment enquiries: accounts@ihna.edu.au

For enrolment enquiries: enrolments@ihna.edu.au

For student service enquiries: studentservices@ihna.edu.au

For e-learning support: elearningsupport@ihna.edu.au

To contact the CEO: ceo@ihna.edu.au

Students should read and understand the Course Information Booklet before completing the application Form.