

HLT57715 - Diploma of  
**Practice  
Management**

**Course Handbook**



**2024-25**



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**HLT57715 – Diploma of**  
**Practice**  
**Management**

**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 IHNA

## *Institute of Health and Nursing Australia*

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





# Course Information

Accredited by:



Course code and title:

**HLT57715 Diploma of Practice Management**



AQF Level – 5

## Course Overview

HLT57715 Diploma of Practice Management reflects the role of business or practice managers who manage the operation of small to medium sized health practices. This course covers the skills and knowledge required the skills to effectively oversee the operations and promotion of medical, dental and health practices.

Individuals at this level display initiative and judgement in planning, organising, implementing, and monitoring their own workload and the workload of others. Learners use communication skills to support individuals and teams in a medical workplace setting.

Learners are likely to cover the following disciplines. Planning, medical terminology, accounting, and billing systems. Applying and evaluating suitable solutions to unpredictable problems, and identify, analyse, and synthesise information from a variety of sources.

## Course Learning Outcomes

Upon completion of this course, students will be equipped with knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts as follows:

- Develop the ability to effectively manage various aspects of a health-care practice, including financial management, human resources, and operational procedures.
- Gain leadership skills necessary for guiding and motivating staff, fostering a positive work environment, and facilitating teamwork.
- Understand the legal and regulatory requirements relevant to health-care practices, including compliance with healthcare standards, privacy laws, and occupational health and safety regulations.
- Learn strategies for optimizing patient care and experience, including appointment scheduling, managing patient records, and implementing quality improvement initiatives.
- Enhance communication skills to effectively interact with patients, healthcare professionals, and other stakeholders, both verbally and in writing.
- Acquire knowledge of financial management principles, such as budgeting, billing processes, revenue cycle management, and insurance reimbursement.
- Explore strategies for business development, including marketing techniques, patient retention strategies, and identifying opportunities for practice growth.
- Develop proficiency in using information technology and practice management software to streamline administrative processes and enhance practice efficiency.
- Identify and mitigate potential risks to the practice, such as legal liabilities, cybersecurity threats, and financial risks.
- Adhere to ethical standards and professional codes of conduct relevant to healthcare management, including maintaining confidentiality and respecting patient rights.

These learning outcomes aim to equip students with the knowledge and skills necessary to excel in managing healthcare practices effectively and ethically.

## Program Structure

Total Number of Units of Competency - 15

Number of Core Units of Competency: 10

Number of Elective Units of Competency: 5

Students must complete the 15 units listed below:

S.N.	Unit Code	Unit Title	Core/ Elective
1	CHCDIV001	Work with diverse people	Core
2	HLTWHS004	Manage work health and safety	Core
3	HLTADM004	Manage health billing and accounting system	Core
4	HLTINF007	Implement and monitor infection prevention and control standards, policies and procedures	Core
5	BSBMED301	Interpret and apply medical terminology appropriately	Core
6	CHCLEG003	Manage legal and ethical compliance	Core
7	BSBRISK501	Manage risk	Core
8	BSBCUS501	Manage quality customer service	Core
9	BSBFIM501	Manage budgets and financial plans	Core
10	BSBMGT502	Manage people performance	Core
11	BSBINM501	Manage an information or knowledge management system	Elective
12	CHCPRP003	Reflect on and improve own professional practice	Elective
13	BSBWOR502	Lead and manage team effectiveness	Elective
14	BSBADM502	Manage meetings	Elective
15	BSBMGT516	Facilitate continuous improvement	Elective

## Duration (Amount of Training)

The total course duration is 52 weeks including holidays and breaks.

## Mode of Delivery

IHNA has selected a blended mode of delivery for students to support students in the development of the required skills and knowledge. Blended learning means a combination of both digital learning and professional experience placement (PEP) which is face-to-face in a workplace. The delivery will incorporate online theory, simulation-based training and PEP. This includes:

- Lectures
- tutorials
- guest lectures by industry experts
- Simulation-Based Training and Simulation-based Assessment (SBT);
- Professional Experience Placement (PEP).

All students are expected to complete additional study in their own time as a part of self-directed interactive learning, which equates to 174 hours of study.

Attendance in scheduled sessions is highly recommended if the student is funded by the government. Evidence of participation is monitored to ensure that students are engaging with content on a regular basis. This evidence takes the form of attendance in online classes, engagement with trainers regarding the units, and completion of the formative activities in AceLMS. Depending on the cohort of students, various options will be offered to ensure flexibility in the delivery of the program.

Simulation-based training and assessment will be conducted online and/or through real-time video streaming. Face-to-face simulation-based training and assessment may be conducted if required.

Students can commence the Professional Experience Placement after completing Simulation-Based Assessments satisfactorily. The course includes 16 hours of Professional Experience Placement (PEP) in community service/mental health-related workplaces. Trainers/Assessors or their delegates will visit the PEP venue to observe students in the workplace environment and sign off on the students. Feedback on student participation and initiative will be collected from the workplace supervisor.





# Entry Requirements

There are no pre-requisites or any other training package entry requirements for this course.

## IHNA Admission requirements

**18 Years**

18 years of age and above at the time of commencement of the course

**Year 12 Course**

Successful completion of an Australian Year 12 qualification or equivalent.

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*Note: Mature age students (22+) will also be considered without the minimum education requirements. Each case will be reviewed individually to ascertain the capacity of the student to meet course requirements.*



## Additional Requirements



- Language, Literacy and Numeracy (LLN) requirement
- All students are required to undergo the LLN test offered by IHNA for their suitability to be determined for undertaking the qualification successfully. They are to demonstrate their competence in literacy and numeracy levels in the Australian Core Skills Framework (ACSF) at exit Level 3 and participate in a pre- training review when enrolling into the course.

### Digital literacy

- **Computer or Laptop:** Having access to a computer or laptop is typically essential for completing online modules, accessing course materials, and participating in virtual classes or discussions.
- **Internet Connection:** A stable internet connection is necessary for accessing online resources, participating in virtual classes, and submitting assignments.
- **Web Browser:** Up-to-date web browsers such as Google Chrome, are usually recommended for accessing Student management system (SMS) and Learning management system (LMS).
- **Microsoft and Email Account:** An IHNA Microsoft email account is often used for communication with instructors and login to Student management system (SMS).
- **Word Processing Software:** Having access to word processing software like Microsoft Word, is essential for creating and editing documents.
- **Presentation Software:** Presentation software such as Microsoft PowerPoint or Google Slides may be needed for creating and delivering presentations as part of coursework.
- **Antivirus Software:** Installing antivirus software helps protect your computer from malware and ensures the security of your data while browsing the internet or downloading course materials.
- **Team viewer:** TeamViewer is a popular remote access and support software that allows users to connect to and control remote devices. It's commonly used for supporting student related IT issues.
- **PDF Reader:** A PDF reader like Adobe Acrobat Reader or a built-in PDF viewer is necessary for accessing and reading course materials in PDF format.



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## 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 intercultural 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.

## Occupational Outcome (s)

Upon completion of this course, graduates could be considered for the following occupational titles:

- Frontline Manager,
- Team Leader,
- Production Managers,
- Distribution Centre Managers,
- Warehouse Managers and Coordinators and
- Sales Managers.

## Pathways

**Pathways to this Course:** The preferred pathways for candidates considering this course include: Certificate IV level course from an endorsed BSB training package.

Pathways from this Course: Graduates may progress to a higher-level course within business training packages or other relevant endorsed courses e.g., BSB60420 Advanced Diploma of Leadership and Management.

Graduates may progress to an undergraduate-level degree in business and management or other streams.



## Delivery Location

### IHNA Melbourne Heidelberg Campus

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

+61 3 9450 5100

### IHNA Melbourne CBD Campus

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

+61 3 9455 4444

### IHNA Perth Campus

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

+61 8 6212 8200

### IHNA Sydney Campus

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

+61 2 8228 6400

### IHNA Brisbane Campus

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

+61 7 3123 4000

### IHNA Kochi

37/1989 A, Bhattathiripad Road, Kaloor, Kochi - 682 017, India

1800 309 9995

# Unit Description

## CHCDIV001-Work with diverse people

### TGA Unit Link

<https://training.gov.au/Training/Details/CHCDIV001>

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.

## BSBMED301- Interpret and apply medical terminology appropriately

### TGA Unit Link

<https://training.gov.au/Training/Details/BSBMED301>

This unit describes the skills and knowledge required to understand and respond to instructions; to carry out routine tasks and communicate with a range of internal/external clients in a medical environment; as well as use appropriate medical terminology. It applies to individuals who apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgment using appropriate knowledge to provide technical advice and support to a team.

## CHCLEG003 - Manage legal and ethical compliance

### TGA Unit Link

<https://training.gov.au/Training/Details/CHCLEG003>

This unit describes the skills and knowledge required to research information about compliance and ethical practice responsibilities, and then develop and monitor policies and procedures to meet those responsibilities.

This unit applies to people working in roles with managerial responsibility for legal and ethical compliance in small to medium sized organisations. There may or may not be a team of workers involved.

## HLTWHS004 - Manage work health and safety

### TGA Unit Link

<https://training.gov.au/Training/Details/HLTWHS004>

This unit describes the skills and knowledge required to establish, maintain and evaluate work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements.

This unit applies to workers who have responsibility for WHS as part of their role, including workers with obligations under WHS legislation, persons conducting a business or undertaking (PCBUs), or their officers (as defined by relevant legislation).

## CHCPRP003 Reflect on and improve own professional practice

### TGA Unit Link

<https://training.gov.au/Training/Details/CHCPRP003>

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

This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.

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This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

## BSBWOR502 - Lead and manage team effectiveness

### TGA Unit Link

<https://training.gov.au/Training/Details/BSBWOR502>

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies..

## HLTINF007- Implement and monitor infection prevention and control standards, policies and procedures

### TGA Unit Link

<https://training.gov.au/Training/Details/HLTINF007>

This unit describes the performance outcomes, skills and knowledge required to provide information about infection prevention and control procedures, integrate those procedures into work practices and monitor workplace performance.

This unit applies to individuals working in a range of industry and work settings, who have a coordination, work group leadership or supervisory responsibility in relation to infection prevention and control.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## HLTADM004 - Manage health billing and accounting system

### TGA Unit Link

<https://training.gov.au/Training/Details/HLTADM004>

This unit describes the skills and knowledge required to implement and monitor a billing and accounting system in a health practice, with consideration of client accessibility, practice viability and regulatory and legislative requirements.

This unit applies to health practice administrators working in a coordination or management role.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.



## BSBINM501 - Manage an information or knowledge management system

### TGA Unit Link

<https://training.gov.au/Training/Details/BSBINM501>

This unit describes the skills and knowledge required to organise training for others for an information or knowledge management system and to manage the use of the system.

It applies to individuals who are responsible for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.

The unit applies to information or knowledge management systems which comprise policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## BSBCUS501 - Manage quality customer service

### TGA Unit Link

<https://training.gov.au/Training/Details/BSBCUS501>

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

It applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## BSBADM502 - Manage meetings

### TGA Unit Link

<https://training.gov.au/Training/Details/BSBADM502>

This unit describes the skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.

It applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## BSBMGT502 - Manage people performance

### TGA Unit Link

<https://training.gov.au/Training/Details/BSBMGT502>

This unit describes the skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## BSBMGT516 - Facilitate continuous improvement

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### TGA Unit Link

<https://training.gov.au/Training/Details/BSBMGT516>

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## BSBFIM501- Manage budgets and financial plans

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### TGA Unit Link

<https://training.gov.au/Training/Details/BSBFIM501>

This unit describes the skills and knowledge required to undertake financial management within a work team in an organisation. It includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances and reviewing and evaluating effectiveness of financial management processes.

It applies to managers in a wide range of organisations and sectors who have responsibility for ensuring that work team financial resources are used effectively and are managed in line with financial objectives of the team and organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## BSBRSK501 - Manage risk

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### TGA Unit Link

<https://training.gov.au/Training/Details/BSBRSK501>

This unit describes skills and knowledge required to manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Assessments

A range of assessment methods employed by IHNA ensures that assessments are fair, valid, reliable and reasonable while ensuring that IHNA meets the requirements of the relevant Training Package and the rules of evidence. The assessment process will include the gathering of evidence to demonstrate the student's competence. Students will be advised of the assessment requirements at the beginning of each unit and also provided in the timetable.

### Assessment strategies used are:

- Theory assessment
- Simulation based assessments
- Professional Experience Placement (PEP)-16 hours

## 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 workplace relevant to their field of study. During professional experience placements, students apply the knowledge and skills they've gained in a classroom to real-life situations. These placements are an integral part of this qualification and students are required to complete 16 hours of placement.



## 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>
- [http://guides.is.uwa.edu.au/id.php?content\\_id=17350815](http://guides.is.uwa.edu.au/id.php?content_id=17350815)







## 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.

Applicable policies and procedures for the student's reference

- Access and Equity Policy
- Students Complaints and Appeals Policy and Form
- Application and Enrolment Procedure for VET Programs
- Academic Participation and Progress Policy
- Assessment Policy
- Certification, Issuing and Recognition of Qualifications and Statements of Attainment Policy and Procedure
- Privacy Policy
- Fee Payment Policy
- Refund Policy
- 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/>

## 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.

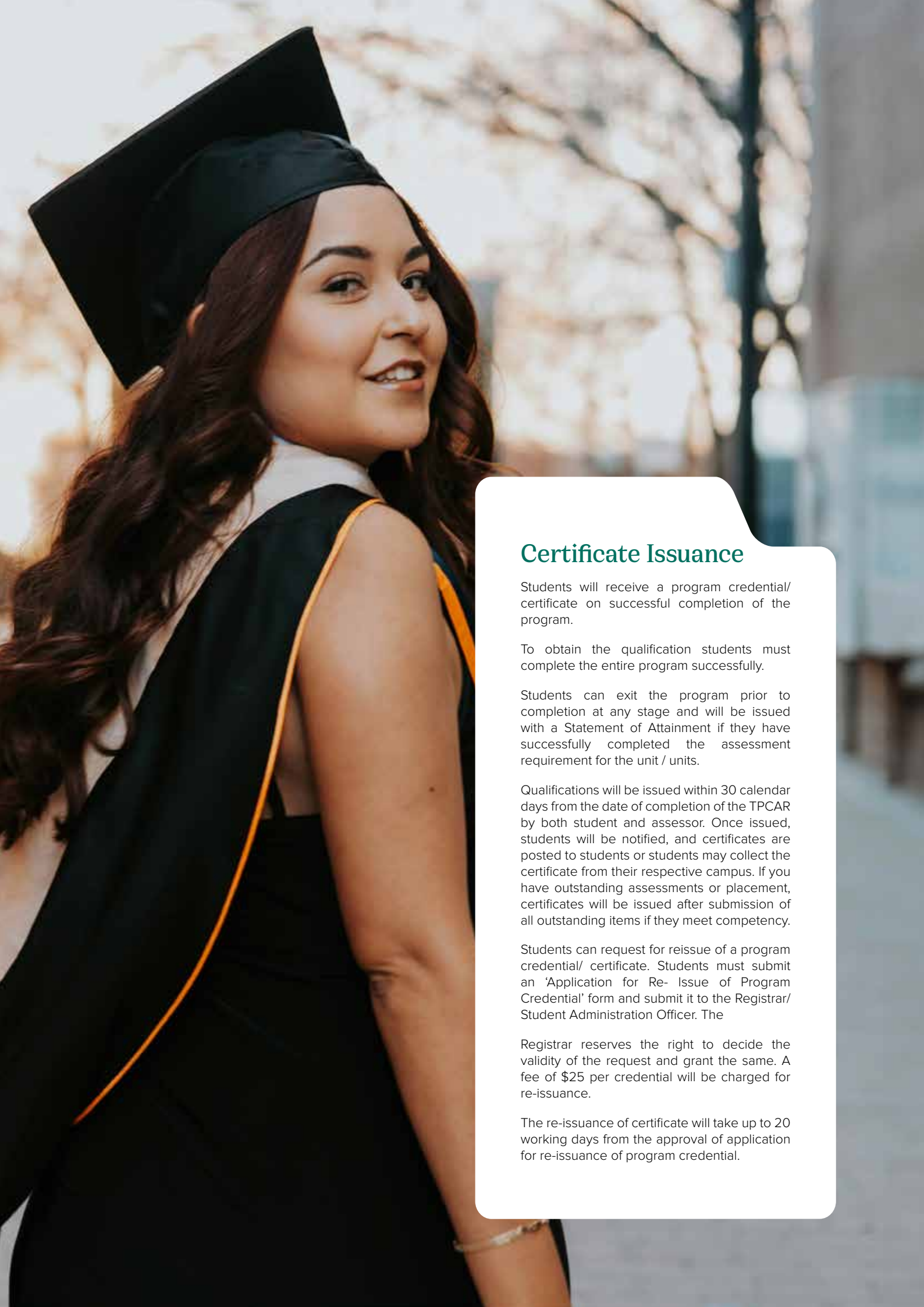
**Collusion:** It is an understanding or agreement between two or more people to intentionally cooperate to gain an unfair advantage in assessment and may include.

- 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.



## 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 in improving process, delivery, training, and content. Results are analysed and tabled for review and outcomes are 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 course, 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

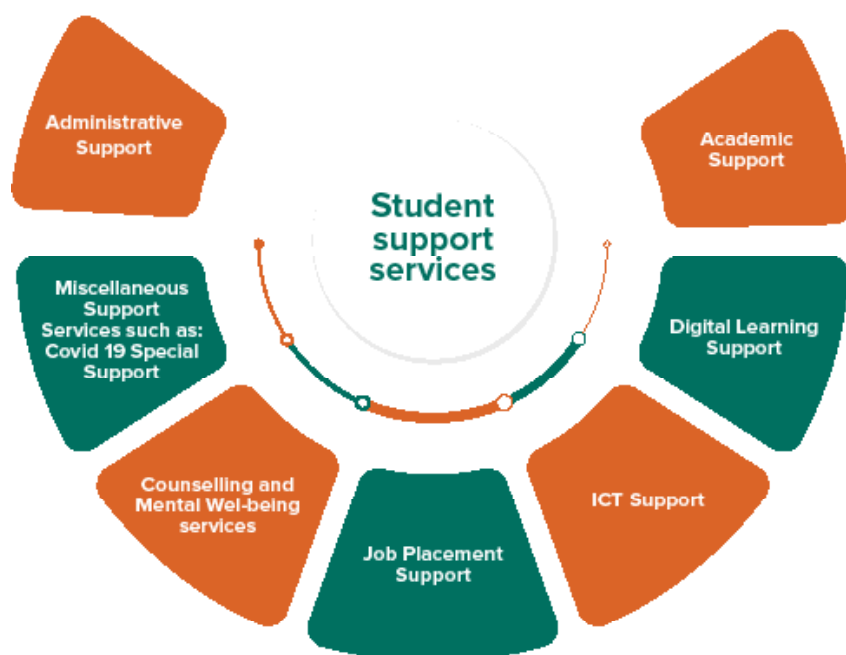
Students will have access to support services via Rishi the Bot. Full details of the support services available to students are set out in the Course Handbook and in the IHNA website.

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).

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 the students' perspective but also for the staff members as well as local communities.

IHNA has established a Student Representative Committee (SRC) in each campus. The Student Representative Council is established as a standing committee of the Learning and Teaching Committee. Members from SRC are also elected as a part of the Academic Board to raise academic issues. Students can raise any matters of concern relating to courses, units of competency, assessments, training and assessment quality, credit transfer, Recognition of Prior Learning (RPL), student amenities, student activities, discrimination, sexual harassment, and other issues that may arise.



## 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.



## 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

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, access 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/resume 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
- Relationships and family matters
- Sexual assault
- Identity issues
- Study issues and performance anxiety
- Suicidal thoughts or self-injury
- Homesickness
- Adjusting to the Institute
- Motivation issues
- 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.



## Complaints and Appeals Process

IHNA has Student Complaints and Appeals Policy which can be accessed at this link: <https://ihna.edu.au/students/policies-links-forms/>

Any complaints or appeals from the students will be managed based on this policy. IHNA is committed to provide students with a fair and equitable process for resolving any complaints or appeals they may have. This includes provision of an independent mediator. IHNA has made similar arrangements with the Resolution Institute, Association of Dispute Resolvers. If the student is dissatisfied with the resolution proposed by the Institute, they can access the Student Mediation Scheme provided by Resolution Institute (<https://www.resolution.institute>).

### Contact Details for Resolution Institute:

**Address:** Level 1, 13-15 Bridge Street Sydney NSW 2000

**Phone:** 02 9251 3366, Fax: 02 9251 3733

**Email:** [infoaus@resolution.institute](mailto:infoaus@resolution.institute)

**Website:** [www.resolution.institute](http://www.resolution.institute)

The charges and costs for Student Mediation Scheme will be shared between IHNA and the student.

## IHNA Training Plan

IHNA will provide to 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 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 Advisor 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.



## 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 form 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.



## Academic Support

Student learning is facilitated by experienced qualified academic staff including 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.



At drop-in sessions



In small groups



As one-to-one tuition



Via the student portal/Microsoft Teams.

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

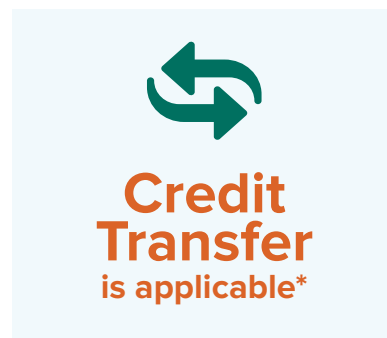
## Reasonable Adjustment

Reasonable adjustments will be provided to meet the needs of individuals. Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the course. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment. Specific strategies may include:

- Modification of education premises
- Modifying or providing equipment
- Adapting assessment methods while maintaining the integrity of the unit requirements
- Adapting course delivery
- See advice from support organisations
- Negotiate arrangements with students.







## 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 qualification, 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.

## 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



## Academic Staff

IHNA has adequate and appropriate academic staff to deliver the program at all sites and modes of delivery. Teaching staff are qualified in the relevant discipline for their level of teaching, to at least one qualification standard higher than the program being taught or with recognised equivalent professional experience in line with the IHNA Staff Recruitment Policy.

## 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.

## 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/>

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**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 AVETMISS 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 encourage Domestic and International students to join during the following intakes

- 15 January 2024. Domestic and international
- 05 March 2024 Domestic
- 06 May 2024 Domestic and international
- 01 July 2024 Domestic
- 02 September 2024 Domestic and international
- 04 November 2024

## Public holiday

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



## Conclusion

IHNA is committed to the success of each student who is enrolled in its training programs. It is our intention to provide a positive learning environment with a high level of individual support to ensure that students are well prepared for their chosen career.



# 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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